



Implementation of Role-Play Based Demonstration Methods in Arabic Learning in Class IX Madrasah Tsanawiyah N 2 Pemalang

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ABSTRACT

The aims of this study is to describe the Implementation of the Arabic Learning with role-play based Demonstration Method at Madrasah Tsanawiyah Negeri 2 Pemalang Class IX and describe the obstacles and solutions in the Implementation of Arabic Language Learning Using the Demonstration Method in Madrasah Class IX Tsanawiyah Negeri 2 Pemalang. This research uses a qualitative approach with a type of field research. Data collection techniques use observation, interviews, and documentation. The data analysis carried out is data reduction, data analysis, and conclusions drawn. The results of the study show that the application of the role-play based demonstration method in Arabic learning in grade IX Madrasah Tsanawiyah Negeri 2 Pemalang can make students more confident in speaking Arabic in class, students are able to pronounce and memorize Arabic vocabulary and data play an active role in learning. Internal factor constraints: limited supporting media. External factors: lack of interest in learning Arabic, environment, and different characteristics. Internal factor solution: leveraging existing technology. External factors: motivate and interest students to learn and pay more attention.

Key words: *Demonstration methods, role-play, arabic learning, madrasah tsanawiyah, field research.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan Implementasi Metode Demonstrasi berbasis bermain peran dalam Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Negeri 2 Pemalang Kelas IX dan mendeskripsikan kendala dan solusi dalam Pelaksanaan Pembelajaran Bahasa Arab Menggunakan Metode Demonstrasi di Madrasah Kelas IX Tsanawiyah Negeri 2 Pemalang. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Analisis data yang dilakukan adalah pengurangan data, analisis data, dan kesimpulan yang ditarik. Hasil penelitian menunjukkan bahwa penerapan metode demonstrasi berbasis bermain peran dalam pembelajaran bahasa Arab pada kelas IX Madrasah Tsanawiyah Negeri 2 Pemalang dapat membuat siswa lebih percaya diri dalam berbicara bahasa Arab di kelas, siswa mampu melafalkan dan menghafal kosakata bahasa Arab dan data berperan aktif dalam pembelajaran. Kendala faktor internal: terbatasnya media pendukung. Faktor eksternal: kurangnya minat untuk belajar bahasa Arab, lingkungan, dan karakteristik yang berbeda. Solusi faktor internal: memanfaatkan teknologi yang ada. Faktor eksternal: memotivasi dan menarik minat siswa untuk belajar dan lebih memperhatikan.

Kata kunci: Metode demonstrasi, bermain peran, pembelajaran bahasa arab, madrasah tsanawiyah, penelitian lapangan.

ABSTRAK (Bold, TNR 10)

الغرض من هذه الدراسة هو وصف تطبيق طريقة التوضيح لتعلم اللغة العربية في مدرسة تساناوية نغري ٢ بيمالانغ الصف التاسع ووصف العقبات والحلول في تنفيذ تعلم اللغة العربية باستخدام طريقة العرض في المدرسة الدينية الصف التاسع تساناوية نغري ٢ بيمالانغ. يستخدم هذا البحث نهجا نوعيا مع نوع من البحث الميداني. تستخدم تقنيات جمع البيانات الملاحظة، والمقابلات، والتوثيق. تحليل البيانات الذي يتم يتم هو تقليل البيانات، وتحليل البيانات، واستخلاص الاستنتاجات. تظهر نتائج الدراسة أن تطبيق طريقة العرض في تعلم اللغة العربية في مدرسة تساناوية نغري ٢ في بيمالانغ يمكن أن يجعل الطلاب أكثر ثقة في التحدث بالعربية في الصف، حيث يستطيعون نطق وحفظ المفردات العربية وتلعب البيانات دورا فعالا في التعلم. قيود العوامل الداخلية: وسائط داعمة

محدودة. العوامل الخارجية: نقص الاهتمام بتعلم العربية، والبيئة، وخصائص مختلفة. حل العامل الداخلي: الاستفادة من التكنولوجيا الحالية. العوامل الخارجية: تحفيز الطلاب واهتمامهم للتعلم والانتباه أكثر.

الكلمات المفتاحية: طريقة الإيضاح، تمثيل الأدوار، تعلم اللغة العربية، مدرسة تسناوية، البحث الميداني.

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INTRODUCTION

Learning Arabic as a foreign language in school often confronts a persistent pedagogical challenge: students are required to process new linguistic systems (sounds, vocabulary, and structures) while simultaneously making sense of unfamiliar representations and limited exposure in everyday communication. In this situation, Arabic learning needs to be treated as an organized instructional process in which teachers intentionally manage multiple elements, objectives, materials, media, and classroom interaction to achieve targeted competencies (Bani, 2024). Accordingly, learning quality is not only determined by content coverage but also by how coherently learning components are designed and aligned, because well-prepared strategies contribute to strengthening teachers' pedagogical competence and improving the overall quality of instruction (Nuh et al., 2025, p. 56).

