Triples Activity Learning Model in Teaching Arabic for Graduate Students of Islamic Religious Education

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Abstract: The mastery of Arabic is an essential requirement for students in the Islamic Education Master Program at the Islamic University of Aceh, given its significant role in studying Islamic sciences. Despite its importance, Arabic learning within the program tends to be passive, limiting students' ability to acquire deeper and more applicable language skills. This study aims to analyze the implementation of Arabic language learning using the Triples Activity Learning approach, which is designed to enhance students' competence in Arabic interactively and effectively. This research employs a qualitative method with a case study approach. The subjects of the study are students enrolled in the Islamic Education Master Program. Data collection techniques include observations, interviews, and document analysis, ensuring comprehensive insights into learning practices. The collected data are analyzed through thematic analysis, and triangulation is applied as a strategy to maintain the validity and reliability of the findings.The study found that Arabic language learning plays a crucial role in understanding Islamic teachings and fostering global academic communication. The implementation of the Triples Activity Learning model, incorporating multimedia-based interactive methods, significantly enhances students' Arabic proficiency. The integration of three types of material—script study, hiwārat (dialogue), and istimā' (listening)—proves effective in improving students' listening, reading, and speaking skills. Based on these findings, it is recommended that Arabic learning in higher education institutions adopts modern, adaptive, and interactive approaches to optimize language mastery.

Abstrak: *Penguasaan bahasa Arab merupakan syarat mutlak bagi mahasiswa Program Magister Pendidikan Islam Universitas Islam Aceh, mengingat perannya yang sangat penting dalam mengkaji ilmu-ilmu keislaman. Meskipun penting, pembelajaran bahasa Arab dalam program ini cenderung bersifat pasif, sehingga membatasi kemampuan mahasiswa untuk memperoleh keterampilan berbahasa yang lebih mendalam dan aplikatif. Penelitian ini bertujuan untuk menganalisis pelaksanaan pembelajaran bahasa Arab dengan pendekatan Triples Activity Learning yang dirancang untuk meningkatkan kompetensi bahasa Arab mahasiswa secara interaktif dan efektif. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Subjek penelitian adalah mahasiswa Program Magister Pendidikan Islam. Teknik pengumpulan data meliputi observasi, wawancara, dan analisis dokumen, sehingga diperoleh wawasan yang komprehensif tentang praktik*

pembelajaran. Data yang terkumpul dianalisis melalui analisis tematik, dan triangulasi diterapkan sebagai strategi untuk menjaga validitas dan reliabilitas temuan. Penelitian ini menemukan bahwa pembelajaran bahasa Arab berperan penting dalam memahami ajaran Islam dan membina komunikasi akademis global. Penerapan model Triples Activity Learning yang menggabungkan metode interaktif berbasis multimedia secara signifikan meningkatkan kemampuan bahasa Arab mahasiswa. Integrasi tiga jenis materi—kajian naskah, hiwārat (dialog), dan istimā' (mendengarkan)—terbukti efektif dalam meningkatkan keterampilan menyimak, membaca, dan berbicara siswa. Berdasarkan temuan ini, direkomendasikan agar pembelajaran bahasa Arab di lembaga pendidikan tinggi mengadopsi pendekatan modern, adaptif, dan interaktif untuk mengoptimalkan penguasaan bahasa.

INTRODUCTION

Arabic is a very important communication language in the world, especially among Muslims. (Z. Zikriah, Lailatul Mauludiyah, 2024) and Arabic language learning in Indonesia has a long history, evolving alongside the spread of Islam in the archipelago. Arabic entered Indonesia between the 7th and 8th centuries AD and has since become an essential component of Islamic education and religious practice (Moh. Ainin, 2018). Arabic in Indonesia is one of the foreign languages studied in formal and non-formal educational institutions, (Cecep Sobar Rohmat, et.al., 2025), Its role extends beyond religion; Arabic serves as the primary medium for understanding Islamic teachings, including the Quran, Hadith, and classical Islamic literature. Additionally, Arabic functions as a global communication tool, given its status as an official language of the United Nations (Ainin, 2018). Despite its crucial function, Arabic language learning in higher education remains behavioristic, often focusing on mechanistic skills rather than deeper comprehension and application (Hadiyanto, Samitri, & Ulfah, 2020). This limitation affects students in the Islamic Education Master Program, who require strong Arabic proficiency to fully grasp Islamic sciences and engage in international scholarly discussions.

Various studies have emphasized the importance of Arabic proficiency in Islamic education and academic communication. Betty and Djamaluddin (2022) highlight its relevance to Islamic jurisprudence, noting that differences in Arabic mastery among scholars affect legal interpretations. Ihsan Sa'dudin et al. (2022) assert that Arabic serves multiple functions, including as a religious language, a tool for scholarly discourse, and a medium for scientific knowledge production. In response to this urgency, the Indonesian Ministry of Religious Affairs formalized Arabic instruction through KMA Number 183 of 2019, which mandates Arabic as both a communication tool and a means of studying Islamic texts in madrasahs (Ministry of Religious Affairs, 2019). However, Sholeha and Al Baqi (2022) found that Arabic learning often falls short of its intended purpose, as students primarily aim to communicate orally and in writing rather than achieve deep linguistic and academic mastery. Additionally, Zaharuddin et al. (2023) identified psychological, instructional, and situational factors that contribute to students' anxiety, significantly impacting their confidence in using Arabic.

