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IMPLEMENTATION OF ROLE-PLAYING-BASED ARABIC LANGUAGE LEARNING TO IMPROVE ARABIC LANGUAGE UNDERSTANDING OF GRADE VII STUDENTS

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ABSTRACT

Arabic learning at the madrasah level still faces challenges, especially in improving students' understanding of vocabulary, simple sentences, and speaking skills. Therefore, an active and interactive learning method is needed so that students can more easily understand and use Arabic in their daily lives. This study aims to describe the implementation of the Role Playing method in learning Arabic and determine its contribution to the Arabic understanding of grade VII students of MTs Al-Hikmah Johar Karawang. This study uses a qualitative approach with a descriptive research type. Data collection techniques are carried out through observation, interviews, and documentation, with the research subjects including Arabic teachers and grade VII students. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that the implementation of the Role Playing method is carried out through three stages, namely preparation, implementation, and evaluation. The application of this method contributes to improving students' understanding, especially in vocabulary mastery (mufradat), simple sentence comprehension, and speaking skills (maharah al-kalam). In addition, learning becomes more active, interactive, and meaningful, and encourages an increase in student enthusiasm, motivation, and confidence. The obstacles faced include limited time allocation, differences in students' abilities, and variations in perseverance in learning. Thus, the role playing method can be an effective alternative to Arabic learning if supported by the teacher's role as a facilitator and good learning management.
Keywords*: Arabic language learning, role playing, student understanding.*

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INTRODUCTION

Language has a very fundamental role in human life because it is the main tool to express ideas, ideas, and thoughts, both through spoken speech and written media, so that it can be understood by others. As human civilization develops, the variety of languages used is increasingly diverse, including Arabic, English, Chinese, Spanish, Korean, Japanese, and other languages. Among these languages, Arabic is a language that has a wide range of use and is used by many people in various parts of the world.[1]

Arabic has various advantages and distinctive characteristics that distinguish it while associating it with other languages. Among these privileges are the richness of vocabulary, depth of meaning, and the beauty of its language expressions. In addition, Arabic is known as the language that has the widest range of use in the Semitic language group. The Prophet Muhammad PBUH once conveyed his saying: "Love the Arabs for three reasons: first, because I am an Arab; second, because the Qur'an was revealed in Arabic; and third, because Arabic is the language of the inhabitants of heaven.[2]

Arabic has a very important role in Islamic education. Arabic is not only a means of communication, but also the main language in understanding the sources of Islamic teachings, namely the Qur'an and Hadith. Therefore, mastery of Arabic is an indispensable skill for madrasah students, especially at the Madrasah Tsanawiyah (MTs) level. Through a good mastery of Arabic, students are expected to be able to understand religious texts directly and more deeply, without relying on translation. Allah SWT said in Q.S Yusuf verse 2:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

"Indeed, We have sent it down in the form of the Qur'an in Arabic so that you may understand it." (Q.S Yusuf : 2)

The above verse emphasizes that Arabic has an important role as a medium to understand the content and meaning of the Qur'an. Thus, learning Arabic cannot be separated from the main goal of Islamic education.

Language proficiency is a very important component in language learning activities, especially Arabic. In the context of learning foreign languages, especially Arabic, there are four basic skills that must be mastered by students, namely the ability to listen (istima'), speak (kalam), read (qira'ah), and write (kitabah). These

[1] Ambo Pera Aprizal, "Journal of Teacher Education Journal of Teacher Education" 2, no. 2 (2021): 87–93.
[2] Journal of Language Education, Arabic Literature Vol, and Ainun Salida, "The Privilege of Arabic as the Language of the Quran and Ijtihadiyyah" 1, no. 1 (2023).

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four language skills are closely related to each other and cannot be separated from each other. [3]

Speaking is an important language activity in daily life after listening activities. Based on the sounds of the language listened to, humans learn to pronounce and eventually be able to speak.[4] Because speaking is the most important basis when learning Arabic. A person will find it easier to learn Arabic if they have good speaking skills.

