

## **ANISARA (Quantum Learning Speaking Arabic) as A Strategy to Improve Arabic Speaking Skills**

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### **Abstract:**

Quantum Learning Arabic is inspired by Quantum Teaching, a learning model developed by Bobby DePorter. Quantum Learning creates learning with a Quantum Teaching model that focuses on speaking or speaking Arabic skills. The ANISARA (Quantum Learning Speaking Arabic) strategy is a strategy that contains an Arabic language learning model that supports the improvement of Arabic skills. It strives to maximize all the skills and potential that students have and make the lessons carried out by educators to the maximum so that students themselves can also maximize the absorption of materials. The study aims to describe the model or statics of learning Arabic, especially speech skills using the Quantum learning model of Speaking Arabic. The research method used is research (research and development). R&D research is conducted with stages that consist of analysis, design, development, and implementation.

**Keywords:** Anisara; Arabic language; strategy

### **INTRODUCTION**

Learning Arabic, especially in developing listening skills (*maharah istima'*), is one of the essential aspects of learning Arabic. To increase the effectiveness of *maharah istima'* learning, an innovative and effective learning approach is needed. One of the approaches in question is Quantum Learning Speaking Arabic.

The development of *maharah istima'* in Arabic language learning cannot be ignored. Because *Maharah istima'* will be an essential foundation to understand and interact effectively in Arabic. Technological advances and the increasing need for intercultural communication demand to have good listening skills in Arabic. This also makes these skills highly valued and necessary.

Even so, many obstacles are faced in learning *maharah istima'* such as boredom, lack of opportunities to practice, and fear of practicing the language being learned. Therefore, an engaging, interactive, and empowering approach is needed for students to develop their listening skills.

This study aims to dig deeper into Quantum Learning by Speaking Arabic as an Arabic learning strategy, especially in developing *maharah istima'*. This research will involve analysis of relevant literature. Exploration of empirical studies that have been carried out, as well as data collection and in-depth analysis of the application of Quantum Learning Speaking Arabic in the context of *maharah istima'* learning.

It is hoped that the results of this study can provide a better understanding of Quantum Learning Speaking Arabic in developing *maharah istima'* in Arabic language learning. The findings of this research are expected to positively contribute to the development of innovative and effective Arabic learning strategies, as well as provide benefits for students and teachers to improve communication skills in Arabic.

## RESEARCH METHODS

This research is a type of R&D research (development research and development), with a descriptive method, namely describing the symptoms of events and events that occur where researchers will observe events and events that become problems and explain in detail. According to Sugiyono, research and development methods are used to produce specific products and test the effectiveness of certain products. The design of this system is still hypothetical. It is said to be hypothetical because its effectiveness has not been proven and will be known after tests.<sup>1</sup>

The initial stage is identifying the problem, namely identifying a need to improve the ability to speak Arabic and identifying Quantum Learning Speaking Arabic as a potential solution to the problem. The second stage is a literature study to gain an understanding of quantum learning Arabic and previous research that has been done. Moreover, the last stage of product development is developing Quantum Learning Speaking Arabic as a strategy to improve Arabic speaking skills which involve making teaching materials, developing learning methods, and initial testing.

## RESULTS AND DISCUSSION

### Various Skills in Arabic

Language is one that humans need, and several skills are all interrelated, namely listening (*istima'*), speaking (*al-kalam*), reading (*al-qira'ah*), and writing (*al-kitabah*). Arabic

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<sup>1</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016).

is a series of symbols systematically arranged as intermediaries for Arabs to convey intentions to their interlocutors during communication. Moreover, Arabic, which is the language of the Qur'an and the religion of Islam, began to be studied from elementary school to college level. Even most schools make it a compulsory lesson. Learning a language is not enough to learn the theory of the language. However, more than that, learning to speak is learning how to use the language both verbally and non-verbally so that the function of language as a means of communication and message delivery will be more optimal. When someone is learning a language, but the material being studied is focused only on theoretical aspects, he is not learning a language but learning about the language. In learning Arabic, several skills must be achieved by learners or by people who want to learn and understand Arabic. Four skills must be mastered: (1) listening skills (*maharatul istima'*), (2) speaking skills (*maharatul kalam*), (3) reading skills (*maharatul qira'ah*), (4) writing skills (*maharatul kitabah*).<sup>2</sup> Therefore it is essential to describe and explain how to solve problems in language, especially in Arabic.