Although previous research has extensively documented Arabic's significance, studies on more active and effective Arabic learning methods remain limited. Arabic is now recognized as an

official language of the Islamic World League (Zikriaha & Mauludiyah, 2024) yet teaching methodologies have not fully evolved to support interactive and immersive learning. Addressing this gap, this study introduces the Triples Activity Learning model, designed to enhance students' Arabic proficiency through multimedia-based interactive techniques. Unlike conventional approaches, this model integrates three structured activities—script study, hiwārat (dialogue), and istimā' (listening)—which systematically develop listening, reading, and speaking skills, enabling students to use Arabic more confidently and fluently.

Thus, this study aims to analyze the implementation of Arabic language learning in the Islamic Education Master Program using the Triples Activity Learning approach. By evaluating its effectiveness, this research seeks to contribute to the development of modern, adaptive, and interactive Arabic teaching methodologies that align with contemporary higher education needs. The findings are expected to enhance Arabic education by ensuring students not only master Arabic for religious and academic purposes but also gain confidence in using it in global scholarly and professional contexts.

METHOD

In this study, a qualitative research method with a case study approach was employed to obtain data and answer the formulated research questions. A case study is a research strategy that enables researchers to conduct an in-depth investigation into a program, event, activity, process, or group of individuals (Creswell, 2014). The use of this approach allows for a comprehensive understanding of Arabic language learning in the Islamic Education Master Program, specifically focusing on its effectiveness and implementation. To ensure the credibility of findings, several validation techniques were applied, including data triangulation, member checking, and audit trail, which enhance data accuracy and reliability.

The subjects of this study consisted of 20 students enrolled in the Islamic Education Master Program for the 2024/2025 academic year, along with one lecturer responsible for teaching Arabic language courses. The selection criteria for research participants were based on their engagement in Arabic learning activities and their willingness to participate in the study. The inclusion of both students and lecturers provided a comprehensive perspective on the effectiveness of Arabic instruction, allowing researchers to capture both learner experiences and pedagogical approaches.

To collect data systematically, multiple instruments and techniques were utilized. Observations, interviews, and document analysis were the primary data collection methods. Observations allowed researchers to assess classroom interactions, while interviews with students and lecturers provided insights into learning experiences and challenges. Additionally, reviewing learning documentation supported a more comprehensive evaluation of instructional methods and curriculum implementation. These triangulated data sources ensured a well-rounded understanding of Arabic language learning dynamics.

The data analysis process followed the Miles and Huberman model, which consists of three interconnected stages: Data Reduction, Data Presentation, and Conclusion Drawing (Verification) (Basori & Suwandi, 2008). Data reduction involved selecting and condensing relevant information from interviews, observations, and documents. Subsequently, data was organized and presented systematically to facilitate interpretation. The final stage, verification, ensured that the findings were accurately derived, contributing to the validity of the study. This analytical approach enabled researchers to identify patterns and draw meaningful conclusions regarding Arabic language learning in higher education.

RESULTS AND DISCUSSION
Triples Activity Learning Model as an Integrated Approach to Arabic Language Teaching

Arabic has a close relationship with Islamic education. Anis Nurma Sabila and Laily Fitriani (2024) reveal that the closeness between Islamic studies and Arabic encourages many educational institutions, including Islamic universities, to include Arabic language learning in their curriculum. Not only limited to Arabic-only study programs, this integration also includes non-Arabic study programs such as Islamic Religious Education (PAI). This step aims to equip students with the language skills needed to understand and interpret Islamic teachings in depth.

In line with this urgency, Arabic language learning is required for students of the Master of Islamic Education Study Program at the Islamic University of Aceh. This course is realized in the form of a matriculation program intended for all new students. This program aims to ensure that students are able to examine various authentic Islamic sources (*mashdar minil mashadir*), such as the Quran, Hadith, Fiqh and Ushul Fiqh, Tarikh, Aqidah, Akhlak, Tafsir, as well as the works of scholars written in Arabic (Saifudin, interview, 2024).

In addition to being the main means of studying Islamic sciences, Arabic also has an important role as a medium of communication for master's program students. The ability to speak Arabic, both orally and in writing, is needed so that students can participate in international scientific forums. Thus, they are able to convey academic studies on Islamic education comprehensively to the global scientific community.