However, facts in the field show that Arabic language learning often faces various obstacles, both in terms of teaching methods, media use, and students' motivation to learn. Not a few students consider Arabic lessons as lessons that have a high level of difficulty, are less interesting, confusing, and only focus on memorizing vocabulary but lack understanding its meaning.

As a result of a less communicative approach to learning, students often have difficulty expressing ideas, lack confidence, and are afraid of making mistakes when speaking.[5]

This phenomenon shows that most Arabic language learning in madrassas still applies conventional learning methods. Teachers are still the center of learning activities (teacher centered), Meanwhile, students tend to be inactive and only accept lessons given by teachers. The teaching and learning process usually uses cara methods and writing exercises, while aspects of communication and active language skills such as speaking and listening receive less attention and are not applied. As a result, many students are only able to recognize vocabulary but cannot use it in conversation.

From the results of initial observations made by researchers, it was found that grade VII students still have difficulties in understanding Arabic material, both in terms of reading, understanding sentence structure, and in understanding the meaning of simple conversations. The learning process that takes place tends to be monotonous, less interactive, and has minimal student activities. Teachers still dominate learning activities, while students only write and listen. This situation affects students' low enthusiasm for learning and their limited ability to

[3] Nita Zakiah, "Indonesian Journal of Instructional Arabic Language Learning Problems for Students of Madrasah Tsanawiyah Al Islamiyah Kotabumi North Lampung66–52 :(2021) 2 ".
[4] Jurnal As-salam et al., "THE EFFECTIVENESS OF ROLE-PLAYING LEARNING METHOD IN IMPROVING THE MASTERY OF ARABIC VOCABULARY IN SPEAKING INDONESIA State University of Education, Indonesia Can Optimize the Learning Outcomes of Books, Hadith, and the Qur'an an Regarding Islam" Introductions, Madrasah Equipment, Work, Address, Family, Limbs, at Home, in The" 8, no. 1 (2024): 47–63.
[5] And the Implications et al., "Application of Role Play Methods in Arabic Language Learning" 5 (2026).

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comprehensively understand Arabic. This condition shows the need for innovation in learning Arabic that is more active, interesting, and meaningful. One of the strategies that is considered effective to overcome this problem is through the application of *the role playing* method.

The role *playing* method was introduced by George Shaftel, who believed that this technique was able to help students channel their emotions while increasing awareness through spontaneous involvement, while analyzing situations or problems that arise in daily life. According to Rahmawati & Puspasari, the role playing ethos is a way that in its application allows students to display roles from daily life that are deliberately demonstrated in class or during learning meetings.[6]

The role playing method is one of the active learning approaches that allows students to participate directly in the learning process by acting out certain roles, thus creating a learning experience that feels real. In the context of learning Arabic, the role playing method provides an opportunity for students to practice the use of language directly in conditions that resemble real life. For example, students can practice conversations (hiwar) about daily activities, buying and selling, or introductions in Arabic. This method provides opportunities for students to practice the ability to speak, listen, and understand Arabic in a real communication situation.

In the research conducted by Mu Ida Nur Fadilah with the title "Implementation of Arabic Language Learning Based on Direct Practice with the Communicative Language Teaching (CLT) Approach to Increase the Confidence of MA Tarbiyatul Banin Banat Tuban Students". As the learning approach develops, various new strategies have emerged that emphasize the importance of direct practice in a real context. Contextual teaching and learning can increase students' activeness, courage, and confidence in using foreign languages.[7] This approach has similarities with the Role Playing method, which both emphasize meaningful learning through the active involvement of students. However, both have differences in their application. The CTL approach focuses on the linkage between the learning material and the real-life context, while the Role Playing method specifically involves learners in role-playing or simulating specific situations relevant to daily life.

[6] "ROLE PLAY_ ROLE PLAY LEARNING MODEL," n.d.
[7] Mu Ida and Nur Fadhilah, "Maharaat Lughawiyyat: Journal of Arabic Language Education Implementation of Hands-Based Arabic Language Learning with a Communicative Language Teaching (CLT) Approach to Increase the Confidence of MA Tarbiyatul Banin Banat Tuban Students" 4, no. 1 (2025): 15–29.