### ***Maharatul Istima'***

Indeed, naturally, the first time humans understand the language of others through hearing, then because of the concept, foreign language skills that must come first are listening. *Istima'* is recognizing sounds, understanding, analyzing, interpreting, practicing, critiquing, and evaluating the material being listened to, as it is known that listening skills are seeing a person's ability to understand words or sentences taught by certain interlocutors or media. This ability can be achieved by continuous practice listening for differences in the sound of word elements with other elements according to the correct letter makhraj, either directly from the native speaker or through recording. Listening skills (*maharatul istima'*) are essential in language skills because *istima'* is the first means of acquiring further languages.<sup>3</sup> From *istima'*, we can express what we have heard by speaking, reading, and writing. From *istima'*, we can also get to know *mufrodah* and *tarkib* to support further language skills.

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<sup>2</sup> Zamri Ahmad & Ibtisam Abdullah, 'Metode Pengajaran Dan Pembelajaran Bahasa Arab Berasaskan Empat Kemahiran', *Prosiding Seminar Pengajaran & Pembelajaran Bahasa Arab 2014*, 3.1 (2014), 10–27

<sup>3</sup> Muhammad Fathoni, 'Maharah Istima''', *Jurnal Komunikasi Dan Pendidikan Islam*, 1 (2018), 2020

### ***Maharatul Kalam***

“*Kalam*,” which means speaking, is the activity of giving, receiving language, and conveying messages or ideas to the interlocutor or vice versa so that the message is received and responded to directly by the interlocutor. In terminology, “*kalam*” comes from the Arabic “*kalima*,” which means words and sayings. It can also be interpreted as mutual communication using language as a medium. Speaking skills are one type of skill to be achieved in teaching Arabic. Learning Arabic will be easy if the speaker is actively involved in the effort to communicate because if only the material will not be able to make the learner speak.<sup>4</sup> One of the weaknesses and shortcomings of the old language teaching system in Indonesia is the lack of intensive oral exercises, so very few students can express their thoughts and feelings verbally.

### ***Maharatul Qira'ah***

Reading skills in Arabic are called *maharatul qira'ah*. Reading is the ability to understand, recognize and understand the contents of something written (written symbols) by reciting it or digesting it in the heart. In essence, reading is a communication process between the reader and the author of the text he wrote, so directly, in it, there is a cognitive relationship between spoken language and writing. The ability to read Arabic depends mainly on the comprehension of the content or meaning read. It is related to two aspects: the ability to convert written symbols into sounds and capture the meaning of all situations symbolized by these written symbols and sounds. As for the essence of reading skills, it lies in the second aspect.<sup>5</sup> However, that does not mean proficiency in the first aspect is unimportant because proficiency in the first aspect underlies the second aspect. The ability to read is one of the most essential language skills. Without reading, a person's life will be static and undeveloped. In language learning in general, including Arabic, the urgency of reading skills cannot be doubted, so teaching reading is one of the activities that must be considered.

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<sup>4</sup> Meishanti and others, ‘Pelatihan Berbahasa Arab Melalui Keterampilan Berbicara ( Maharah Al-Kalam ) Metode Muhadatsah Menggunakan Pocket Book’, *Jurnal Pengabdian Masyarakat Bidang Pendidikan*, 1.1 (2020), 16–23.

<sup>5</sup> M. Pakihun, Mahyudin Ritonga, and Bambang Bambang, ‘Problematika Pembelajaran Qiro'ah Untuk Kelas VIII Di Madrasah Tsanawiyah Darussalam Aur Duri Sumani Solok’, *Maharaat: Jurnal Pendidikan Bahasa Arab*, 3.2 (2021), 159–82

### ***Maharatul Kitabah***

The writing skill in Arabic is called *maharatul kitabah* and is the highest of the four language skills. Writing is an activity that relates to the thought process and expression skills in the form of writing. Writing can be said to be a very complex activity because it lies in the demand for the ability to organize and organize ideas coherently and logically, as well as the ability in context of presenting writing in a variety of written languages and different writing rules.<sup>6</sup> Viewed from the aspect of Arabic proficiency, writing can be said to be a very complex activity because it requires an ability to organize ideas coherently and logically and present writing in various languages and different writing rules. This writing activity is difficult for students because it requires several skills, namely skills in forming letters and mastering spelling and skills to give birth to thoughts and feelings in the form of Arabic writing.

