ACTIVE ARABIC LANGUAGE LEARNING STRATEGIES (*QIRĀ'AH* AND *KITĀBAH* SKILLS) AT MTS MA'ARIF NU 1 KEMRANJEN

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Abstract

This article elucidates the strategies of active Arabic language learning, particularly in developing the skills of qirā'ah (reading) and kitābah (writing) at Madrasah Tsanawiyah (MTs) Ma'arif NU 1 Kemranjen. This research underscores the urgency of enhancing active Arabic learning strategies as a response to the necessity for an approach that enables students to engage more actively in learning, deepen their understanding, and improve their Arabic language skills. The employed research methodology is a descriptive qualitative approach, utilizing data collection techniques such as in-depth interviews, participatory observations, and documentation studies. The collected data were then analyzed through a coding process to identify emerging patterns, themes, and relationships. The research findings indicate that the active Arabic learning strategies at MTs Ma'arif NU 1 Kemranjen encompass a variety of learning methods that encourage student participation, such as project-based learning and cooperative learning. The analysis results demonstrate that these learning strategies are effective in enhancing students' qirā'ah and kitābah skills, as well as fostering social interaction and better mastery of the material. The conclusion of this research affirms that the implementation of active Arabic learning strategies is a relevant and effective step in enhancing Arabic learning within the MTs Ma'arif NU 1 Kemranjen environment, and provides a foundation for the development of a curriculum and Arabic teaching methods that are more oriented towards student engagement.

Keywords: Strategy, Active Learning Arabic, Qirā'ah, Kitābah, MTs Ma'arif NU 1 Kemranjen

INTRODUCTION

The instruction of the Arabic language, recognized as an international language and the language of the Quran, holds a paramount role in Indonesia's education system, particularly within religiously-affiliated educational institutions such as Madrasah Tsanawiyah (MTs) (Saragih et al., 2022). MTs Ma'arif NU 1 Kemranjen, under the auspices of Nahdlatul Ulama (NU), has demonstrated a robust commitment

to implementing dynamic Arabic language learning strategies (Albar, 2023), particularly focusing on enhancing the *qirāʾah* (reading) and *kitābah* (writing) skills. The significance of developing these skills extends beyond merely fulfilling the curriculum requirements to a concerted effort in bolstering students' religious and cultural understanding (Hardiyanti, 2022).

This article aims to examine and analyze the active Arabic learning strategies employed at MTs Maʾarif NU 1 Kemranjen, specifically in improving students' *qirāʾah* and *kitābah* competencies. Adopting a qualitative approach, this research delves into the various techniques and methodologies utilized by educators to foster a conducive and interactive learning environment. It hypothesizes that active learning through hands-on practice, social interaction, and the use of diverse media and learning resources significantly enhances students' *qirāʾah* and *kitābah* capabilities.

In the development of *qirāʾah* skills, the learning strategies at MTs Maʾarif NU 1 Kemranjen emphasize understanding and fluency in reading Arabic texts. This includes activities such as loud reading, text discussions, and comprehension exercises. Meanwhile, the focus for *kitābah* skills is on writing practices that incorporate grammatical, structural aspects, and the ability to articulate ideas and information coherently in proper Arabic.

The approach to these learning strategies adheres to the principles of active learning, demanding students' active participation in the learning process. This encompasses employing teaching methods such as project-based learning, cooperative learning, and the use of information technology. Through this approach, students are expected not merely to passively receive information but to actively construct their own knowledge.

Furthermore, this article identifies various challenges faced in implementing these active Arabic learning strategies, including resource limitations, student ability variations, and the ongoing need for teacher training. By understanding these challenges, this research endeavors to propose practical solutions that can enhance the effectiveness of Arabic language learning, particularly in the aspects of *qirāʾah* and *kitābah*.

This article aims to offer new insights to Arabic language educators, especially within the Madrasah education setting, regarding the importance of active learning strategies in developing students' language skills. Moreover, the findings from this research are expected to contribute to academic literature in the field of Arabic teaching methodology and Islamic education more broadly.

Thus, this research is not only relevant for education practitioners directly involved in Arabic language instruction but also for academics, researchers, and policymakers in the field of education. By providing an in-depth analysis of active Arabic learning strategies at MTs Maʾarif NU 1 Kemranjen, this article endeavors to

make a significant contribution to the development of effective and high-quality Arabic education in Indonesia.