One practical implication of this problem is the need to select teaching methods that fit clearly formulated learning goals and the actual conditions of learners, so that learning becomes effective and efficient and encourages student participation through active learning (Luthfi & Afroni, 2021). When students are actively involved through practical simulations, presentations, and the support of media and technology, learning can become more interactive and engaging (Muzakki et al., 2025, p. 38). Within this framework, the demonstration method is positioned as an instructional approach that emphasizes showing processes or phenomena directly in relation to learning material, supported by student oral explanation under teacher guidance and reinforced through visual media or teaching aids (Bhidju, 2020).

Based on initial observations made on May 20, 2024 at MTs N 2 Pernalang, the indicator of Arabic language learning problems in grade IX can be seen in the achievement of the Mid-Semester Assessment (PTS) which shows an average score of 67.5, still below KKM 70 (without adjustments/pulleys). To strengthen these initial findings, the researcher interviewed one of the

Arabic teachers in grade IX, Mrs. Nur Khotimah, who explained that "*learning so far tends to be dominated by lecture methods (teachers explain the material in front of the class), and this pattern often makes students less able to grasp the material optimally*" (N. Khotimah, interview, May 20, 2024).

In order to focus on the study more specific and measurable, this study focuses on *maharah istima'* (listening skills), because the difficulty of understanding the material orally is the most relevant issue with the need to improve the understanding of language input in the classroom. In this context, the demonstration method at MTs N 2 Pematang Rejo is not positioned as an "old method that simply replaces lectures", but is adapted in a multimodal manner: teachers prioritize visualization of the content of the story text by demonstrating/role-playing according to the storyline in Arabic textbooks, especially in *Siroh Nabi* material, so that students get visual context support when listening. Thus, the contribution of this research lies in the empirical presentation of how the visualization-role-playing based demonstration is implemented to support *maharah istima'*, along with the obstacles and solutions that arise in learning practices in grade IX MTs N 2 Pematang Rejo.

Based on this background, the aims of this research is to describe the Implementation of the role-play based demonstration method in arabic learning and describe the obstacles and solutions in the implementation of arabic language learning using the role-play based demonstration method in class IX Madrasah Tsanawiyah N 2 Pematang Rejo.

METHOD

The design of the research used by the researcher in this research is field research, because the data collected is the results of the field research that the author will get directly at the research place to be carried out (Rukayat, 2018). This research was carried out at MTs N 2 Pematang Rejo with a focus on learning Arabic in grade IX which applies the demonstration method. Participants involved in the field data collection consisted of 1 Arabic teacher and 21 grade IX students who were observed during learning activities; The demographic characteristics of students were recorded to include the age range (14–15 years). MTs N 2 Pematang Rejo was chosen purposively as the research locus because in the initial condition the teacher often delivered the material directly in front of the students, but the practice that tends to be dominated by lectures makes some students not grasp the material so that the learning objectives have not been achieved optimally; Therefore, teachers then seek improvement through the application of the role-play based demonstration method with the consideration that demonstrations help students more easily

understand the material presented. Data was collected mainly through classroom observation and teacher interviews, then analyzed qualitatively to capture the implementation process, constraints, and solutions contextually.

Data is a collection of information obtained from the observation of an object, data can be in the form of numbers and can be in the form of symbols or other symbols that we can use as material to see the environment, object, event or a concept (Siyoto & Sodik, 2015). The multifaceted data collection techniques encompass: interviews, field observations, and documentation analysis.

This research used triangulation techniques to check the validity of the data by calibrating and matching the findings between instruments. Technically, the information obtained through interviews such as teacher explanations and student responses related to the implementation of the demonstration method and the obstacles that arise, is systematically compared with field records of observations during the learning process including the level of student participation, media use, and classroom situation, then corroborated through relevant documentation (such as learning tools, photos of activities, or other supporting archives). This comparison process is carried out to ensure data consistency, identify differences in information, and confirm findings that are most in line with factual conditions in the field so that research conclusions are based on corroborating evidence (Moleong, 2018).

Data analysis in this qualitative research uses a qualitative descriptive approach, namely systematically processing field findings and then linking them with relevant theoretical frameworks. Referring to the stages of Miles and Huberman in Rasyidi (2020), namely data reduction, data presentation, and conclusion drawn. The researcher first reduces the data by copying and selecting interview transcripts, observation notes, and documentation, then sorting out the parts that are most relevant to the focus of the research, while eliminating statements that are repetitive or not directly related. After that, the researcher coded the data with "internal factors", "external factors", "low interest", "language environment", "differences in characteristics", "use of technology", "motivation", and "implementation of demonstration methods" to group important quotes, including when Arabic terms or examples appear which are then classified based on the context of their use in demonstration activities. The next stage is data display, which is presenting the results of the grouping in the form of evidence of interview citations, observational evidence, documentary evidence, so that the pattern of inter-findings and consistency between sources can be clearly seen. Finally, conclusions are drawn gradually

through re-reading of the data display and cross-verification with field notes, so that the resulting conclusions are not only in the form of a summary, but are findings that are tested for consistency between instruments according to the flow of Miles and Huberman's analysis (Rasyidi, 2020).