### **Quantum Learning**

One of the most critical components of learning is the learning strategy. A learning strategy is a general pattern for realizing the learning process, ensuring its effectiveness in achieving learning goals. In implementing learning strategies, teachers must prepare the right models or approaches in accordance with the target, because the right teaching methods and techniques can support the implementation of teaching. Moreover, to determine the right learning strategy for students so that the learning strategy can function optimally, teachers must consider the ultimate goal of teaching, namely the understanding of students.<sup>7</sup>

Five learning approaches commonly used in the learning process are Quantum or Quantum Learning (QL), Collaborative Approach or Cooperative Learning (CL), PAIKEM, Problem-Based Approach or Problem-Based Learning (PBL), and Contextual Teaching approach and Learning (CTL). Quantum learning is one of the learning methods that teachers often use in their learning in the classroom. Quantum Learning is a set of learning methods and philosophies proven effective for all ages. Steps that can be applied in learning through the concept of quantum learning:

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<sup>6</sup> Munawarah Munawarah and Zulkiflih Zulkiflih, 'Pembelajaran Keterampilan Menulis (Maharah Al-Kitabah) Dalam Bahasa Arab', *Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 1.2 (2021), 22

<sup>7</sup> Fadhilah, 'Penggunaan Pendekatan Quantum Learning Tipe Card Sort Untuk Meningkatkan Hasil Belajar Dan Kemahiran Menulis Bahasa Arab Materi Siswa Kelas XI-IPA 2 MAN 1 Banda Aceh', *Jurnal Pendidikan Dan Pengabdian*, 2.2 (2021).

(1) Ambak Power, which is the motivation that arises when a person mentally chooses between the benefits and consequences of a decision, (2) structuring the learning environment, (3) fostering a winning attitude, (4) letting go of one's learning style, 5) getting used to taking notes, (6) getting used to reading, (7) making children more creative, and (8) training memory

Of the five approaches, researchers focused on Quantum Learning to develop strategies for Arabic speaking skills. According to Bobbi De Porter and Mike Hernacki, quantum learning is an interaction that can convert energy into light. Quantum Learning has the principle that suggestion will significantly affect the outcome of the learning situation, and placing students in the comfort of learning will have a positive suggestion impact, such as listening to songs during learning, increasing the activeness of each individual, even providing teachers who are trained in the art of suggestive teaching. Furthermore, with this positive atmosphere, it will have an impact on increasing skills and learning outcomes. From this explanation, researchers believe that learning activities with quantum learning models can create a sense of comfort and fun.<sup>8</sup> For this reason, the quantum learning model will be very influential in developing learning outcomes and student skills, and the assessment of the quantum learning model can be used as a reference for teachers in Arabic language learning.<sup>9</sup>

The Quantum Learning Strategy is divided into several parts, namely. a) Visual is a learning style in which students learn by seeing. b) Auditorial is an auditorial learning style in which students learn by listening. c) Kinesthetic is a kinesthetic learning style in which students learn by moving, working, and touching.<sup>10</sup>

From the collected information, researchers found that several previous research studies had similar themes to this study. First, Noni Febriana and Lili Rismaini researched quantum learning-based Indonesian learning to increase motivation. Titin Masruroh examined the optimization of quantum learning with electronic media in Javanese

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<sup>8</sup> Sri Sumartini, 'Model Quantum Learning Dalam Pembelajaran Bahasa Indonesia Yang Nyaman Dan Menyenangkan', *Nusantara: Jurnal Pendidikan Indonesia*, 3.1 (2023), 1–22.

<sup>9</sup> Universitas Islam, Negeri Sunan, and Kalijaga Yogyakarta, 'Pembelajaran Keterampilan Berbicara Di Era Abad 21 Berbasis Pendekatan Quantum', *Al-Ittijah: Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, 13.2 (2021), 170–85.

<sup>10</sup> Marcha Solicha, 'Peningkatan Motivasi Dan Hasil Belajar Bahasa Inggris Kompetensi Dasar Menangkap Makna Pada Lirik Lagu Menggunakan Model Quantum Learning Dengan Pendekatan Konstruktivisme Di Kelas XI IPS 1 SMA Negeri 1 Paguyangan Semester 2 TAHUN PELAJARAN 2018/2019', *Orbith*, 15.3 (2019), 130–46.

language learning, and Fadhilah examined the effectiveness of the short card type quantum learning approach to improve learning outcomes and Arabic writing skills.

Based on the information above, it can be said that Quantum Learning is one of the practical learning methods and is often used by teachers. This includes measures such as motivation, creating a comfortable learning environment, releasing student learning styles, taking notes, getting used to reading, increasing creativity, and practicing memory. This explanation follows the concept of Quantum Learning as a learning strategy. In this case, the researcher revealed that the focus of this study was to develop strategies for Arabic speaking skills using Quantum Learning. In Arabic language learning, the following steps can be applied to the concept of Quantum Learning:

1. Motivate students to choose between the benefits and consequences of a decision (Amber Power).
2. Create an appropriate learning environment.
3. Encourage a positive attitude and enthusiasm for learning.
4. Recognize each student's learning style.
5. Teach note-taking habits.
6. Get students used to reading.
7. Encourage student creativity.
8. Train students' memory.