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Then in the research conducted by Hakmi Wahyudi with the title "Implementation of Arabic Language Learning Based on the Yellow Book at Madrasah Aliyah Negeri 1 Pekanbaru City". The Yellow Book plays an important role in teaching Arabic grammar, especially in mastering the knowledge of Nahwu and Sharaf. Referred to as a classic Arabic text, the Yellow Book is an effective means for students to learn grammar rules directly from the original text. In the learning process, students are taught to understand sentence structure, change words, and analyze the relationships between words according to the rules that have been set.[8] Learning through the Yellow Book has similarities with the *Role Playing method*, which can both support the Arabic language learning process. However, both have differences in focus and implementation. The learning of the Yellow Book emphasizes more on understanding the rules of language through text study, grammatical analysis, and the application of Nahwu and Sharaf knowledge, while *the Role Playing* method emphasizes the practice of using Arabic through role plays and dialogues that are played directly by students.

Furthermore, research conducted by Hasan Syukur with the title "Implementation of Text-Based Arabic Learning in Writing Skills Based on Hammond's Perspective". Text-based learning is a learning model to develop students' ability to understand and produce texts both oral and written according to the level of student development. In other words, understanding and creating various texts is the focus of learning.[9] The text-based learning model has similarities with the Role Playing method, which both encourage students to be actively involved in the learning process and develop language skills. However, text-based learning emphasizes more on understanding the structure, function, and characteristics of texts as well as students' ability to produce texts orally and in writing. Meanwhile, the Role Playing method emphasizes more on the practice of using language through role play in certain communication situations. In learning Arabic, the Role Playing method allows students to practice vocabulary (mufradat), compose simple sentences, and develop speaking skills (maharah al-kalam) through dialogue.

In addition to strengthening cognitive aspects, *role playing* also provides benefits in the affective and psychomotor aspects of students. Role-playing activities foster confidence, courage to speak in front of others, and the ability to

[8] Hakmi Wahyudi and Rafiqi Almunawwar, "Implementation of Arabic Language Learning Based on the Yellow Book at Madrasah Aliyah Negeri 1 Pekanbaru City" 5, no. 2 (2025): 261–69.
[9] Writing Skills, Based on Perspective, and Hasan Syukur, "Implementation of Deep Text-Based Arabic Language Learning" 4, no. 1 (2024): 144–58.

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work together in groups. Students also learn to respect differences of opinion and learn to express ideas politely. This is in line with the learning goals that focus not only on mastering material or knowledge alone, but also on developing students' character and morals. In addition, *the role palying* method has the potential to increase students' motivation to learn. Learning while playing activities can generate students' enthusiasm and enthusiasm for learning, because students feel directly involved and become an active part of learning. When students play a role in a dialogue, they learn naturally through experience, not just through theory.

This difference in focus shows that *the Role Playing* method can be an alternative in learning Arabic, especially to provide opportunities for students to practice vocabulary (mufradat), understand simple sentences, and develop speaking skills (maharah al-kalam). Therefore, this study focuses on the implementation of *the Role Playing* method in Arabic language learning and its contribution to the understanding of Arabic for grade VII students of MTs Al-Hikmah Johar Karawang. This research is important as an effort to find a teaching method that is appropriate, effective, and adapts to the characteristics of students in Madrasah. This research is expected to make a useful contribution to improving Arabic learning methods in the Madrasah environment, as well as being a reference for teachers in using learning strategies that focus on improving students' comprehension and communication skills in Arabic.

RESEARCH METHODS

This study applies a qualitative method, because this approach allows the collection of descriptive data in the form of narratives, which are obtained through interviews, observations, and documentation related to the phenomenon being studied.