RESULT AND DISCUSSION

Implementation of the Role-Play Based Demonstration Method in Arabic Language Learning in Class IX Madrasah Tsanawiyah N 2 Pernalang

Method is understood as an organized way of working to achieve predetermined learning outcomes or goals, which in the tradition of the term learning is also related to "طريقة" (thariqah) or "أسلوب" (uslub) (Wirabumi, 2020, pp. 105–113). With this framework, the demonstration method is positioned as a way of teaching by displaying events/behaviors/processes as examples so that students can more easily understand the material, especially for material that involves movements, processes, or routines, so that students can observe important aspects of what is demonstrated and draw conclusions (Rusminiati; Syaiful, in Salsabila & Dinda, 2021, pp. 117–118). In line with that, demonstrations are also understood as a way of delivering material by showing the process, situation, or object learned either directly or through imitation examples accompanied by oral explanations (Djamarah & Zain, in Amin & Sumendap, 2022). This conceptual synthesis directs the reading to the practice at MTs N 2 Pernalang: the demonstration does not stop at "explaining", but emphasizes "showing" so that students' understanding is deeper and more comprehensive.

The implementation of the role-play based demonstration method in grade IX MTs N 2 Pernalang is carried out within the learning framework as an interaction system between teachers, students, and learning resources supported by available facilities/procedures (Ekawati & Arifin, 2022). In practice, teachers design Arabic language learning to achieve the expected competencies by utilizing teachers and students, materials (textbooks/whiteboards), and learning procedures (*activity and exercise steps*) as a unit that interacts with each other (Mukmila et al., 2023). This is in line with the view that learning should not only transfer knowledge, but create conditions that encourage students to learn actively through situations prepared by teachers and supported by existing facilities (Ekawati & Arifin, 2022). Arabic language learning is seen as having an important position because it is widely used globally and has a strong connection with the Qur'an (Rahmah et al., 2025), student competence is not only demanded on receptive aspects, but also

on productive abilities that support academic and scientific activities (Sakdiah & Sihombing, 2023, pp. 34–41). Therefore, teachers play the role of facilitators who deliberately design and organize the learning process to be in harmony with the set goals (Utami, 2020, pp. 64–74).

Specifically in the *Siroh Nabi* (سيرة النبي ص م) material, the demonstration in class IX MTs N 2 Pematang seems to be modified in the form of visualization of the content of the story text through demonstrations or role-playing according to the narrative contained in the textbook. This pattern shows the application of the main character of the demonstration as described in the literature: students gain a more concrete learning experience because they not only receive verbal explanations, but also witness the representation of the process/situation learned and are given space to observe and interpret the content of the learning through the direction of the teacher (Salsabila & Dinda, 2021, pp. 117–118). Thus, the implementation of the demonstration method in this study can be understood as an effort to optimize Arabic learning through strengthening the aspect of "displaying and modeling" the material, so that students' understanding of the material studied becomes easier to build and learning goals are more directed (Wirabumi, 2020, pp. 105–113).

After collecting data from observations, interviews, and documentation, the researcher will describe the data that has been obtained in this chapter. The data will be analyzed based on existing findings and reinforced by relevant theories, with the aim of obtaining new findings. Based on the results of the researcher's observation data, the process of implementing the demonstration method in Arabic language learning in grade IX Madrasah Tsanawiyah Negeri 2 Pematang has several stages, namely planning, implementation, and evaluation.

1. Planning Stage

The planning stage is the process of compiling lesson plans, determining learning materials, determining learning objectives, and learning methods (Widyanto and Wahyuni, 2020). Before starting learning, a teacher first prepares lesson plans, prepares learning materials, sets learning goals, and chooses teaching methods (Vidiarti, et al., 2019)

Based on interview data obtained by the researcher, this plan was prepared before the application of the demonstration method in Arabic language learning in grade IX Madrasah Tsanawiyah Negeri 2 Pematang, including:

1.1. Compiling a Lesson Plan (RPP)

It can be known that Arabic teachers when conducting learning do not forget to use the lesson plan (Learning Implementation Plan) which can help the learning process in its use. Before teaching, teachers first prepare lesson plans that serve as guidelines to organize activities during classroom learning. In the lesson plan, teachers design and prepare various aspects of learning, including materials, methods, and strategies that will be used throughout the process.

"Before starting teaching and learning activities, I first prepared a lesson plan. By compiling the previous lesson plan, we as teachers can deliver material more easily and in a structured way". (Interview with Veronica Laelatul Fikriyah, Saturday, November 16, 2024).

Based on the results of interviews conducted by the researcher with Arabic teachers, every teacher who teaches at Madrasah Tsanawiyah Negeri 2 Pemalang first prepares a lesson plan.