RESEARCH METHODOLOGY

This study employs a descriptive qualitative approach aimed at gaining an in-depth understanding of active Arabic language learning strategies, particularly in the aspects of *qirā'ah* (reading) and *kitābah* (writing) skills, at MTs Ma'arif NU 1 Kemranjen. This approach was selected for its capacity to delve into the perceptions, experiences, and interactions of research subjects within a natural and real context (Creswell, 2012). Thus, the research concentrates on thorough observations of the teaching practices implemented by instructors, the responses and interactions of students, and the learning environment that fosters student engagement in the Arabic language learning process.

Data for this study were collected through various data collection techniques, including in-depth interviews, participatory observation, and documentary study. In-depth interviews were conducted with Arabic language teachers, students, and stakeholders at MTs Ma'arif NU 1 Kemranjen to gain their perspectives on the applied learning strategies. Participatory observation allowed the researcher to directly engage with and observe the learning process, interactions between teachers and students, and the use of media and teaching materials (Moleong, 2006). Documentary study involved the analysis of related documents, such as lesson plans, teaching materials, and learning evaluation records, which aid in understanding the framework (Hajaroh, 2010)—in this context, the implementation of Arabic language learning strategies.

Data analysis was conducted through a codification process, which involved identifying, classifying, and interpreting data to discover themes, patterns, and relationships. This analytical technique enabled the researcher to systematically organize the data and present the research findings in a coherent and in-depth narrative (Sidiq, 2019). The validity of the data was strengthened through triangulation, i.e., the use of multiple different methods and data sources to verify findings. This aims to enhance the reliability and validity of the research (Sugiyono, 2010).

Therefore, this research methodology is expected to yield a comprehensive understanding of active Arabic language learning strategies at MTs Ma'arif NU 1 Kemranjen, encompassing the design, implementation, and impact on the development of *qirā'ah* and *kitābah* skills among students. The findings of this study are anticipated to significantly contribute to the practice of teaching Arabic as well as the development of curriculum and learning methodologies in the future.

RESULTS AND DISCUSSION

Learning Strategy

Learning strategy is a pivotal concept within the realm of education, referring to the planning, implementation, and evaluation of the teaching and learning process (Warsita, 2009). Linguistically, the term "strategy" derives from the Greek word "strategos," meaning 'the art of leading an army in the battlefield.' Meanwhile, "learning" pertains to the process of receiving, recalling, understanding, applying, analyzing, evaluating, and creating based on the given stimuli or information. Within the educational context, a learning strategy can be interpreted as a systematic and organized plan or approach employed by educators to create an effective learning situation to achieve educational objectives (Anggraeni, 2019).

The term learning strategy encompasses a broader definition, including the selection of methods, techniques, and learning activities designed to facilitate the achievement of expected competencies. This strategy focuses not only on the transfer of knowledge from teacher to student but also on developing students' skills, attitudes, and values. An effective learning strategy can accommodate individual student learning needs, taking into account differences in learning styles, background knowledge, and their motivation to learn (Syaparuddin et al., 2020).

In practice, the selection of a learning strategy should consider several aspects, including the objectives of learning, characteristics of the teaching material, as well as the conditions and needs of the students (Budiningsih, 2005). An effective learning strategy usually integrates more than one method or teaching technique, such as lectures, discussions, group work, case studies, project-based learning, and problem-based learning. This integration is crucial to ensure that the learning process can stimulate various types of intelligence and learning styles of students (Badar & Bakri, 2022).

The use of information and communication technology (ICT) in learning strategies has become increasingly relevant, especially in the current digital era (Sulistyarini & Dewantara, 2023). ICT provides a rich and diversified learning resource, enables broader interaction, and offers ease of access to information. Integrating ICT into learning strategies can enhance student engagement and enrich their learning experiences (Jamun, 2018).

Evaluation is a critical component within the learning strategy (Miftahurrohmah, 2014). Through evaluation, educators can measure the effectiveness of the applied strategy in achieving learning objectives (Burhaein et al., 2022). Evaluation is not only directed at measuring student academic achievement but also at reflecting on teaching practices, thereby enabling continuous improvement and development of learning strategies.