According to Moleong (2014), research with a qualitative approach aims to analyze the phenomena experienced by the subject, including things such as behavior, views, motivations, and other actions that are analyzed thoroughly or holistically using natural methods to describe them in a special context.[10] Research with a qualitative approach aims to analyze the phenomena experienced by the subject, including things such as behavior, views, motivations, and other actions that are analyzed thoroughly or holistically using natural methods to describe them in a special context. The subject of research in this study is a resource person or informant who can provide information about the problems in the research

[10] Lexy J. Moleong, as quoted in Amtai Alaslan, "Qualitative Research Methods" (Center for Open Science, 2023).

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conducted by the researcher. So the main subject in this study includes grade VII students with a total of 3 people, while the supporting subject in this study is 1 Arabic subject teacher.

In this study, the researcher collected data through observation, interview, and documentation techniques. According to Cresswel (2014: 267), observation is a method used by researchers to observe individual behavior and activities at the research site.[11] Observation is a method used by researchers to observe individual behavior and activities at the research site. In this study, observation is carried out to gain a direct understanding of the events that occur in the field. In the survey study, the researcher conducts interviews by asking respondents to answer the questions asked. The researcher uses interview guides to ask questions to respondents as well as observe their behavior, listen to answers, and record all responses expressed.[12] In this study, interviews were conducted as part of the data collection process to obtain answers from informants to questions asked by researchers. In this study, interviews were conducted with Mr. Abdullah, S.Pd. as an Arabic subject teacher and with 3 students in grade VII. Furthermore, documentation is a data collection process carried out by utilizing records and analyzing documents available at the research location, including additional data related to the research object.[13]

RESULTS AND DISCUSSION

1. Implementation of Role Play-Based Arabic Language Learning

Based on the results of observations during the learning process, the implementation of *the role playing* method in Arabic language learning is carried out through several stages, namely :p planning, implementation, and evaluation.

In the planning stage, the teacher prepares Arabic conversation materials (hiwar). The teacher also discusses topics related to the students' daily lives, such as introductions, school activities, and household activities.

At the implementation stage, the teacher assigns students to divide into small groups and assign a role to each student. Each group is required to have a simple conversation using Arabic according to the theme that has been set. Students

[11] Cresswel, as quoted in B R SIAGIAN and CYNTIA VERONICA," 2024.
[12] SIAGIAN and VSiagian, Cyntia Veronica Br. "Analisis Strategi Pertumbuhan Bisnis Pada Usaha 'Solusi' Cash Credit Electronic & Furniture Di Kabupaten Batu Bara, Sumatera Utara." Universitas HKBP Nommensen, 2024..
[13] SIAGIAN and VESiagian, Cyntia Veronica Br. "Analisis Strategi Pertumbuhan Bisnis Pada Usaha 'Solusi' Cash Credit Electronic & Furniture Di Kabupaten Batu Bara, Sumatera Utara." Universitas HKBP Nommensen, 2024.RONICA.

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seem more active, dare to speak, and are directly involved during the learning process. As facilitators, teachers provide direction, pronunciation, correction, and reinforcement.

Furthermore, the evaluation was carried out through the assessment of students' comprehension and communication skills, as well as through questions and answers and writing. The results of the evaluation showed that most students were able to understand the context of the practice.

2. Arabic Comprehension for Grade VII Students MTs al-Hikmah

Based on the results of the study, it shows that students' mastery of Arabic has increased after the application of *the role playing* method. This improvement can be seen in students' ability to understand vocabulary, understand simple language, and answer questions in a more appropriate way.

Students who were previously passive and lacking confidence in their Arabic learning may begin to show a desire to communicate and engage in conversations using Arabic. Additionally, students find it easier to grasp vocabulary because the words are used directly in the context of role-playing activities.

3. Factors That Support the Application of *the Role Playing* Method

The main supporting factor of the application of *the role playing* method is the increased enthusiasm of students for learning Arabic. Because it is more interesting, communicative, and contextual than traditional teaching methods.