1.2. Preparing Learning Materials

Before entering class, the Arabic teacher of Madrasah Tsanawiyah Negeri 2 Pemalang prepares materials or teaching materials that will be delivered at the 1st meeting in the class. The book used is the MTs Class IX Arabic book published by the Ministry of Religion (Mahmudah, 2020). The teaching material can be seen in the following **figure 1**:

سيرة النبي ص. م

في الأسبوع الماضي، احتفل التلاميذ بذكرى مؤيد الرسول. هم يستمعون إلى محاضرة
الدينية ألقاها الأستاذ محمد إدريس. وتحدث الأستاذ في محاضراته عن "سيرة النبي ص. م"



<https://bangka.tribunnews.com/2018/11/20/nilah-12-peristiwa-mengagumkan-jelang-hari-lahir-nabi-muhammad-saw> <http://mencarjalanmenujuislam.blogspot.com/2015/11/nasab-rasulullah-muhammad-saw.html>

قد ولد في يوم الإثنين، في عام الفيل، الثاني عشر من شهر ربيع الأول. اسم أبيه عبد
الله بن عبد المطلب، وأمه أمة بنت وهب. ولد الرسول صلى الله عليه وسلم يتيمًا، فقد توفي
أبوه وهو في بطن أمه، ثم توفيت أمه وكان عمره ست سنين، فرباه جده عبد المطلب.
ولما توفي جده عبد المطلب، رباه عمه أبو طالب. وكان عمره ثمان سنين.
في الصغر، عمل محمد في رعاية الغنم، ثم ذهب إلى الشام مع عمه أبي طالب للتجارة،
ثم تزوج خديجة بعد ذلك، وكان عمره خمسًا وعشرين سنة، وعمرها أربعين سنة.
ولما بلغ عمره أربعين سنة، بعث الله محمدًا صلى الله عليه وسلم نبيًا ورَسُولًا، ثم توفي
عمه أبو طالب الذي كان يحميه من أذى قريش وكان عمره خمسين سنة، ثم توفيت من بعده
زوجته خديجة، وهي أول من آمن بالله ورسوله وأول امرأة صدقت نبوته.
وبعد ذلك خرج الرسول مع أصحابه إلى الطائف يدعو أهلها إلى الإسلام فلم يُسلموا،
ثم أسرى الله رسوله ليلاً من المسجد الحرام إلى المسجد الأقصى، وإلى السموات في المعراج.
ثم هاجر الرسول وأصحابه من مكة إلى المدينة وكانت هجرته في السنة الثالثة والخمسين من
عمره. ووفاته في الثاني عشر من شهر ربيع الأول من السنة الحادية عشرة للهجرة وكان عمره
ثلاث وستون سنة.

Figure 1. Arabic Material

(source: Arabic Language Textbook Class IX (Mahmudah, 2020))

1.3. Determining Learning Objectives

In Arabic language instruction using the demonstration method, learning objectives function as the educator's intended targets for students' learning outcomes. Therefore, these objectives need to be formulated explicitly because they serve as the primary benchmark for determining the success of the learning process. As stated by Ms. Veronica Laelatul Fikriyah, S.Pd.I.:

"When starting the lesson, I prepare the learning objectives for implementing this demonstration method. So, the objective of Arabic

learning with the demonstration method is for students to be active and to be able to understand the material I deliver” (Interview with Veronica Laelatul Fikriyah, Saturday, November 16, 2024).

Consistent with the interview findings, the researcher concluded that prior to instruction, Arabic teachers at Madrasah Tsanawiyah Negeri 2 Pemalang routinely prepare learning objectives specifically related to the use of the demonstration method. In this context, the intended objectives emphasize increasing students’ active participation and improving their comprehension of the material presented by the teacher.

1.4. Determining Learning Methods

Interview data with the Arabic teacher, Ms. Veronica Laelatul Fikriyah, S.Pd.I., indicate that the selection of an instructional method is made after completing the preceding planning stages. In this context, the instructional method is understood as the teacher’s means of delivering content to students in order to achieve the learning objectives that have been previously formulated. For Arabic instruction in Grade IX at Madrasah Tsanawiyah Negeri 2 Pemalang, the teacher applies the demonstration method. As Ms. Fikriyah explained:

“Before starting the lesson, I first determine the learning method. I use the demonstration method, especially for Arabic text materials, so that students are more active and can understand what I convey” (Interview with Veronica Laelatul Fikriyah, Saturday, November 16, 2024).

Based on this interview, the researcher concluded that prior to instruction, teachers at Madrasah Tsanawiyah Negeri 2 Pemalang routinely decide which teaching method will be used to support the planned learning process and to facilitate the achievement of instructional goals.

2. Implementation Stage

The implementation stage is the process of learning activities that involve interaction between students and teachers, or between students and the learning itself (Maulidah, 2020). At this stage, there are preliminary activities, core activities, and closing activities. In the introductory activity, the teacher conveyed greetings, prepared students for learning, and led prayers together (Karlina, 2017). In line with that, the implementation of learning is understood as a stage when students learn according to the

plan that has been prepared to achieve competency mastery, and this process is closely related to creating an environment for students to learn actively (Hayati, 2020).