A holistic and reflective approach in the development of learning strategies enables educators to respond to the dynamics of students' learning needs and changes in the educational environment. Learning strategies that are adaptive and flexible are more capable of meeting the expectations of contemporary education, which demands not only mastery of content but also the cultivation of 21st-century skills such as critical thinking, creativity, collaboration, and communication (Saputra, 2022).

Furthermore, collaboration between teachers, students, and all stakeholders in the educational process is imperative to forge effective learning strategies. Engaging students in the planning and evaluation process of learning can enhance their motivation and sense of ownership over the learning journey. Similarly, support from schools, parents, and the community bolsters the sustainable and effective implementation of learning strategies (Kurniawati & Tamba, 2019).

Arabic Language Learning

Arabic language learning, both in terms of language and terminology, refers to an interactive process aimed at developing an individual's ability to understand, communicate, and apply the Arabic language. Linguistically, "learning" originates from the word "belajar," signifying a process, method, or act of acquiring knowledge or science. Meanwhile, "Arabic Language" denotes a verbal communication system utilized by millions across various nations, predominantly in the Middle East and North Africa, as well as serving as the liturgical language of Islam (Sokip & Nuryani, 2012).

From a terminological perspective, Arabic language learning is construed as a series of educational activities designed to facilitate students in acquiring linguistic skills, encompassing aspects such as listening, speaking, reading, and writing in Arabic. This learning process does not solely emphasize grammatical or lexical mastery but also on understanding the culture, values, and social contexts that support the use of Arabic as an effective communication tool (Khasanah, 2016).

Arabic language learning possesses distinctive uniqueness compared to other foreign language teachings, especially due to its close connection with religious aspects and the historical civilization of Islam. Arabic, as the language of the Quran, demands not only a profound understanding of the language structure but also of the rich cultural and spiritual context. This renders Arabic language learning not just an academic activity but also a spiritual and cultural experience (Kaharuddin, 2018).

The methodology of Arabic language learning continues to evolve from traditional methods focused on rote learning and grammar to more communicative and interactive approaches. Active learning approaches, involving direct student engagement in the learning process through discussions, projects, and experience-based activities, have proven to enhance students' motivation and comprehension of

Arabic. These approaches allow students to actively participate in the learning process and utilize Arabic in real-life contexts (Mulyadi, 2017).

Information and Communication Technology (ICT) has also significantly impacted Arabic language learning. The use of digital tools, such as language learning applications, e-learning platforms, and social media, has expanded access to learning resources and created new opportunities for language interaction. The integration of ICT in Arabic language learning not only increases student engagement but also enriches the learning material with authentic sources that support cultural understanding (Iswanto, 2017).

One of the principal challenges in the acquisition of the Arabic language is the diversification of students' proficiency levels. The implementation of differentiated learning strategies, which tailor teaching methods and materials to the individual needs of students, emerges as an effective solution to surmount this hurdle. Differentiation enables all students, irrespective of their initial proficiency levels, to engage in a meaningful learning process and achieve optimal language growth (Isbah, 2023).

The development of *qirā'ah* (reading) and *kitābah* (writing) skills stands as a critical aspect of Arabic language learning. These competencies are not only vital for everyday communication but also for understanding religious texts and literature. Effective strategies for teaching *qirā'ah* and *kitābah* involve a blend of exposure to authentic texts, repetitive practice, and constructive feedback from instructors (Hai & Harianto, 2017).

In conclusion, Arabic language learning constitutes a comprehensive process that encompasses various dimensions, ranging from mastery of linguistic structures to a profound comprehension of cultural and spiritual contexts. Innovative teaching approaches, bolstered by information technology and pedagogical differentiation, can enhance the efficacy of Arabic language education. Through student-centered learning that accommodates individual needs, students are empowered to maximally develop their Arabic language skills, thereby unlocking a broader understanding of the Arab and Islamic worlds.

Active Learning Concept

Active learning represents an educational paradigm that emphasizes the active role of students in the learning process. This concept originates from the understanding that students will better comprehend and retain the learning material when they are actively involved in the process, rather than merely being passive recipients of information delivered by the teacher. Within the context of active learning, students are invited to participate in discussions, problem-solving, and other learning activities that stimulate critical and reflective thinking (Hidayat, 2012).