According to the theory of learning motivation, students' activeness in the learning process can encourage an increase in their intrinsic motivation. The role playing method provides opportunities for students to actively participate in verbal learning, so that the learning atmosphere does not feel abstract and boring. With this approach, students not only listen to the teacher's explanations, but also play an active role as participants in Arabic language interactions.[14]

The *role playing* method encourages students to actively speak, so that students are more confident in speaking in Arabic. Confidence is an important psychological factor in the language learning process. Confident students are more eager to learn, do not hesitate to solve problems, and actively participate in communication. However, learning activities become more efficient and fun. The courage to speak, even if it is not perfect, is the first step in learning a foreign language.[15]

[14] Alfiana Salsabila, "INCREASING LEARNING MOTIVATION IN LANGUAGE LESSONS" 2 (2025): 142–47.

[15] Ida and Fadhilah, "Maharaat Lughawiyyat: Journal of Arabic Language Education Implementation of Arabic Language Learning Based on Direct Practice with a Communicative

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The atmosphere of play and storytelling in role play reduces fear and increases students' confidence to speak. This encourages students to dare to speak and express themselves.[16] Through a fun learning atmosphere with role-playing activities and storytelling, students can feel more comfortable and confident in expressing their opinions. This condition encourages students to be more courageous in trying to use Arabic and develop their language skills without feeling overly worried about mistakes made.

Role-playing activities also help students practice hands-on and collaborative communication skills. Through these activities, students not only listen to the material, but also actively use Arabic in all hands-on learning activities. Interaction between students in the classroom encourages two-way communication, teamwork, and material understanding.[17]

4. Factors That Hinder the Application of *the Role Playing* Method (role play)

One of the obstacles found is the limited time in the lesson schedule, because the role-playing method requires additional time for both preparation and implementation.[18] Role-playing requires more time than traditional methods, as students must understand the scenario, engage in dialogue, and practice it. If time is limited, then learning activities will be less than optimal.

Role-playing has weaknesses, such as taking time, requiring ample space, and disturbing other classes.[19] Therefore, educators need to carry out careful learning planning, manage time allocation effectively, and adjust the use of space and school environment conditions so that the application of the role playing method can take place optimally.

The effectiveness of role-playing methods can be reduced because some students may feel uncomfortable or nervous when they are asked to appear in class. Such lack of confidence causes students to speak reluctantly in fear, make mistakes

Language Teaching (CLT) Approach to Increase the Confidence of MA Tarbiyatul Banin Banat Tuban Students."

[16] Ririn Fradina Utari and Asmal May, "Development of Role Play Methods to Improve Speaking Skills in Arabic Subjects" 1, no. 2 (2024): 185–94.

[17] Aziz Akhmad Najib et al., "1 , 2 1 , 2" 2, no. 4 (2022): 318–26.

[18] Hilwa Wafin Nur et al., "Reslaj : Religion Education Social Laa Roiba Journal" 6, no. 4 (2024): 1656–66, https://doi.org/10.47476/reslaj.v6i4.772.

[19] As-salam et al., "THE EFFECTIVENESS OF ROLE-PLAYING LEARNING METHOD IN IMPROVING THE MASTERY OF ARABIC VOCABULARY IN SPEAKING INDONESIA STATE UNIVERSITY OF EDUCATION, INDONESIA CAN OPTIMIZE THE LEARNING OUTCOMES OF BOOKS, HADITH, AND THE QUR'AN AN REGARDING ISLAMIC " INTRODUCTIONS, MADRASAH EQUIPMENT, WORK, ADDRESS, FAMILY, LIMBS, AT HOME, IN THE."

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in pronunciation or use of Arabic vocabulary, and tend to be passive during activities. As a result, the main purpose of role-playing as a means of improving writing skills cannot be effectively achieved.[20]

In addition, inconsistent student learning also affects students' ability in Arabic, as students who were previously less proficient in Arabic experience greater difficulty in understanding Arabic, sentence structure, and basic conversation.[21]

There is also the problem of lack of understanding and difficulty in mastering Arabic. Some students have a school background from the general education system and have never been exposed to Arabic before.[22] This causes them to have difficulty understanding drama texts in Arabic, which then has an impact on their inability to play roles in the role playing method. In facing these various obstacles and challenges, good cooperation between educators and students is needed. Efforts to understand students' learning needs, as well as provide consistent motivation are important steps in overcoming obstacles that occur. Through optimal cooperation and patience in the learning process, role-playing methods can be applied effectively to improve students' Arabic speaking skills.

