

Takallam Method in Muthola'ah Lesson: Enhancing Learning Independence Based on Islamic Values

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Abstract: Learning is directed towards acquiring knowledge and skills that are relevant and applicable, based on Islamic values that serve as guidelines for thinking, behaving, and acting comprehensively in personal and social life. Research objectives: to describe and analyze the application, inhibiting and supporting factors, as well as the implications of Takallam method in the Muthola'ah subject to enhance learning independence based on Islamic values at Tarbiyatul Mu'allimat al-Islamiyyah Wali Songo Ngabar Ponorogo. This study uses a qualitative type with a case study approach, and data were obtained through in-depth interviews, observations, and documentation studies. Results: Takallam method is applied in Muthola'ah learning by encouraging students to be more active in reading texts, understanding the content, while the teacher acts as a facilitator rather than the sole source of knowledge. The learning is based on the five core values of Islamic boarding school, namely sincerity, simplicity, Islamic brotherhood, independence, and freedom. Supporting factors: high motivation, availability of reading texts appropriate to students' skill levels, the teacher's creative role in managing discussions and providing stimuli, and a conducive learning environment. Inhibiting factors: students' lack of self-confidence, differences in Arabic language proficiency, limited learning time resulting in suboptimal Takallam practice, and students' dependence on the teacher if not trained consistently. Positive implications: enhancing critical reading skills and text comprehension, encouraging students to express understanding independently, fostering self-confidence in learning Arabic, promoting collaborative learning while still being based on independence. Challenges: requiring students' readiness to speak up, and with the teacher providing gradual practice.

Keywords: Takallam Method, Learning Independence, Islamic Values.

Introduction

Student competency can be improved through the application of creative learning methods aligned with learning objectives (Himmawan, 2021). Learning is very important and essential, to be able to understand various Islamic and global knowledge, one of which is Arabic. (Zainuri & Nurjanah, 2023). There are several forms of skills in learning Arabic, namely listening, speaking, reading and writing skills (Rizki et.al., 2024). Arabic needs to be learned to make it easier to practice communication, such as in modern Islamic boarding schools which require all students to learn to communicate using foreign languages, namely Arabic and English, and this has become the culture of modern Islamic boarding schools (Nurhayati & Nurfaizah, 2024). Learning Arabic effectively and

efficiently aims to create good communication and create a language environment to be improved Arabic language skills (Silvia et.al., 2023).

Muthola'ah lessons are local Arabic content materials, with the teacher's technique of showing vocabulary, arranged in sentences so that students can understand the meaning of the material repeatedly so that it is easy to remember (Kamilah, 2023). Speaking skills in the process of learning Arabic speaking practice will feel easy if the speaker is active in communication (Basit & Setiawan, 2022). The development of speaking skills starts from listening skills, and is followed by speaking skills (Kosim & Zakiyah, 2021). Students who learn speaking skills are not only taught speaking exercises but also practice speaking using appropriate intonation and facial expressions with clear pronunciation (Mufidah et.al., 2022). One of

the basic things that must be learned in understanding Arabic is speaking skills, because of its very important role in learning Arabic (Asmara & Mustofa, 2024). The weaknesses of the last method system one of them was the lack of consistent speaking practice, so that not many students were able to convey their thoughts and feelings of think (Nalole, 2018).

Students at Islamic boarding schools are taught not only religious knowledge but also leadership, independence, simplicity, perseverance, and other skills. This model is expected to create a high-quality, independent, and competitive society (Nashihah, Hafidah, & Qosim, 2023). Students are considered independent if they are able to carry out their learning tasks of their own free will and intention, and accompanied by good behavior (Sukarman & Sutomo, 2024). Learning independence is the ability of students to manage themselves in planning, monitoring and evaluating independently (Rudiawan et.al., 2023). Individuals will be able to take their own initiative to analyze their learning needs, formulate goals, choose and determine learning strategies and resources, and evaluate learning outcomes (Rohman & Noer, 2023).

Various approaches and learning theories have been applied to improving Arabic language learning quality, one of which is the humanist learning theory, which emphasizes freedom and respect for individual uniqueness in the learning process, and prioritizes human values (Syafei, 2023). Learning Arabic not only plays a role in developing language skills, but also helps in the process of integrating character education (A. Aulia & Dimyathi, 2024).