Based on the various philosophical foundations that have been stated, Arabic language learning in the master's program must be carried out in the form of an intensive program (*matriculation*). This approach is needed so that students can achieve optimal results in mastering Arabic, both in understanding Islamic literature and in academic communication. This is also in line with the statement of the Head of the Master of Islamic Education Study Program at the Islamic University of Aceh (Saifuddin, interview, 2024), who emphasized the importance of a systematic approach in learning Arabic at the master's level.

Arabic language learning in an academic environment is carried out with an *integrated* system approach (*integrated system* or *nidham al-wihdah*), as stated by Effendy (2009). This concept emphasizes a comprehensive learning method that covers various linguistic aspects simultaneously, such as qawā'id (grammar), mahārāt lughawiyyah (language proficiency), mufradāt (vocabulary), and other components in one holistic course.

The implementation of this system is designed so that students not only understand the language from a theoretical point of view, but are also able to apply it functionally in communication and academic discourse. The learning steps applied in this system include:

Introduction Activity

In the early stages, lecturers developed an interactive linguistics-based curriculum, which began by motivating students about the urgency of Arabic in the context of scholarship and professionalism. This activity involves tahni'ah (expression of congratulations in Arabic), stimulation of discussion, and conceptual exploration of Arabic as a global communication tool. In addition, a learning plan is also presented to provide a systematic overview of the scope of material to be studied.

In the early stages of learning, lecturers have prepared teaching materials based on the results of observations in the academic environment and interviews with students about their challenges in learning Arabic. Based on the observation results (2024), the majority of students show interest in Arabic, but still face obstacles in lughawiyyah proficiency, especially in the aspect of maharat kalam (speaking ability). Interviews with students revealed that motivation to learn Arabic is often influenced by factors

such as the academic environment, access to learning resources, and experience in actively using Arabic. Students who have the opportunity to interact with native speakers tend to be more confident in speaking than those who only rely on theoretical learning.

In response to this finding, the lecturer opened the learning session with tahni'ah (expression of congratulations) in Arabic to familiarize students with basic communicative expressions. In addition, lecturers also provide motivational stimulus by explaining the urgency of Arabic in various academic and professional fields, as well as linking Arabic with classical and contemporary literature that has high scientific value. In the initial discussion process, students are encouraged to talk about their experiences in learning Arabic, so that lecturers can understand their specific needs and customize more effective learning methods. Interviews with some students showed that the interactive and experiential approach was more effective than the conventional lecture method.

As a next step, the lecturer presents the Arabic Learning Plan that will be implemented during the program. This plan includes learning objectives, teaching strategies based on istimā', qirā'ah, kalām, and kitābah, as well as the use of technology as a learning tool. In interviews conducted with several students (Interviews, 2024), it was found that the main factors affecting the effectiveness of Arabic language learning include: (1) Frequency of Exposure to Arabic Students who hear and interact with Arabic more often, either through media or direct communication with lecturers and peers, show higher comprehension ability. (2) Learning Methods Applied Students stated that discussion and direct interaction methods were more helpful than the one-way lecture method. Practice-based approaches and communication simulations increased their engagement. (3) Difficulties in Vocabulary and Phonology Most students admitted that they had difficulties in understanding the mufradāt (vocabulary) and pronouncing them with the correct

pronunciation, especially if there was no reference from native speakers. In response to these observations and interviews, the lecturer opened the learning session with: (1) Tahni'ah (expression of congratulations) in Arabic to familiarize students with basic communicative expressions. (2) Open discussion about students' experiences in learning Arabic, with the hope of identifying individual problems and developing more effective strategies in learning. (3) An introduction to the learning system that will be applied during the program, including the istimā', qirā'ah, kalām, and kitābah methods. In addition, in observations of classroom interactions, it was found that the use of interactive linguistics and technology-based learning media (e.g., the use of audio from native speakers and hands-on exercises with peers) contributed to the students' increased confidence in speaking Arabic.

Arabic language learning in an integrated system begins with preliminary activities that aim to build students' intrinsic motivation and identify initial challenges in the learning process. Based on observations in the academic environment (Observation, 2024), it was found that most students studying Arabic still experience problems in the aspects of mahārāt kalām (speaking ability) and istimā' (listening ability). Students show a tendency to be more comfortable in understanding nahwu (grammar) and ṣarf (morphology) theories, but lack confidence in direct communication practices.

Core Activity (Material Delivery)

In delivering the material, the lecturer uses an interactive multimedia-based approach, such as the use of laptops, speakers, and infocus projectors to facilitate student understanding. The learning process begins with the presentation of qirā'ah (recitation) or hiwār (conversation) texts from native Arabic speakers. After listening a few times, students engage in lexical discussions, which focus on identifying and analyzing complex mufradāt. Mastering vocabulary in depth is considered the main parameter in achieving communicative

proficiency (Effendy, 2009). Therefore, students are given phonetic exercises to pronounce the mufradāt with the correct rules.