Discussion

Learning Arabic is an important component of the Islamic education system, Arabic is not only used in daily activities, but also plays a role as the main language in classical Islamic literature, hadith, and holy books. Therefore, learning Arabic is not only considered as a language skill, but also as a means to understand Islamic thought and philosophy.[23]

Learning Arabic aims to hone students' ability to use the language actively and passively, as well as build a positive attitude towards the language.[24]

The application of Arabic language learning with the role-playing method has been proven to improve the understanding of grade VII students of Arabic. The

[20] Nur et al., "Reslaj : Religion Education Social Laa Roiba Journal Reslaj : Religion Education Social Laa Roiba Journal."
[21] S Ag, "INHIBITING FACTORS OF ARABIC LANGUAGE LEARNING IN MTsN 5 BIREUEN" 1, no. 1 (n.d.): 142–64.
[22] Nur et al., "Reslaj : Religion Education Social Laa Roiba Journal Reslaj : Religion Education Social Laa Roiba Journal."
[23] Ahmad Wasil, "The Urgency of Learning Arabic as a Second Language at the Ngalah Pasuruan Islamic Boarding School," *Muhadasah: Journal of Arabic Language Education* 6, no. 2 (2024): 280–91.
[24] Di, Arabi, Restu Singgih, Muhammad Aji Pramudito, and Sherti Monica. "Pembelajaran Bahasa Arab dengan Menggunakan Kitab Lisan Arabi di Pondok Pesantren Al-Mubarokah, *Jurnal Ilmiah Pendidikan Dasar*, Vol. 10, No. 2, Tahun (2025).https://doi.org/10.23969/jp.v10i02.25167

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role-playing method allows students to learn actively and according to real-world situations so that they not only learn vocabulary but also understand how to use it in real-world situations.

Role-playing is a form of game that has a specific purpose, is governed by rules, and provides entertainment. In practice, this method of role-playing encourages students to become enthusiastic learners and has added value, that is, this method can encourage all students to participate and provide equal opportunities for them to display their ability to work together to achieve success because of the existence of games and stimulating experiences.[25]

One of the teaching strategies that has proven to be effective in increasing student motivation is role-playing. Role-playing techniques are used in role-based activities when students actively act out certain situations according to the material being studied. This method makes it easier for students to learn a language so that it is easier to understand, improve their skills, and create an interesting and interactive learning environment.[26]

Some of the advantages of the role playing learning method according to Aris Shoimin include [27]:

a) Students have the freedom to make decisions and express themselves fully.
b) The game is an easy-to-use method and is flexible for a variety of conditions and times.
c) Teachers can assess students' learning experiences by observing them as they follow the game.
d) Forming a deep and lasting impression in the student's memory.
e) This method is able to attract students' attention, thus creating an active and vibrant classroom atmosphere.
f) This method is able to increase students' motivation and confidence, while strengthening togetherness and solidarity among them
g) This method helps students to more easily understand the events that occurred and gain lessons or wisdom directly through their own experiences

[25] Dewi Ferawati, "IMPLEMENTATION OF THE ROLE PLAYING METHOD IN" 11, no. 1 (2023): 1–7.
[26] Salsabila, "INCREASE MOTIVATION TO LEARN IN LANGUAGE LESSONS."
[27] Kristina Simanjuntak et al., "THE EFFECT OF THE ROLE PLAYING MODEL ON THE LEARNING INTEREST OF CHRISTIAN RELIGIOUS EDUCATION AND ETHICS OF GRADE XI STUDENTS OF SMK NEGERI 1 SIATAS BARITA FOR THE 2024/2025 SCHOOL YEAR," *Journal of Social Education and Humanities* 3, no. 4 (2024): 4433–56.