Values based on Islam such as love for God and all His creation, the values of independence, responsibility, honesty, trustworthiness, helpfulness, mutual cooperation, self-confidence, hard work, leadership, justice, humility, etc (Oktavera, 2019). Islamic educational values are almost included in the Arabic language curriculum studied at every level of education (Pamessangi, 2021). These Islamic educational values are very relevant in building independence, so it is important to integrate them contextually into learning methods that are appropriate to students' learning models (Syahrishobirin et.al., 2025). Tarbiyatul Mu'allimat al-Islamiyyah applies the Islamic

boarding school curriculum system as the cultural wisdom of Islamic boarding school education, one of the local content materials is Muthola'ah which applies the takallam/speaking method in the learning process in class.

Research objectives: to describe and analyze application of Takallam method in Muthola'ah subject to enhance learning independence based on Islamic values at Tarbiyatul Mu'allimat al-Islamiyyah Wali Songo Ngabar Ponorogo; to describe and analyze inhibiting and supporting factors of Takallam method in Muthola'ah subject to enhance learning independence based on Islamic values at Tarbiyatul Mu'allimat al-Islamiyyah; to describe and analyze implications of Takallam method in Muthola'ah subject to enhance learning independence based on Islamic values at Tarbiyatul Mu'allimat al-Islamiyyah.

Materials and Methods

Study Area

This research find the research information at Tarbiyatul Mu'allimat al-Islamiyyah Wali Songo Islamic Boarding School. This educational institution consists of two madrasahs, Madrasah Tsanawiyah and Madrasah Aliyah, and is considered a leading Islamic educational institution. It is under the auspices of the Wali Songo Ngabar Ponorogo Islamic boarding school, which implements both the national and Islamic boarding school curricula. One of the subjects in the Islamic boarding school curriculum is Muthola'ah. This institution also embodies the Islamic boarding school values, namely the five souls of Islamic boarding schools, which include sincerity, simplicity, and integrity.

Research Approach and Type

The research type used is qualitative, which purpose to examine objects in the research location. The researcher acts as the primary instrument. Data collection techniques are in-depth interviews, participant observation or documentation, data validity triangulation, and inductive data analysis (Abdussamad, 2021). The research approach is through a case study approach which is an effort to explore the detailed limitations of the problem, has a more in-depth process and

technique for collecting information in the field, and completes it from various sources (Abdussamad, 2021).

Kehadiran Peneliti

The researcher in this research object intends to establish a good relationship with the research subject. In this case, the researcher acts as a full participant in the research, where the researcher conducts observations by being directly involved in the field. (Umiarso, 2018). The researcher also acts as the main instrument, complete participant or participant observer and also as the main data collector while other instruments are supporting instruments (Ahyar & Juliana Sukmana, 2020).

Sumber Data

Data are the actual results of testing that reveal the symptoms of the research object. Data in qualitative research are in the form of descriptive explanations or analyses, not numbers. Primary data in this study consists of written data from field interviews using data sources that serve as samples in the study. Secondary data is data obtained through reading, observing, and listening. Secondary data can include: text data (documents, announcements, correspondence), image/documentation data, audio data (recordings), or a combination of text, audio, and visuals (Kusumastuti, Adhi & Khoiron, 2019).

The data sources used in the sample were selected using purposive sampling and snowball sampling techniques, which are sampling techniques used when researchers consider certain factors when selecting a sample. The primary data sources were the main informants interviewed, namely several teachers and students. Secondary data sources included report manuals, literature, profiles, etc. (Sidiq, Umar & Choiri, 2019).

Data collection technique

Data quest techniques are one of the most strategic techniques in the research, because the priority is to obtain data. Data collection techniques include: Interviews, observation and documentation. Interviews are a form of verbal communication whose purpose is to obtain the required data or information. The interview technique in this study is an in-depth interview to dig as deep as possible

data about the implementation, supporting and inhibiting factors and implications of the takallam method in the Muthola'ah subject in improving independent learning based on Islamic values at Tarbiyatul Mu'allimat al-Islamiyyah Wali Songo Ngabar Ponorogo. Participant observation and documentation were also used to dig as deep as possible for data on the implementation, supporting and inhibiting factors, and implications of the takallam method in the Muthola'ah subject in increasing independent learning based on Islamic values at Tarbiyatul Mu'allimat al-Islamiyyah Wali Songo Ngabar Ponorogo. Researchers use various types of documents to collect data in the field. These documents include personal documents such as interview diaries or photographs of activities. Official documents can include court minutes and correspondence (Salim & Syahrums, 2012).