In the material delivery stage, lecturers apply a multimedia-based interactive approach to ensure students gain an effective learning experience. Based on observations in the lecture process (Observations, 2024), it was found that the use of audio from native speakers, as well as exercises in reading and discussing qirā'ah and hiwār materials, contributed significantly to improving students' istimā' and kalām skills. Students who actively participated in the exposure and discussion process showed better progress than those who only listened without participating.

The results of interviews with students (Interview, 2024) reveal several important points related to the effectiveness of Arabic learning methods:

1. *Audiovisual Method (As-Sam'iyyah As-Syafahiyyah Method),* in order to aim to improve student understanding, learning with infocus and audio from native speakers is easier to understand than the usual lecture method. Native Arabic speakers' voices provide a real picture of authentic intonation, accents, and communication patterns. *As-Sam'iyyah As-Syafahiyyah* Method, (As-Sam'iyyah As-Syafahiyyah Method or Audio-Lingual Method) is an approach that emphasizes the oral aspect in learning Arabic through repetition and modeling from native speakers. The lecturer first listens to a short dialog, qirā'ah (recitation), or conversation that has been recorded using a computer and audio speakers. The material is listened to repeatedly so that students have a good grasp of the language structure and pronunciation of the words in the text presented (Observation, 2024). With this audio-based approach, students can improve their speaking skills naturally without having to rely too much on complex grammatical analysis. The As-Sam'iyyah As-Syafahiyyah method is effective in practicing istimā' wa kalām (listening and speaking skills) so that students are familiar with the uslūb lughawī (language patterns) of native speakers.

2. *Tadribat,* discussion exercises and mufradāt analysis help students understand Arabic concepts more clearly. Direct interaction with lecturers and peers allows them to correct mistakes in pronunciation and vocabulary selection. Practice-Based Learning Strategies are more effective, based on interviews, hands-on practice and communication simulation methods proved more effective in increasing students' confidence in speaking Arabic. Students who are more involved in mumarāsah practice show more fluent speaking ability. in mumarāsah practice, which is the practice of speaking Arabic with peers, it is easier to adjust language patterns and intonation. According to interviews with lecturers (Interview, 2024), this method also helped students overcome their fear of speaking Arabic and improved their spontaneity in dialogue.

For maharah istimā' (listening), students are directed to listen with focus, note down essential points, and reproduce information based on contextual understanding. Given that the audio sources are from native speakers, this exercise aims to improve their ability to understand authentic Arabic phonology. In the mumārāsah (practice) session, students are asked to practice qirā'ah and hiwār live in an academic setting. These communication simulations are designed to boost their confidence in speaking Arabic as well as prepare them for real communication situations (Ikhsan, interview, 2024).

The implementation of tadrībāt or practice in learning Arabic for students of the Islamic Religious Education (PAI) master program is focused on improving maharah muḥādathah (speaking ability). In this activity, students first listen to hiwār (conversation) presented through loudspeaker media. The lecturer then asks students to repeat the conversation several times and practice it according to what they have heard. This repetition includes various linguistic aspects, such as makhārijul ḥurūf (pronunciation of letters), nabr (voice emphasis), musiqal kalām (language rhythm), as well as various language expressions that have been listened to.

In addition to muḥādathah, tadrībāt strategy is also applied in learning qirā'ah (reading) and kitābah (writing). Lecturers provide reading exercises repeatedly to ensure that students can read the text fluently, shahīh, and in accordance with the rules of i'rāb (grammatical structure). Students are also trained to avoid mistakes in the application of qawā'id 'arabiyyah (Arabic grammar). In the next stage, students are asked to read the text aloud, understand the content of the text that has been distributed, and sometimes hear the text again through istimā' (listening). This strategy aims to enable students to read the text with thalaqah (fluency), then translate the content of the text accurately. In addition, this activity helps students analyze texts and develop a deeper understanding of language structures, which can be utilized in al-mawād al-madrāsiyyah (courses) related to their knowledge (Observation, 2024)

3. *The Qawā'id wa Tarjamah model*, in learning that has been carried out in several lecture sessions, obtained data that the Qawā'id wa Tarjamah model provides quite good results in helping students understand the linguistic structure of Arabic. In the application of this method, the lecturer provides a qirā'ah text, then students read slowly while identifying difficult mufradāt. After that, translation is done, as well as discussion of the position of sentences in the text, to understand the relationship between words in the context of meaning and syntax. Moreover, in direct observation of tarkīb (sentence structure) learning, it was found that the gradual approach, from simple to complex sentences, allows students to adjust language patterns systematically. Students who were active in tadrībāt tarkīb exercises showed improvement in their ability to construct sentences with correct structures.

Lecturers also apply the Qawā'id wa Tarjamah method-a linguistic approach that combines grammatical analysis with translation. This method facilitates students in understanding morphosyntactic structures and constructing sentences according to the rules of nahwu and ṣarf (Arabic grammar). The learning stages of tarkīb (sentence construction) are carried out systematically, starting from simple structures to complex structures, with repetitive practice techniques (tadrībāt) to strengthen efficient and applicable sentence construction skills in daily life.