The implementation of Arabic language learning through the role-play demonstration method is carried out by following procedural planning parameters so that the learning transition takes place effectively and efficiently, so that the implementation needs to be organized through certain steps to achieve the expected results. In the context of class IX of Madrasah Tsanawiyah Negeri 2 Pematang, the implementation of the demonstration method in learning Arabic takes place through three stages, namely preliminary activities, core activities, and closing activities. It can be explained as follows:

2.1. Preliminary Activities

Preliminary activities in learning are the initial stages that are carried out before entering the main learning process. The purpose of this activity is to attract the attention of students to be more prepared and focused before starting learning. The preliminary learning activities carried out by Mrs. Veronica Laelatul Fikriyah as a teacher of Arabic subject class IX Madrasah Tsanawiyah Negeri 2 Pematang are as follows:

- a. The teacher greets and then prays together
- b. The teacher checks the student's attendance or attendance
- c. The teacher conveys the learning objectives to be implemented
- d. The teacher explains the important points or illustrations of the material through writing according to the material to be delivered (سيرة النبي ص م).
- e. The teacher and students acted out related stories (سيرة النبي ص م) by playing the role of characters in the story from the Abrahamic elephant army that attacked the Kaaba, and how to acted out happiness of the family of the Prophet Muhammad SAW who welcomed his birth.

2.2. Core Activities

At the core level, the teacher reads and translates the text (سيرة النبي ص م) then students write in the LKS and imitate together, after Reading and Translating The teacher randomly assigns students to read and translate the text. This activity aims to increase knowledge of Arabic language learning. In the implementation, students have a little

difficulty in translating, because there are graduates from public and private elementary, according to the Arabic teacher, using the demonstration method, which is easy to convey and students become more active and can follow the learning well. This is as expressed by Mrs. Veronica Laelatul Fikriyah as an Arabic teacher in grade IX:

"We must pay more attention to students, especially students from elementary schools who do not understand Arabic, because to be honest sometimes I am nervous if there are children who cannot read Arabic writing in Arabic texts in package books, even though I have read it first and all students imitate it. Maybe in the future we have to be more patient and guide students who are still experiencing obstacles in learning Arabic". (Interview with Veronica Laelatul Fikriyah, S.Pd.I., Saturday, November 16, 2024).

In the process of learning Arabic, especially in the implementation of the demonstration method in grade IX Madrasah Tsanawiyah Negeri 2 Pemalang using the demonstration method and practicing the text (سيرة النبي ص م) by the teacher reading and translating the text (سيرة النبي ص م) then the students write in the LKS and imitate together, then the teacher randomly appoints students to read and translate the text (سيرة النبي ص م).

Based on observations on (May 20, 2024), the situation of Arabic learning in grade IX shows a conducive classroom climate even though there is social "noise" from a small number of students who speak for themselves and make the class occasionally crowded. The conduciveness of the classroom can be seen from the dominance of students who continue to follow the learning flow, pay attention to the teacher, and carry out instructions (imitating pronunciation and writing in the LKS). The ensuing crowd did not develop into a major distraction because teachers exercised classroom control through brief reprimands and distraction strategies (*randomly assigning students to read/translate*). Thus, qualitatively, it can be read that "conducive" in this class does not mean that there are no interruptions, but the learning conditions continue because the teacher's instructional authority and the rhythm of learning activities are able to maintain the focus of the majority of students. Furthermore, students' responses showed positive indicators of engagement, especially seen from the emergence of vocabulary questions.

Observation notes show that there was a moment when students who previously tended to be passive began to dare to ask questions after the teacher demonstrated the material concretely by pointing to certain parts of the textbook (pictures) and then modeling how to read, giving examples of meaning, and asking students to imitate. Analytically, this pattern indicates that the demonstration serves as scaffolding: the teacher not only "explains", but gives examples of linguistic actions (pronunciation and meaning) that students can immediately imitate. When examples are visible and learning procedures become clear, students gain a "handle" to ask specific questions (ununderstood vocabulary), resulting in increased participation and more lively learning interactions. These findings confirm that student involvement arises not spontaneously, but is triggered by a more concrete form of teacher presentation that is easier to follow through demonstrations, although there are still challenges in the form of some students lacking focus and variations in abilities that make not all students respond with the same intensity (observations, May 20, 2024).

Teachers use the demonstration method applied at Madrasah Tsanawiyah N 2 Pematang, the purpose is to help students to deliver innovative learning and train speaking skills because with this demonstration method students are more active and can understand the meaning of the text (سيرة النبي ص م) properly and correctly.

2.3. Closing Activities

In the closing phase of the lesson, the teacher consolidates students' understanding by reinforcing the key content delivered during the core activities. After students have been randomly selected to read and translate, the teacher rereads the text *Sīrat al-Nabī* (سيرة النبي ص م) along with its meaning, and the entire class repeats it to support retention. The teacher then introduces the topic for the next meeting, provides encouragement to maintain students' motivation—particularly in learning Arabic and formally ends the session with the recitation of *Alhamdulillah* and the closing greeting.