Data analysis

Data analysis is the process of questing information in the research location and arranging it composed, and grouping data, grouping it into parts, determining the most dominant data and data that is in accordance with the research focus, and drawing conclusions (Abdussamad, 2021). Data analysis attends Miles and Huberman's theory, encompassing the data condensation, data presentation, and conclusions. Data condensation involves summarizing data, identifying key points, and formulating them, focusing on key points, and identifying appropriate themes and patterns. Data display involves presenting field data with concise and clear descriptions. The final stage in data analysis involves draw a conclusions and verifying field data (Sugiyono, 2013).

Results and Discussion

Results

Implementation of Muthola'ah Learning with the Takallam Method to Improve Learning Independence

The application of the Takallam method in the Muthola'ah subject to increase learning independence. The Takallam method (speaking/dialogue in Arabic) can be applied in

Muthola'ah learning by encouraging students to be more active in reading texts, understanding the content of the reading, and then rephrasing it using Arabic. The teacher acts as a facilitator, not the sole source of knowledge. An example of application: students read the Muthola'ah text independently, students summarize the text content in the lesson, then are asked a question to explain or discuss the content of the reading in simple Arabic. The teacher provides feedback, not direct answers. Based on this, students will become accustomed to learning actively, not just waiting for explanations from the teacher, so that their learning independence continues to increase.

B Based on interviews with other informants, it is understood that the implementation of the Takallam method in the Muthola'ah subject is carried out by encouraging students to actively speak directly using Arabic language structures to understand and convey the content of reading texts. In the context of Muthola'ah (reading and understanding Arabic texts), the Takallam method not only emphasizes text comprehension but also activates the ability to communicate, argue, and express opinions orally. The steps for implementation are:

1. Students are given an introduction to vocabulary and the context of the reading.
2. Students read the text in the Muthola'ah lesson independently or in groups.
3. Students are asked to retell the text, then discuss it in Arabic, or give a short presentation.
4. The teacher evaluates/corrects the language structure, pronunciation, and understanding of the text.

Based on the observations in research location, it was found that teachers in teaching materials in Muthola'ah lessons as one of the local content materials of the Islamic boarding school at Tarbiyatul Mu'allimat al-Islamiyyah which is under the auspices of the Wali Songo Ngabar Ponorogo Islamic boarding school, most dominantly use learning strategies or methods of takallam/speaking practice, because in these materials there are many stories of exemplary role models, which contain the instillation of noble morals, knowledge and experience, written in Arabic, so students are guided and trained to speak using Arabic, according to their understanding of the language or from the

meaning of the vocabulary that they have understood, the point is that it does not have to be exactly the same as memorizing the text, but trying to tell and narrate the Arabic text based on their understanding.

Supporting and Inhibiting Factors of the Takallam Method of Muthola'ah Learning in Increasing Learning Independence

Several factors support the success of the Muthola'ah learning process using the takallam method in enhancing student learning independence at Tarbiyatul Mu'allimat al-Islamiyyah Wali Songo Ngabar Ponorogo. These factors include:

1. High self-motivation to master Arabic, both academically and religiously.
Students are highly motivated to improve their foreign language skills, especially Arabic. This is crucial for success in learning Arabic through the Muthola'ah material. Without this internal motivation, it will be very difficult to develop and improve, let alone maintain consistency or steadfastness in learning Arabic.
2. Availability of contextual and interesting reading texts, according to the students' ability level.

Learning media such as adequate textbooks are also one of the determining factors for the success of the learning process, because all Arabic language materials and texts are in the book media, although they are also available on the internet, but students at the Wali Songo Islamic boarding school are accustomed and cultivated to learn using printed book media which are usually printed by the Gontro Modern Islamic boarding school, because the curriculum model is the same.

3. The role of creative teachers in managing discussions and providing stimulus.
Another factor in the success of Muthola'ah learning using the takallam method is the role of the teacher as a figure who can be emulated, as an active motivator who provides creativity in

teaching, so that students can receive and understand the lesson material well.

4. Active and conducive language learning environment

The existence of a good and supportive environment in the process of learning a language through the takallam method is also a very important factor, for example, there is a culture of speaking Arabic in the morning at school or when in the dormitory/boarding house.