A key aspect of active learning is the transformation of the teacher's role from information delivery to that of a learning facilitator. In this role, the teacher provides guidance, resources, and support for students to explore and construct their own knowledge. This demands teachers to design learning activities that inspire curiosity and investigation, as well as create a classroom environment that supports interaction and collaboration (Noviana et al., 2021).

Active learning is underpinned by various learning theories, including constructivism, which posits that knowledge is constructed by individuals based on their experiences. From this perspective, active learning facilitates knowledge construction by enabling students to connect new information with what they already know, through a dynamic and interactive process. Activities such as group projects, simulations, and problem-based learning are practical applications of constructivist principles in active learning (Syaparuddin et al., 2020).

Information technology has opened a new dimension in active learning, allowing the integration of digital tools into the teaching and learning process. Social media, online forums, and collaborative software enrich the learning environment by facilitating discussion and collaboration not only within the classroom but also in virtual spaces. The use of blogs, wikis, and other e-learning platforms supports autonomous and ongoing learning, enabling students to actively participate in the construction of their own knowledge outside the traditional classroom environment (Iswanto, 2017).

However, the implementation of active learning also poses challenges, including the need for adequate teacher training and the development of appropriate learning materials. Teachers need to be equipped with skills to design and implement learning activities that promote student engagement, as well as the ability to effectively utilize technology in support of learning. Moreover, assessment in active learning requires a different approach, focusing more on evaluating the learning process and the development of competencies rather than merely on learning outcomes (Khasanah, 2016).

The implementation of active learning also demands a shift in the culture of educational institutions. Institutions must support the professional development of teachers and provide adequate resources for active learning. This includes flexible classroom spaces, access to technology, and assessment systems that support this approach to learning (Ida, 2019). Overall, active learning offers a student-centered approach, prioritizing the learning process over mere end results. Through active engagement, students develop crucial skills such as critical thinking, collaboration, and the ability to learn independently. Despite significant challenges, the benefits of active learning in preparing students for success in the 21st century make it a worthwhile investment for the future of education (Efendi, 2019).

Brief Description of Research Locale

Madrasah Tsanawiyah Ma'arif NU 1 Kemranjen Banyumas has a long history. Before the establishment of this madrasah, around the 1940s, a pesantren (Islamic boarding school) was already established in Sirau Village under the supervision of K.H Moh. Muqri Bin H. Moh Nur. This pesantren accommodated several students not only from Sirau Village but also from surrounding areas. As part of its history, this pesantren was active in efforts to expel colonizers and even served as a base for the Indonesian army (Albar, 2023).

In 1959, some sons-in-law and sons of K.H. Moh. Muqri Bin H. Moh. Nur, such as Ubaidi Usman, Hasyim Nur, Mukhosis Nur, and Kyai Syahid Muqri, had the idea to advance the pesantren. This idea was realized through the establishment of Tsanawiyah education based on pesantren, as a form of formal education they designed for the advancement of the pesantren.

At its inception around 1959, the Tsanawiyah educational institution based on pesantren principles was built by implementing a traditional teaching system. On February 01, 1962, the pesantren Tsanawiyah changed its name to Madrasah Menengah Pertama (MMP), then underwent another change to become Madrasah Mu'allimin. In 1965, the Madrasah Mu'allimin was then changed to PGA Mu'allimin 6 years, and in 1978, PGA Mu'allimin 6 years transformed into Madrasah Tsanawiyah (MTs) Mu'allimin and Madrasah Aliyah (MA) Mu'allimin. These changes were motivated by government policies requiring only one PGA per district, and PGA Negeri Purwokerto became the main choice retained. Additionally, during that period, there was an abundance of prospective teachers available. Finally, in 1989, Madrasah Tsanawiyah (MTs) Mu'allimin underwent a transformation into Madrasah Tsanawiyah Ma'ari NU 1 Kemranjen Banyumas.