"In the closing stage that I usually apply, I reinforce the material that has been given in the core stage, then I reread the text (سيرة النبي ص م) along with its meaning and it is repeated by all students, with the aim that students do not forget. After that, I provide the theme of the material for the next meeting, give motivation to students so that they remain

enthusiastic in learning, and close the lesson with the recitation (Alhamdulillah) and the greeting (Wassalamu'alaikum wr.wb.)” (Interview with Veronica Laelatul Fikriyah, S.Pd.I., Saturday, November 16, 2024).

3. Evaluation Stage

Learning evaluation is one of the important parts of a teaching and learning activity, this is very important because with evaluation teachers can understand the benchmark of the success of a teaching and learning activity, whether the material taught has reached students well or vice versa, or the method used has been effective. According to Gronlund and Linn (in Amen, 2023), the evaluation stage is the systematic process of collecting, analyzing, and interpreting data to assess whether students have reached the targeted level of understanding or skill in the learning objectives.

The evaluation stage is the closing part of the learning process. Without evaluation, teaching and learning activities feel incomplete. This evaluation serves to find out whether the learning that has been carried out is successful or not. The evaluation of Arabic language learning with the Demonstration Method in grade IX at Madrasah Tsanawiyah Negeri 2 Pematang Rejo was carried out in the following way “*at the evaluation stage of Arabic learning in grade IX, she usually uses two evaluation methods, namely through working on questions related to the material that has been taught and accustoming students to read and memorize vocabulary*”. (Interview with Veronica Laelatul Fikriyah, S.Pd.I., Saturday, November 16, 2024).

However, in this evaluation process, some grade IX students still face obstacles, especially in spelling Arabic or hijaiyah letters, as well as in understanding and memorizing vocabulary.

Obstacles in the Implementation of Arabic Language Learning Using the Role-Play Based Demonstration Method

Limitations of Supporting Media

Based on the results of observations and interviews, the prominent internal obstacle in the implementation of Arabic language learning using the demonstration method in Class IX MTs N 2 Pematang Rejo is the limitation of supporting media. When media such as images and videos are not available, students miss out on the opportunity to understand concepts visually. In this condition, teachers tend to rely only on whiteboards and package books, which are considered less effective

in creating an engaging learning experience. The follow-up impact is that interest in learning decreases and students have a harder time understanding the text.

Analytically, these media limitations affect the "core" of the demonstration method. The demonstration method ideally works through clear and observable modeling (what to do/say, how it is pronounced, how the structure is applied, and what the context of its use). When visual-audio support is not present, demonstrations risk shifting to be more abstract and less context-rich, making it easier for students to lose focus and have difficulty building understanding of the text.

A study in the *Journal of Computer Assisted Learning* reported the combination of learning videos with demonstration methods in sign language learning for students with hearing impairments, indicating that video can strengthen the "observability" and clarity aspects of the model in demonstrations (Ilham and Lee, 2026.). Although the context is different, the pedagogical logic is relevant, when visual media is available, demonstrations become easier to follow; On the other hand, when visual media is limited (as in class IX MTsN 2 Pemalang), the effectiveness of the demonstration tends to decrease because the input/model is less helpful.

In addition, the quality of the demonstration is also crucial. In the realm of learning from demonstration, Li and Wang (2022) emphasized the importance of detecting and dealing with bad training demonstrations because inadequate demonstrations can reduce system learning outcomes. Conceptually, this strengthens the classroom analysis: the limitations of the media can make the demonstration presented by the teacher less optimal (less clear/less example-rich), making it more difficult for students to grasp the purpose and procedures demonstrated.

On the other hand, research that assesses the effectiveness of demonstration methods in learning contexts (even at different materials and levels) also shows that demonstration methods can be effective if the implementation and supporting tools are adequate (Hajar et al., 2021). This is in line with your findings: the main problem is not the "demonstration method" as a concept, but rather the conditions of its implementation, especially the limitations of the medium that make the demonstration less interesting and less helpful for students' understanding.

This limitation of media (without changing the substance of your research findings) arises due to several factors: technical constraints (limited devices and networks), psychological factors (differences in student learning characteristics/styles), and economic factors (limited media provision). Therefore, the selection of media needs to be adjusted to the characteristics of students and learning objectives so that the effectiveness of the teaching and learning process increases.

External Factor

Low interest in learning Arabic

Based on the results of observations, interest in learning Arabic is relatively low, as can be seen from students who are sleepy, have a less enthusiastic learning atmosphere, and lack of attention and are less active in the learning process. This substance confirms that interest in learning plays an important role in student success: when interest arises from within the student (e.g. a strong drive to succeed), the student will be motivated to learn; Interest will grow and be attached, and in these conditions the teacher's teaching method is not the only determinant because students already have the determination to succeed.

However, these findings also show that in students with low interest, the way teachers teach becomes a very decisive external factor to generate interest. Analytically, this is in line with evidence that variation in learning design can result in different outcomes compared to traditional demonstration models alone. Traditional demonstration methods have an effect on the learning of procedural skills (Malik et al., 2020). When learning relies too much on demonstrations that are "watched" without strengthening activities, some students are easily passive, so that interest drops and attention weakens just like the symptoms of "sleepiness/lack of enthusiasm" found in MTs N 2 Pematang.