5. Teachers who are competent in mastering the Takallam method and communication-based teaching strategies.

One of the competencies possessed by teachers at Tarbiyatul Mu'allimat is pedagogical competence/the ability to deliver learning materials, develop learning methods and strategies and apply them in each subject, so that the learning process can be active and enjoyable, so that learning objectives are achieved according to the direction and objectives of education at the Wali Songo Ngabar Islamic boarding school.

6. Peer support that motivates each other to talk and learn.

The factors that hinder Muthola'ah learning using the takallam method are:

1. Embarrassment or lack of confidence in speaking.

One factor hindering the Muthola'ah learning process using the takallam method is the lack of self-confidence among students at the institution. Although not all students feel embarrassed or insecure when asked to practice speaking Arabic.

2. The difference in Arabic language ability is quite large.

The existence of differences in the level of students' language abilities is also an obstacle to the successful implementation of the takallam method applied by teachers in the class and outside, daily conversations in the dormitory, but these differences are of course natural because each individual is created with different

characteristics and intelligence, and teachers understand this.

3. Limited learning time means that Takallam practice is less than optimal.

The limited time available for language learning using the Takallam method results in less than optimal learning. Similarly, when learning outside the classroom, there's still a lack of time to practice speaking Arabic/Takallam.

4. Students' dependence on teachers if they are not trained consistently.

Students are accustomed to always wanting to be reminded and guided by their teachers continuously, because the soul of a child always wants to be noticed and loved by their teacher, so they will try to study seriously if they continue to be trained and guided by their teacher.

5. Students' Arabic language skills are still low, especially in speaking.

Students' Arabic speaking skills are still very low, due to several factors, including limited vocabulary, or sometimes mixed with Indonesian due to the limited vocabulary they possess. This is also a factor hindering the success of learning Arabic using the takallam method.

6. Teachers' limitations in managing active classes

The lack of ability/competence of Muthola'ah teachers, particularly in managing lively classes, is due to the large number of study groups and the diverse number of teachers, including both senior and junior teachers. Therefore, the success of teachers in teaching using the takallam method varies from one teacher to another.

7. Lack of a supportive environment outside the classroom for Arabic language learning. nior dan junior.

Implications of Applying the Takallam Method in Improving Learning Independence

The implications of implementing the Takallam method in the Mutholaah subject in enhancing learning independence at Tarbiyatul Mu'allimat al-

Islamiyyah, Wali Songo Ngabar Islamic Boarding School, Ponorogo, include:

Positive implications include:

1. Increased learning motivation
Students feel challenged to understand the text so they can speak and convey its contents correctly. The application of the takallam method in Muthola'ah learning serves as motivation for students to increase their learning independence, particularly in learning Arabic.
2. Developing Language Skills
Students not only read texts but also practice dialogue and critical thinking to understand Arabic texts. The application of the takallam method improves students' abilities and skills in conveying texts according to their understanding of the language, meaning using vocabulary they understand, using synonyms and sentences that have the same meaning as the original text.
3. Independence in learning
This Takallam method requires students to actively engage in learning. They are encouraged to study independently outside of class so they can perform confidently during Takallam sessions.
4. Increased self-confidence in learning Arabic
Students become more confident in speaking Arabic because they frequently practice speaking.
5. Contextual Learning
Arabic is not simply learned by rote, but as a practical means of communication. Arabic is practiced in daily life at school and in boarding schools, through the practice of the takallam method in Muthola'ah learning.
6. Improving critical reading skills and text comprehension.
The implementation of the takallam method in Muthola'ah studying can improve critical thinking skills in understanding Arabic texts.
7. Encourage students to express their understanding of the material independently.
Students are accustomed to explaining material/texts in Muthola'ah lessons based on their own understanding, as they have mastered

or memorized a significant amount of Arabic vocabulary.

8. Encourage collaborative learning, while maintaining independence.

The application of the takallam method in Muthola'ah studying can improve the learning process to be creative, collaborative, and communicative but still based on the principle of independence.

The challenges faced in implementing the Takallam method in Muthola'ah learning require students to be prepared to speak up, and teachers to be patient in providing gradual and consistent familiarization and practice. Overall, the implication is that Muthola'ah learning is no longer passive, but rather active and independent.