4. *Al-Mubāshirah Method (Direct Method)*, Al-Mubāshirah Method or direct method is a learning approach that emphasizes the use of Arabic as the sole medium of communication without translation. In the context of learning Arabic for Master of Islamic Education (PAI) students, this method is used in teaching maharah istimā' (listening skills) and maharah hiwār (speaking skills). Lecturers deliver material in full Arabic, so that students are accustomed to

understanding and responding without relying on their mother tongue. In addition, this method is applied in learning mufradāt (vocabulary) with delivery techniques through synonyms (murādifāt) and antonyms (mutadhāt), in order to enrich understanding without the need for direct translation. In teaching simple qawā'id (grammar rules), this method is applied by explaining the rules of the language directly in Arabic. The main characteristic of Al-Mubāshirah method is the prohibition of using the mother tongue, so students are forced to understand the context through direct exposure to simple texts or conversations such as hiwār or qiṣṣah qaṣīrah (short stories) (Umar Shadiq Abdullah, 2008). In practice, the lecturer starts the lesson by listening to hiwār ta'limī (scientific conversations) or short stories. Students are then asked to imitate what they hear with a focus on intonation, stressing, linguistic expression, and uslūb (language style) (Observation, 2024). This is in line with the opinion of Umar Shadiq Abdullah, who mentioned that this method can be combined with various strategies such as tadrībāt al-as'ilah wa al-ajwibah (question-answer exercises), tadrībāt muhākāh (imitation/demonstration exercises), as well as imlā' (dictation) and extraction of qawā'id from language texts (Umar Shadiq, 2009). This approach is effective in familiarizing students with thinking in Arabic and improving spontaneous communication fluency.

5. *Munaqasyah (Discussion) Strategy,* Munaqasyah *strategy* or scientific discussion in Arabic language learning aims to train students in expressing their thoughts using the target language actively. This activity serves as a means of developing maharah kalām (speaking skills) and improving the ability to analyze Arabic texts. In the discussion, students express their opinions about the given material, exchange ideas, and criticize the study being discussed. In addition, this strategy is also applied in tahlīl al-nuṣūṣ (text analysis), where students discuss the understanding of the text based on their at-tarakīb (language structure). Susanti (2024) states that the discussion method is a way of presenting teaching materials that provides opportunities for students to conduct scientific conversations to gather opinions, draw conclusions, and formulate alternative solutions to problems. According to Susanti (2024), the discussion method is a learning approach that allows students to interact with each other in order to develop a deeper understanding of the target language. This is in line with the theory of socio-constructivism, which states that effective learning occurs through social interaction and collaborative meaning formation. The munaqasyah strategy or scientific discussion is a learning technique that emphasizes active interaction between students in the use of Arabic. Scientific discussion in Arabic language learning helps to improve maharah kalām (speaking skills) as well as hone critical thinking skills. Students are encouraged to express their opinions on teaching materials, analyze concepts, and construct logical and coherent arguments. This strategy shows that discussion can accelerate the internalization of language in students' minds as they not only passively receive language input, but also actively use it in an academic context. In this process, the understanding of at-tarakīb (language structure) becomes more flexible as each student has a different

perspective on the text being analyzed.

6. *Hillu Musykilah (Problem Solving) Strategy, hillu musykilah* or problem solving *strategy* is a problem-solving-based learning approach that aims to improve students' critical and creative thinking skills in understanding Arabic. Nurlisah (2021) emphasized that the ability to solve problems is the main goal of education, because basically life is a problem-solving process. According to the Proceedings of the ICECRS, the problem solving method provides opportunities for students to analyze structures or situations that contain problems independently. Suharsimi mentioned that this method trains students in facing various challenges, ranging from simple to complex ones (Sulikah Tri Handayani, Yayuk Fauziah, and Eni Fariyatul Fahyuni, 2020). In Arabic language learning in the Master of Islamic Education program, problem solving strategies are applied in tahlīl al-tarakīb (language structure analysis) to understand the differences in meaning in the text. Lecturer's direct students to identify linguistic problems in the text, analyze, and draw accurate conclusions (Interview, Ridwan and Shafwan, 2024). This approach is very effective in improving students' ability to understand and solve Arabic language problems systematically.

7. In the core activities of material delivery, lecturers apply an interactive multimedia-based approach to increase the effectiveness of Arabic language learning. Based on the results of classroom observations (Observation, 2024), it was found that students who were active in mufradāt discussions and istimā' exercises showed significant improvement in their ability to understand and use Arabic. Students who are more often involved in discussions and direct speaking practice absorb communication patterns faster than those who only passively listen to or read texts. In addition, observations of the Qawā'id wa Tarjamah method showed that students who regularly practiced translation and syntax analysis had a stronger understanding of Arabic sentence structure, although they still had difficulties in connecting theory with spontaneous communication practice.