The Role of Teachers and Learning Support

The substance of the research results also confirms that students need to seriously learn not only at school but also at home or cottages; The support of parents, caregivers, and managers is essential to motivate students to be more enthusiastic about learning Arabic. Teachers play a role in providing additional training for students who are still experiencing obstacles.

This support can be understood as an effort to expand the "learning space" so that it does not stop during class hours. Strengthening learning outside the classroom can be facilitated through structured online learning resources. The learning environment can be expanded beyond face-to-face (Gorman, 2000). When family support is not consistent, teachers/schools can help provide re-accessible learning resources so that practice doesn't rely solely on classroom demonstration moments.

The Environment

The environment (*bi'ah lughawiyah*) that has not yet been formed. Observational findings state that the environment greatly influences the learning process. In the family, family support is important for everyday language practice; In schools, it is necessary to create *bi'ah lughawiyah*; while in society, the application of Arabic is more challenging due to the diversity of backgrounds. Based on observations at MTs N 2 Pernalang, the language environment has not been formed because teachers and students still use Indonesian both in learning activities and outside of lessons. This is an external obstacle to the implementation of the demonstration method. This condition makes the results of the demonstration in the classroom less "ecological reinforcement". Demonstrations should ideally not stop at modeling by teachers, but continue on repeated use in real interactions. When schools do not build a habit of using Arabic, then the input from demonstrations does not become a settled practice. At this point, strengthening the learning environment is important so that the demonstration has a "continuity of context" (Gorman, 2000).

Differences in Student Characteristics

The substance of the study shows that there are differences in characteristics due to different previous educational backgrounds, so that the acceptance of lessons is not the same: some respond quickly, some are slow to understand because Arabic is a new lesson. Characteristics of learners (general ability, intelligence level, learning style, motivation, expectations, physical-emotional condition) affect the smooth learning process. Therefore, teachers' understanding of student character is important to design learning and choose the right method; Teachers can take a personal approach so that the learning plan is more on target.

Analytically, this heterogeneity has the potential to make "one demonstration pattern" not automatically suitable for all students. The analogy from the field of learning from demonstration shows the importance of detecting and dealing with "bad" or ineffective demonstrations so that learning does not stray (Li & Wang, 2022). In a classroom with diverse students, "the same demonstration" can be effective for some students, but it can be "less readable" for students with different initial abilities, so teachers need to double-check (diagnostic) students' understanding and provide additional adjustments/exercises. In addition, evidence that a combination of learning videos and demonstrations can help groups with special needs reinforces the idea that variations in the way demonstrations are represented can help accommodate differences in characteristics (Ilham & Lee, 2026).

The above external factors are interrelated: low interest makes students passive; the language environment that has not yet been formed makes the results of demonstrations untrained outside the classroom; The difference in characteristics widens the gap in understanding (some are left behind and then become less interested). Therefore, although the demonstration method has the potential to be effective, in other contexts it has proven to be effective when the design is right (Hajar et al., 2021), in the context of MTsN 2 Pernalang this external obstacle can reduce the workability of the demonstration because it is not supported by adequate motivation, language ecology, and differentiation.

Solutions in Arabic Language Learning Using the Role-Play Demonstration Method *Utilizing Existing Technology*

The internal solution implemented is to utilize available technology, especially smartphones, to replace or increase the effectiveness of limited media. The substance of this solution emphasizes the use of existing devices and applications through interactive software, e-learning, and audiovisual media to deepen vocabulary understanding, grammatical structure, and practice speaking and listening skills. This is directly relevant to the character of the demonstration method that "puts visualization first". A number of studies on the application of demonstration methods to Arabic language learning show that the strength of demonstration lies in concrete experience and visibility of the process so that the material is easier to understand. Demonstrations raise the average pre-test score to post-test and are recommended because their visualization helps the formation of concepts and skills in a more "perfect" way (Halim et al., 2023). This means that when the supporting media in the classroom is limited, the use of technology (HP, audiovisual content, e-learning) can be positioned as a "substitute for visual function" so that the essence of the demonstration continues. Well-implemented demonstrations result in a clearer and more concrete learning experience, while helping to retain *mufradat* for longer (Rahmat & Wajdi, 2023).

The role of technology (video, audio, digital images) can be understood as a way to increase the "concreteness" of demonstrations, for example by displaying objects/movements, examples of dialogue, or the visual context of the use of *mufradat*, without having to rely on expensive school facilities. Thus, the solution of "leveraging cellphones and applications" remains in line with its original substance: addressing the limitations of the medium while maintaining the main characteristics of the demonstration (visual and hands-on experience). In addition, strengthening

the use of media is also in line with the findings that the combination of demonstrations with other techniques that enrich the representation of meaning is able to promote an active and fun learning atmosphere. In the context of *mufradat* learning, demonstrations by demonstrating the meaning of words combined with associations, associating words with pictures/stories/experiences, strengthening long-term memory, increasing confidence, and making students more enthusiastic about using vocabulary in simple sentences (Ritonga, 2025). This solution can be read as support that the use of technology does not change the substance of the demonstration method, but rather expands the "visualization power" of the demonstration to make learning more effective.