Discussion

Application of the Takallam Method

Muthola'ah subject contains materials such as reading texts, practice questions, new vocabulary, and a dictionary on the back page written from Arabic to Arabic as well as explanations of each word. This stage of the Muthola'ah learning process shows the steps of a learning strategy used by teachers in order to provide learning experiences to students. The steps for teaching Muthola'ah carried out by teachers in the special classes are: (1) Introductory activities in the form of apperception to students and occasionally the teacher appoints students to ask questions from what was taught in the previous meeting. (2) Initial activities in the form of delivering material by preparing short dialogues. (3) Providing new vocabulary to students. (4) Questions and answers held according to the theme of the learning material (Nuraeni & Ammar, 2020).

Muthola'ah learning is a lesson that is predominantly focused on reading skills, but it also includes the application of speaking skills. In this learning, the ability is aimed at recognizing and understanding the content or meaning contained therein, so that when it reaches the final step, each student is able to understand the content of the learning. In Muthola'ah learning, students are required to be able to understand the content of the story text. So, in this learning, the teacher not only focuses on practicing students' reading skills but also practicing speaking skills. The final steps of Muthola'ah learning are students are required to

examine the material they are learning using Arabic, this is where each individual's speaking skills are trained (Nurhayati & Nurfaizah, 2024). Learning Arabic requires reading skills as the main means of fostering mutual understanding and reciprocal communication using language as the medium. Teachers should choose discussion topics appropriately and carefully, according to the students' ability level, and have creativity in developing various speaking learning models (Nalole, 2018). In humanist learning theory, individuals are seen as active subjects in the learning process. Individuals are considered conscious beings, capable of feeling, thinking, and making decisions. Learning occurs when individuals engage in exploration, reflection, and understanding of the material being studied, rather than simply passively receiving information (Syafei, 2023).

Skills of speaking are a continuing of listening skills. These two skills are interrelated. People with good hearing are likely to be able to speak well, while those with poor hearing will not be able to speak well. Therefore, language teachers can implement speaking skills instruction while also supporting the listening skills that students already possess. Students' understanding of the topic they learn through listening can be used as the first step in teaching speaking (Nashihah et al., 2023).

Supporting and Inhibiting Factors of Takallam Method Learning

Humans are born helpless and require education as an absolute necessity. Humans are social creatures, and they understand ethics. They recognize good and bad values, a quality not found in animals. Because humans possess reason, they recognize good and bad, or internalize ethics. Therefore, decision-making requires rational and emotional considerations based on what is considered good and bad. The educational process is an interpersonal interaction, therefore, it is a social process (Hidayat & Purwanto, 2022).

In general, factors that influence learning can be divided into three types, namely: (1) Internal factors, namely factors that come from within the student, including physiological (physical) and psychological (spiritual) factors, (2) External factors

(factors from outside), such as intelligence, attitude, talent, interest, motivation, maturity and readiness (Santika, Komalasari, & Parhan, 2024). According to other research results, there are several factors that support the creation of conducive Arabic language learning, namely at the Amal Jama'i Islamic Boarding School, including: (1) Support from the leadership or administrators of the foundation to create an Arabic language environment, (2) The existence of a language division in the student management structure, so that it can become a control and support function in every activity, (3) The formation of a language court or language tribunal that can function as a disciplinary enforcer, (4) The determination of Arabic language days three times a week, namely Monday, Wednesday and Friday. On these days, students are required to communicate using Arabic (Silvia et al., 2023). Internal factors include factors originating from the individual, such as health, intelligence, hobbies and talents, as well as learning motivation and learning habits (Q. S. Aulia, Darusman, & Laksono, 2023).

Some other factors supporting independent learning include having the will and courage to guess the meaning, practicing takallam, not being afraid to learn and communicate, paying attention to linguistic forms, paying attention to one's own words and the meaning of the language spoken (Saproni Muhammad et.al., 2021). The problems in learning Arabic are actually quite complex, ranging from linguistic to non-linguistic. Linguistic problems include phonetics/sound system, vocabulary, writing, morphology, syntax, and semantics. Non-linguistic problems, on the other hand, arise from issues outside the language itself. This can be seen from several factors, including teachers who lack competence as Arabic language teachers, whether pedagogical, professional, personal, or social. Second, students who lack strong motivation in learning Arabic, or students' background in understanding Arabic. Third, teaching materials that are no longer relevant to the existing needs of students. Fourth, facilities and infrastructure that are inadequate and support the Arabic language learning process (Mufarikhin, Musyafak, & Munir, 2022).