Based on the description above, it can be concluded that there are various methods/strategies in learning Arabic for Master of PAI students using various learning strategies used in delivering Arabic language material can be concluded from the above discussion through the following figure:
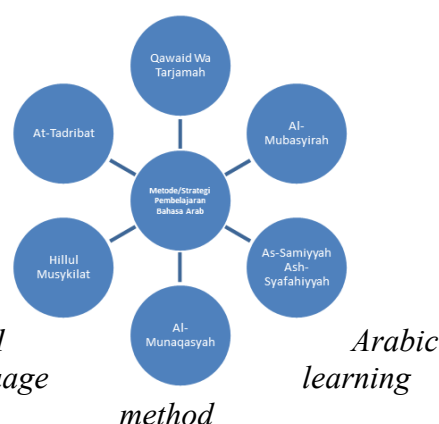

Figure:1 *Arabic language learning method*

Closing Activities

In the final stage, the lecturer conducts a learning evaluation, either through direct feedback or by reflecting on the learning outcomes that have been obtained. Students are invited to review the material through light discussions, before the session is closed by providing motivation and reciting the kafāratul majlis prayer as part of Islamic academic ethics.

1. *Learning Evaluation and Student Feedback*

Closing activities in Arabic language learning aim to evaluate students'

understanding of the material that has been delivered. Based on the results of classroom observations (Observation, 2024), it was found that students who were active in discussions and speaking exercises showed an increase in their ability to understand Arabic structures. Lecturers conduct evaluation by asking reflective questions to students regarding the mufradāt, qirā'ah, and hiwār that have been learned. In addition, students are given the opportunity to convey the difficulties they face during learning. The observation results showed that students who practiced more often with native speakers had better intonation and pronunciation, while those who only relied on written texts still had difficulties in speaking spontaneously.

Learning evaluation is an important stage in closing activities that aims to measure the extent to which students understand the material that has been delivered. Based on the results of classroom observations (Observation, 2024), it was found that students who were active in discussions and speaking exercises showed an increase in their ability to understand Arabic structures. The lecturer conducted an evaluation by asking reflective questions to students regarding the mufradāt, qirā'ah, and hiwār that had been learned. In addition, students are given the opportunity to convey the difficulties they face during learning. The observation results showed that students who practiced more often with native speakers had better intonation and pronunciation, while those who only relied on written texts still had difficulties in speaking spontaneously.

In evaluation sessions, lecturers use various methods to measure students' understanding, including oral tests, group discussions, and communication practice exercises. Based on the results of interviews with students (Interview, 2024), it was found that interactive evaluation methods were more helpful to them in understanding Arabic concepts than written test-based evaluation methods. Students stated that they are more comfortable in answering questions

directly and discussing with peers than doing written questions that only test cognitive aspects. Therefore, lecturers provide opportunities for students to convey their understanding verbally, so that they can practice their speaking skills while testing their understanding of the material.

In addition, in the learning documentation, it was found that students who were given the opportunity to express their opinions and learning experiences were more motivated in improving their Arabic language skills. In this reflection, students were asked to identify the aspects of learning that helped them the most as well as provide suggestions for the improvement of teaching methods. The documentation showed that students who practiced more often with the mumarāsah method had higher confidence in speaking Arabic. Lecturers also noted that students who participated more often in discussions and speaking exercises showed improvement in communication fluency and syntactic understanding. From the above data obtained, it shows that interactive learning evaluation is more effective than conventional methods. Students who practiced more often with audio from native speakers and simulated communication showed improvement in speaking and understanding Arabic. However, there are still obstacles in the aspect of spontaneous speaking, so more mumarāsah practice is needed in an academic environment. In addition, the Qawā'id wa Tarjamah method helps understanding of language structure, but it still needs to be complemented with interactive methods so that students can more easily connect theory with daily communication practices. The data also showed that interaction with native speakers contributed to the improvement of phonology, where students who listened and practiced with native speakers more often had better intonation and pronunciation

Thus, learning evaluation in closing activities not only serves as a tool to measure students' understanding, but also as a strategy to increase their motivation and engagement in learning Arabic. Discussion-based

approaches, reflection, and communication exercises proved to be more effective in improving students' competence than conventional evaluation methods that only focus on cognitive aspects. Therefore, lecturers need to continue developing more interactive and experiential evaluation methods so that students can achieve Arabic language proficiency optimally.

2. *Discussion and Review of Materials*

In the closing discussion session, the lecturer invites students to review the material that has been learned through light discussion. Based on the results of interviews with students (Interview, 2024), it was found that the open discussion method helped them in understanding the syntactic structure of Arabic better. Students who engaged in active discussions more easily remembered the mufradāt and were able to use them in daily conversations. In addition, students stated that they were more comfortable in understanding nahwu and ṣarf concepts when given direct examples in discussions rather than just reading theories from textbooks.