Motivating and Interested in Learning to Students

The external solution implemented by teachers is to arouse students' motivation and interest in learning so that they remain enthusiastic about participating in Arabic lessons. Based on an interview with a grade IX Arabic teacher, *"the low enthusiasm for learning is due to a lack of motivation so that some students consider Arabic less important"* (Interview with Veronica Laelatul Fikriyah, S.Pd.I., Saturday, November 16, 2024). Therefore, Arabic teachers motivate about the importance of Arabic so that students are more motivated and excited". This emphasizes that the role of teachers is not only to convey material, but also to build the meaning and urgency of learning in students. The application of demonstrations to Arabic learning shows that the success of demonstrations does not stand alone, it is greatly influenced by the conditions of students and environmental support. that demonstrations that demonstrate objects can increase engagement and vocabulary comprehension, but their effectiveness is highly dependent on learning motivation as well as the support of family and school environment (Zulfadli et al., 2026). When motivation is weak, students tend to be passive and less enthusiastic, so teacher intervention through motivation becomes a realistic strategy to "open the door" so that demonstrations can work optimally. Furthermore, other studies show that demonstrations tend to make learning more concrete and directed when the implementation is planned and the atmosphere is supportive. The implementation of good demonstrations has an impact on a clearer and more concrete learning process (Rahmat & Wajdi, 2023). In the context of MTsN 2 Pematang, the motivation given by teachers can be understood as an effort to create a more positive learning atmosphere so that students do not just see demonstrations, but are also encouraged to pay attention, imitate, and practice.

Give More Attention

The next external solution is to pay more attention to students who are less able to understand Arabic, "*especially students who come from elementary school graduates, with a more patient attitude and guide students who are still experiencing difficulties*". (Interview with Veronica Laelatul Fikriyah, S.Pd.I., Saturday, November 16, 2024). This overattention is a direct response to external constraints of "differences in student characteristics" (different initial abilities and speed of understanding).

Studies on demonstrations in *mufradat* learning show that when students are actively involved (demonstrating meaning, associating with associations), there is an increase in confidence and enthusiasm, and the class becomes more creative and fun (Ritonga, 2025). The implication, individualized tutoring allows teachers to adjust the level of support (scaffolding) during the demonstration, for example repeating examples for specific students, correcting pronunciation, or giving additional exercises, so that slow students do not fall behind and do not lose interest further. Rahmat and Wajdi (2023) also emphasized that effective demonstrations are marked by a well-planned and well-executed teaching process, resulting in a more concrete experience. Paying more attention to being understandable as part of the quality of implementation, Arabic teachers not only demonstrate the material, but ensure that each student (especially those who experience obstacles) actually captures the demonstration and is able to follow the practice.

CONCLUSION

The findings show that the implementation of the role-play based demonstration method in Arabic language learning for Grade IX at MTs N 2 Pemalang proceeded through three main stages-planning, implementation, and evaluation. The planning stage was marked by preparing the lesson plan (RPP), organizing the learning material (the text *سيرة النبي ص م* from Arabic textbook), setting learning objectives, and deciding on the method. In the implementation stage, the teacher modeled how to read and translate the text; students then copied it into their worksheets (LKS) and practiced imitating the teacher together, after which selected students were randomly asked to read and translate. The classroom atmosphere was generally conducive although some students were noisy, and many students responded positively, for example by actively asking about unfamiliar vocabulary. The evaluation stage was carried out through exercises aligned with the taught material and habituation activities such as reading practice and memorizing vocabulary; however, several students still experienced difficulties, especially in

pronouncing/spelling hijaiyah letters and mastering vocabulary, indicating that learning outcomes were not yet evenly achieved even though the approach was perceived as more helpful than lecturing.

Theoretically, these findings reinforce the view that demonstration is effective when the teacher clearly shows the learning process directly, supports it with verbal explanation, and provides students with opportunities to practice thereby aligning with the research aims to describe both implementation and the obstacles and solutions. Nevertheless, its effectiveness was constrained by internal and external factors identified in the field, including limited supporting media, teachers mostly relied on the whiteboard and textbook, low learning interest among some students (sleepiness and lack of focus), the absence of a *bi'ah lughawiyah* (Arabic-speaking environment) at school, and differences in students' characteristics and educational backgrounds that influenced their learning speed. The solutions applied by the teacher utilizing available technology such as mobile phones, strengthening students' motivation and interest, and giving more attention and guidance to students who lag behind represent relevant improvement directions; therefore, future research should further examine how demonstration supported by simple media/technology and differentiated guidance can improve specific outcomes, while also testing the role of building a language environment as a reinforcement for the success of the demonstration method in the classroom.

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