Learning resources and learning media are still limited, not every student has an Arabic dictionary,

so teachers have to keep providing or looking for vocabulary (Badrudin & Supardi, n.d.). According to another opinion, several factors/problems that influence the learning of Arabic speaking skills are as follows: Internal factors (linguistics), minimal Arabic vocabulary, use of difficult Arabic language rules, mastery of Arabic sound system that is not yet optimal. External factors (non-linguistics) include students' varying educational backgrounds, shyness and fear of criticism, and low motivation (Rizki et al., 2024)

Implications of the Takallam Method in Improving Learning Independence

Students have diverse competencies in receiving and understanding the lesson material given by teachers, because in reality students are born as individuals who have their own characteristics and different Intellectual Question's (Nurtresnaningsih, 2018). Speaking skills are interactive activities designed to develop knowledge of Arabic and understand the meaning of the learning material. Based on these aspects of speaking ability, the most appropriate method for Arabic language learning is one that stimulates students to be able to and enjoy speaking Arabic. One such method is the creation of Bi'ah Lughowiyah, an activity that accustoms students to daily communication in Arabic. Consequently, this method emphasizes speaking with the vocabulary they have acquired. By practicing speaking Arabic in everyday life, students will be able to maintain and enhance their vocabulary memorization (Basit & Setiawan, 2022).

Students in Muthola'ah learning are expected to be able to understand the text that is explained, and to be able to express or convey the content and messages that they understand from the text in the Muthola'ah lesson (Kosim & Zakiyah, 2021). Teachers provide space for students to express themselves freely and creatively in Arabic language practice. Teachers motivate them to use Arabic in various communicative contexts, such as drama, presentations, creative writing, or art projects. Based on this role, teachers value and appreciate students' expressive efforts, as they have an important and complementary position. Teachers act as facilitators and supporters in the learning process, while students are empowered as active subjects involved in self-development and personal

growth based on humanist theory. Teachers create an inclusive, supportive, and motivating learning environment. They provide guidance, resources, and learning materials relevant to students' interests and needs (Syafei, 2023).

Self-directed Arabic language learning aims to increase students' intrinsic motivation, the internal drive to learn driven by personal satisfaction and interest in the subject. Teachers create an engaging and relevant environment for students, connecting Arabic to their interests and needs, and providing opportunities for them to develop authentic communication skills. Arabic language learning becomes more vibrant and sustainable through increased intrinsic motivation. Students are given the opportunity to understand and appreciate aspects of Arabic culture through language learning. Teachers introduce them to Arabic literature, history, customs, and cultural values. This helps them develop a deeper understanding of Arabic culture and fosters tolerance and appreciation for cultural diversity (Syafei, 2023).

Conclusions

The application of the Takallam method in the Muthola'ah subject to improve learning independence at Tarbiyatul Mu'allimat al-Islamiyyah, Wali Songo Ngabar Islamic Boarding School, Ponorogo, is carried out by encouraging students to actively speak directly using Arabic language structures to understand and convey the contents of reading texts. In the context of Muthola'ah learning (reading and understanding Arabic texts), the Takallam method not only emphasizes text comprehension, but also on activating the ability to communicate, argue, and express opinions orally.

The use of the takallam method in Muthola'ah learning, there are several factors that support the success of the Arabic language learning process through the local content of Muthola'ah, and there are also factors that hinder the success of the learning process. Some of these factors come from within the students themselves, such as the willingness and interest to learn, self-motivation and sincerity, and the existence of external/environmental factors, such as competent

teachers in Arabic, a supportive learning environment, motivation from friends, adequate learning media and others. These are the determining factors in the success of the Muthola'ah learning process by practicing the takallam method to increase student independence in learning Arabic.

The implications of applying the takallam method to the Muthola'ah subject in improving learning independence in Tarbiyatul Mu'allimat al-Islamiyyah include increasing learning motivation, developing language skills, contextual learning, getting students used to expressing their understanding independently, fostering self-confidence in learning Arabic, encouraging collaborative learning, but still based on independence. All of these implications can be realized for improving learning independence if the process is supported by self-awareness of both teachers and students, as well as factors that determine the success of the independent learning process.

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