Discussion and review of material is an important part of the closing activities of learning Arabic. Based on the results of classroom observations (Observation, 2024), it was found that students who were active in the discussion showed an increase in their understanding of Arabic syntax and semantics. Lecturers invite students to review the material that has been learned by having an open discussion. In this session, students are given the opportunity to ask questions, express opinions, and share their learning experiences. Observations showed that students who participated more often in discussions had better linguistic analysis skills, especially in understanding sentence structure and the use of mufradāt in communication contexts.

Interviews with students (Interview, 2024) revealed that the open discussion method helped them understand the concepts of nahwu and ṣarf better. Students stated that they remembered mufradāt more easily and were able to use them in daily conversation after discussing with peers. In addition, they

feel more confident in speaking Arabic because they get the opportunity to correct their mistakes directly. The interviews also showed that students who had more frequent discussions in Arabic had better speaking fluency, compared to those who only relied on reading and translating texts.

In the learning documentation, it was found that students who were given the opportunity to discuss and review the material were more motivated in improving their Arabic language skills. The documentation shows that students who are active in discussions have a deeper understanding of Arabic language structures, especially in the aspects of morphology and syntax. In addition, students involved in group discussions find it easier to understand the contextual meaning of a text, as they can exchange opinions and identify language patterns used in various communication situations.

This shows that discussion and review of materials contribute significantly to improving student understanding. Students who had more frequent discussions showed better critical thinking skills, and were better able to connect theory with communication practice. In addition, the open discussion method allows students to develop speaking and listening skills simultaneously, so that they are better prepared to face real communication situations. The data also shows that students who have more frequent discussions in Arabic have higher spontaneity ability, so they are more confident in speaking without having to rely on written texts.

Thus, discussion and review of material in the closing activities do not only serve as an evaluation tool, but also as a strategy to increase student engagement in Arabic language learning. The interactive discussion and reflection-based approach is proven to be more effective in improving students' competence than conventional methods that only focus on cognitive aspects. Therefore, lecturers need to continue developing more interactive and experience-based discussion methods so that students

can achieve Arabic language proficiency optimally.

3. *Reflection on the Learning Process*

Lecturers also provide opportunities for students to reflect on the learning process that has taken place. Based on the documentation of learning conducted during several lecture sessions, it was found that students who were given the opportunity to express their opinions and learning experiences were more motivated in improving their Arabic language skills. In this reflection, students were asked to identify the aspects of learning that helped them the most and provide suggestions for improving teaching methods. Documented results showed that students who practiced more often with the mumarāsah method had higher confidence in speaking Arabic.

Reflection on the learning process is an important part of the closing activity which aims to evaluate the effectiveness of the methods that have been applied and provide an opportunity for students to identify strengths and weaknesses in learning Arabic. Based on the results of classroom observations (Observation, 2024), it was found that students who were given the opportunity to reflect on learning showed a deeper understanding of the material that had been learned. Observations also show that students who are active in reflection are better able to connect theory with communication practices, so they are more confident in using Arabic in various contexts.

In the reflection session, lecturers invite students to reflect on their learning experience, both in terms of understanding the material, the challenges faced, and the strategies they use to overcome difficulties. Based on interviews with students (Interview, 2024), it was found that reflection helped them identify the most effective aspects of learning and provided insights into methods that need to be improved. Students stated that they found it easier to understand the concepts of nahwu and ṣarf after reflecting on the exercises they had done. In addition, they also realized the importance of spontaneous speaking practice to improve fluency of communication in Arabic.

Students who are given the opportunity to reflect are more motivated to improve their Arabic language skills. Documentation shows that students who are active in reflection have a more structured learning strategy, so they are easier to understand and apply the material they have learned. In addition, reflection also helps students in developing critical thinking skills, as they have to analyze their learning experience and find solutions to improve the effectiveness of learning.

The data shows that reflection on the learning process contributes significantly to improving students' understanding. Students who reflect more often show better analytical skills, and are better able to connect theory with communication practice. In addition, reflection allows students to develop more effective learning strategies, so that they are better prepared to face challenges in learning Arabic. The data also shows that students who reflect more often have higher motivation to learn, as they are more aware of their progress and more eager to improve their abilities.

Thus, reflection on the learning process in the closing activity not only serves as an evaluation tool, but also as a strategy to increase student engagement in Arabic language learning. The reflection-based approach and experience analysis proved to be more effective in improving students' competence than conventional methods that only focus on cognitive aspects.

4. *Motivation and Reinforcement of Learning*

As part of the closing activity, the lecturer motivates the students to continue improving their Arabic language skills. Based on the results of interviews with lecturers (Interview, 2024), it was found that students who were given regular motivation were more enthusiastic in participating in learning and more active in speaking practice. Lecturers also emphasize the importance of consistency in language

practice, and encourage students to utilize additional learning resources such as digital media, reference books, and interaction with native speakers.