The Quantum Learning Learning Strategy can be divided into three parts:

- a) Visual learning style, in which students learn through sight.
- b) Auditorial learning style, in which students learn through hearing.
- c) Kinesthetic learning style, students learn through movement, work, and touch.

The above follows the study's objectives which emphasize improving speaking skills in Arabic. Quantum Learning is one of the five commonly used learning approaches. Some previous studies have similar themes to this study but with different language objects. This motivated the authors to research the Quantum Learning strategy for improving Arabic speaking skills. For example, Noni Febriana and Lili Rismaini researched the use of Quantum Learning in Indonesian learning to increase motivation. In addition, Titin Masrurroh examined the optimality of Quantum Learning with electronic media in Javanese language learning, and Fadhilah examined the effectiveness of the short card-type Quantum Learning approach to improve learning outcomes and Arabic writing skills. Therefore, the researcher wanted to investigate the Quantum Learning strategy to improve

Arabic speaking skills, with differences in the object of the language studied and the ultimate goal for the students, namely Arabic speaking skills. This suggests that this research can be a new contribution in the context of Arabic speaking skills.

### **Strategies for Improving Arabic Speaking Skills through ANISARA**

Improving Arabic speaking skills through Quantum Learning Speaking Arabic is a combined strategy between the Quantum Learning approach with a focus on developing Arabic speaking skills. Quantum Learning Speaking Arabic is an interactive and innovative strategy for helping students to improve their Arabic speaking skills. The learning technique emphasized in this method is the learner as the center, integrating physical, intellectual, social, and emotional elements.

Quantum Learning is a fun learning process, according to DePorter and Hernacki. Quantum Learning is a learning method oriented to collaboration, experience, reflection, and deep understanding. In Arabic learning studies, this method can be used as an effective shorthand to improve maharah kalam or speaking skills.

Strategies designed through this method to improve Arabic speaking skills through Quantum Learning Speaking Arabic include the following:

#### ***Supportive Learning Environment***

The learning environment expected in Quantum Learning Speaking Arabic is a positive, conducive, inclusive environment and supports students in developing confidence when speaking Arabic. Educators provide ongoing support, create an emotional connection with learners, and provide a pleasant atmosphere for learning activities.

#### ***Student-Centered Activities/ Activities***

This strategy prioritizes students as the center of learning. Educators provide opportunities for students to speak Arabic through intergroup discussions, simulations of real-life situations and conditions, and role play. Activities like this will stimulate students to speak actively, strengthen understanding and consistency between Arabic and the context of daily life, and can improve Arabic language skills.

#### ***Use of Technology***

The Quantum Learning Speaking Arabic strategy utilizes technology to play an essential role in improving students' maharah kalam so that learning is more interactive.

This technology can provide a fun and exciting learning experience. Using grammar and interactive elements will engage students in the learning process.

### ***Feedback and Evaluation***

This strategy also pays attention to the importance of constructive feedback to learners. Teachers provide regular feedback on Arabic speaking skills, such as giving motivating praise and making suggestions for the good of students. Continuous evaluation is carried out to track the progress of students and can identify things that need to be improved.

### ***Use of Authentic Context***

Quantum Learning Speaking Arabic emphasizes the importance of using authentic context in learning Arabic. The teacher here has a role in introducing topics and situations relevant to students' daily lives, such as communicating in restaurants, shops, or other social interactions. This helps students be relevant to Arabic language situations in their daily lives so they can apply the appearance of speaking Arabic practically.

### ***Collaboration and Discussion***

This strategy will encourage collaboration between learners through group projects, group discussions, or team games. This collaboration will increase students' engagement in speaking Arabic, expand their vocabulary, train them in critical thinking, and use their language through peer interaction.

### ***Active Involvement of Students***

Quantum Learning Speaking Arabic encourages the active involvement of learners in the learning process. In this case, teachers provide challenges and activities that challenge students to speak Arabic, encourage them to fight fear, and encourage students' confidence in communicating Arabic.

By implementing the Quantum Learning Speaking Arabic strategy, it is hoped that students will be able to develop Arabic speaking skills with more confidence and proficiency. A student-centered approach, the use of technology, a conducive and positive environment, and student involvement are some of the keys and factors that can increase the effectiveness of Arabic language learning.

## **CONCLUSION**

The Quantum Learning Speaking Arabic (ANISARA) strategy can help learners develop Arabic speaking skills (maharah kalam) confidently and proficiently. This

approach focuses on learner-centered learning, technology use, a conducive and positive environment, and student engagement. Quantum Learning is one of the practical learning strategies teachers can use in the classroom. Quantum Learning can improve learners' skills and learning outcomes by creating a comfortable and fun learning environment.

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