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h) This method has the potential to improve students' professional competencies while opening up opportunities for their career development.

Based on Miftahul Huda's opinion in[28] the role-playing method has several shortcomings, including:

a) Requires a relatively long time allocation
b) It is difficult to assign specific roles to students if they have not been used to or trained before.
c) The role playing method is difficult to implement if the classroom conditions are not supportive.
d) It requires careful planning so that it consumes more time and energy.

Students' responses to role-play-based Arabic learning showed positive results. Students were more enthusiastic, engaged, and motivated to participate in the class. This method can also boost students' confidence and improve their ability to speak Arabic, thus making the class more lively, interactive, and communicative.

However, playing a role in teaching Arabic also requires the knowledge and creativity of teachers, such as the development of scenarios that consider student needs, group dynamics, and observation of student behavior, thus, learning goals can be achieved optimally.[29] Teachers do not only deliver material, but also function as motivation and guides for students to create a positive learning atmosphere.

However, the use of the role-playing method requires good time management and special attention to students who have poor Arabic language skills. To ensure that each student can participate in learning activities as well as possible, teachers must provide guidance and support to students. In general, role-playing-based Arabic learning is an effective and relevant method to improve Arabic understanding among grade VII students, especially related to simple materials. This method can be considered as an alternative approach to learning Arabic at the tsanawiyah madrasah level.

[28] Simanjuntak, Kristina, Limmarten Simatupang, Nisma Simorangkir, and Damayanti Nababan. "THE EFFECT OF ROLE PLAYING MODEL ON THE LEARNING INTEREST OF CHRISTIAN RELIGIOUS EDUCATION AND ETHICS OF GRADE XI STUDENTS OF SMK NEGERI 1 SIATAS BARITA FOR THE 2024/2025 SCHOOL YEAR." *Journal of Social Education and Humanities* 3, no. 4 (2024): 4433–56.
[29] Mohamad Idhan, "Improving Arabic Speaking Skills Through Role Play Method in Class" 2, no. 1 (2025): 1–13.

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CONCLUSION

Based on the findings of the research on the application of Arabic language learning based on the role playing method to improve Arabic comprehension of grade VII students of MTs Al-Hikmah Johar Karawang, several conclusions can be drawn as follows:

1. The *role playing* method is one of the learning approaches that is considered effective in improving students' understanding of the Arabic language. This method provides students with the opportunity to participate in the learning process directly and actively through role-playing activities that encourage them to use Arabic in context and communicatively.
2. Learning through role plays can improve students' understanding of the content of Arabic, especially in vocabulary mastery (mufradat), simple sentence structure, and speaking skills (maharah al-kalam). Through role simulation exercises that are adapted to students' daily lives, students are able to apply the material practically in addition to understanding it theoretically.
3. The results of observations during the learning process show an increase in learning activities and student achievement. Students become more enthusiastic, actively participate, and have better confidence in learning Arabic. Role-playing can also eliminate students' fear and awkwardness in speaking Arabic. The learning atmosphere is created to be more lively, interesting, and communicative to increase students' motivation to learn.
4. According to the results of research conducted with Arabic teachers and students, the use of role-playing techniques makes it easier for teachers to convey subject matter through a more diverse and engaging approach. The teacher is not only a teacher, he is also a facilitator who helps students and guides them as they go through every step of the process. As a result, teaching and learning activities are more student-focused, with teachers in charge of accompanying, directing, and conducting assessments.
5. However, role-playing Arabic teaching is not limited to just a few obstacles. Among them are the difference in students' learning time, the difference in students' level of Arabic proficiency, and the fact that some students are still not confident when speaking or writing in Arabic.
6. Overall, Arabic learning in grade VII MTs Al-Hikmah Johar Karawang is carried out with a role-playing method that has proven effective in significantly increasing students' understanding of Arabic, both cognitively and practically. This method can be seen as one of the innovative and successful Arabic

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language learning methods, this strategy can be applied to various levels of education.

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