Motivation is a key factor in successful Arabic language learning. Based on classroom observations (Observation, 2024), it was found that students who received regular motivation from lecturers showed higher engagement in the learning process. Observations also showed that students who were given positive encouragement were more active in discussions, speaking exercises, and linguistic problem solving. In contrast, students who lack motivation tend to be passive and have difficulty in understanding the material in depth. Therefore, lecturers play an important role in creating a learning environment that encourages students' enthusiasm and confidence.

In motivational sessions, lecturers use various approaches to increase students' enthusiasm for learning. Based on the results of interviews with students (Interview, 2024), it was found that students are more motivated when given positive reinforcement, such as appreciation for their efforts in understanding and using Arabic. Students stated that they are more eager to learn when lecturers give praise for their progress, as well as provide real examples of the benefits of mastering Arabic in the academic and professional world. In addition, students also feel more encouraged to practice speaking when given the opportunity to interact with native speakers or use Arabic in real communication situations.

Interpretation of the data shows that motivation and learning reinforcement contribute significantly to the improvement of student engagement. Students who received more frequent motivation showed better critical thinking skills, and were better able to connect theory with communication practice. In addition, motivational strategies based on positive reinforcement and direct interaction allow students to develop speaking and listening skills simultaneously,

so that they are better prepared for real communication situations. The data also shows that students who are more frequently motivated have higher self-confidence, so they are more courageous in using Arabic in various academic and social contexts.

Thus, motivation and reinforcement of learning in closing activities not only serve as an evaluation tool, but also as a strategy to increase student engagement in Arabic language learning.

5. *Recitation of the Kafāratul Majlis Prayer*

As part of Islamic academic ethics, the closing activity ends with the recitation of the kafāratul majlis prayer. Based on observations of classroom interactions, it was found that the recitation of this prayer provided a more conducive atmosphere and instilled spiritual values in learning. Students who follow the prayer solemnly show a more positive attitude towards learning Arabic. In addition, this activity is also a moment for students to reflect on the knowledge that has been obtained and apply it in everyday life.

6. *Conclusion and Next Learning Plan*

As the last step, the lecturer presents the conclusion of the lesson and gives an overview of the material to be learned in the next meeting. Based on the learning documentation, it was found that students who were given an initial overview of the next material were better prepared for the next lesson. Lecturers also provide directions regarding self-learning strategies, such as reading Arabic texts, listening to audio from native speakers, and practicing speaking with peers. Thus, the closing activity not only serves as an evaluation, but also as a preparation for more effective learning in the future.

In the context of Arabic language learning for postgraduate students, the *Triples Activity Learning* approach is applied as a systematic and integrated pedagogical strategy. This learning model consists of three main stages, namely introductory activities (muqaddimah), core activities (astna dirasah), and closing activities (ikhtitam), which serve to build tiered

understanding and improve students' linguistic competence holistically.

In the context of linguistic research and Arabic language teaching methods, Triples Activity Learning can be further developed by strengthening technology-based strategies, such as the use of digital learning platforms, AI-based exercises, and the utilization of more varied learning resources. Therefore, further research on the effectiveness of this model in Arabic language learning at various academic levels is needed to expand implementation and optimize learning outcomes, as can be seen in the following figure:
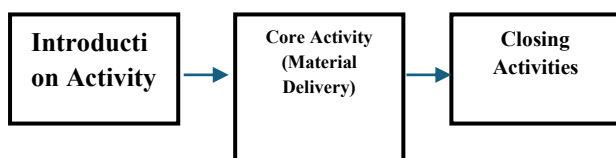

Figure 2: Triples Activity Learning Model as an Integrated Approach to Arabic Language Teaching

Arabic Language Learning Materials

Learning materials or teaching materials, according to Hamdani in the research of Tuti Iriani and M. Aghpin Ramadhan (2019), are all forms of materials that are systematically arranged to assist lecturers or instructors in carrying out teaching and learning activities. The main purpose of preparing this material is to create a conducive learning environment, so that students can gain optimal understanding. Learning materials include a number of knowledges, skills, and attitudes that must be mastered by students in order to meet predetermined competency standards (Tuti Iriani and M. Aghpin Ramadhan, 2019).

In the Master of Islamic Religious Education (PAI) program, Arabic learning materials consist of three main components: text study, hiwārāt (speaking skills), and istimā' (audio comprehension). These three forms of materials are designed to provide a positive response to the comprehensive mastery of Arabic.

The conclusion drawn from the above discussion is as follows:

Arabic language learning in the Islamic Religious Education master program is very important for understanding Islamic teachings and global academic communication. The Triples Activity Learning model is used to gradually improve students' language skills. Multimedia-based interactive methods and the division of material into three types-script study, hiwārat, and audio (istimā')-helped learning to be more effective.

The uniqueness of this study is the use of Triples Activity Learning which is proven to improve Arabic comprehension gradually. The integration of multimedia methods with three types of materials is also effective in improving students' listening, reading and speaking skills, making it a more modern and adaptive learning model.

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