Currently, Madrasah Tsanawiyah Ma'arif NU 1 Kemranjen Banyumas is making adjustments and changes, including in the curriculum and educational facilities, to keep up with the times. This effort is also a response to government recommendations to broaden horizons. Initially, this madrasah focused as a general Tsanawiyah madrasah, but now adopts the Ma'arif Tsanawiyah approach oriented towards skills. This includes two aspects of knowledge, namely expertise in applying Islamic teachings, including ritualistic worship practices, and expertise in information technology, particularly computer mastery in preparation for students to compete globally and achieve independence. MTs Ma'arif NU 1 Kemranjen Banyumas, a secondary education institution located in Banyumas, has a strategic geographic location and is rich in cultural diversity. Geographically, MTs Ma'arif NU 1 Kemranjen borders directly with SMA Ma'arif NU 1 Kemranjen to the west, creating an integrated education center in the area. To its east, there is the Roudlotut Tholibin Islamic Boarding School, which contributes significantly to the development of religious and Islamic aspects. Meanwhile, to the north, MTs Ma'arif NU 1 Kemranjen is adjacent to

the Roudlotul Qur'an Islamic Boarding School, creating an educational environment rich in religious and cultural values. To the south, this institution is neighboring Ndalem Pengasuh, adding a traditional and familial atmosphere to the teaching and learning environment.

The existence of MTs Ma'arif NU 1 Kemranjen, surrounded by various Islamic educational institutions, provides its own uniqueness. Harmonious interaction between MTs Ma'arif NU 1 Kemranjen and SMA Ma'arif NU 1 Kemranjen to the west creates synergy in curriculum development and learning experiences. Meanwhile, the presence of Pondok Pesantren Roudlotut Tholibin to the east provides a profound spiritual dimension, rooted in the religious values that serve as the foundation for the students. To the north, the presence of Pondok Pesantren Roudlotul Qur'an makes the environment of MTs Ma'arif NU 1 Kemranjen an ideal place for delving into the understanding of the Qur'an and Islamic scholarly tradition. With the southern neighbor in the form of Ndalem Pengasuh, the atmosphere of familial and local wisdom is increasingly felt in the learning process.

Overall, the geographical location of MTs Ma'arif NU 1 Kemranjen, flanked by various educational and Islamic institutions, forms a dynamic ecosystem rich in cultural values. This not only creates a holistic educational environment but also provides students with deep learning experiences, combining academic, religious, and cultural aspects into one harmonious entity.

Discussion on active Arabic language learning strategies, particularly in the development of *qirā'ah* (reading) and *kitābah* (writing) skills at MTS Ma'arif NU 1 Kemranjen, is an integral part of efforts to understand the implementation of learning approaches in the institution. Specifically, this discussion will outline the strategies applied to enhance students' *qirā'ah* and *kitābah* skills separately, highlighting key aspects involved in the learning process.

Firstly, Discussion on *Qirā'ah* Skills. *Qirā'ah* skills, or reading proficiency in Arabic, are a crucial foundation for text comprehension and improving students' language abilities. At MTS Ma'arif NU 1 Kemranjen, *qirā'ah* learning strategies encompass various approaches designed to strengthen text comprehension and enhance students' reading fluency. One of the applied strategies is collective oral reading practice, enabling students to improve pronunciation and contextual understanding of texts. Additionally, engaging in text discussions is an effective method to deepen students' comprehension of the texts they read and encourage critical thinking about the material studied.

The active *qirā'ah* learning approach at MTS Ma'arif NU 1 Kemranjen also involves the use of diverse media and learning resources, such as audiovisual materials and original texts in Arabic. This aims to broaden students' exposure to various contexts and writing styles in Arabic, as well as enrich their reading experiences. Furthermore, content comprehension exercises are integrated into the

learning process to train students' analytical and interpretive skills regarding the texts they read.

The implementation of *qirā'ah* learning strategies at MTS Ma'arif NU 1 Kemranjen also includes the use of information technology as a supportive learning tool. Utilizing software and applications specifically designed for Arabic language learning allows students to practice reading independently with various provided materials. Thus, the *qirā'ah* learning strategies at this institution integrate various approaches and resources to create comprehensive and diverse learning experiences for students.

Secondly, Discussion on Writing Skills. Writing skills, or the ability to write in Arabic, are equally important aspects in learning Arabic at MTS Ma'arif NU 1 Kemranjen. The writing learning strategies in this institution focus on developing students' abilities to express ideas and information in written form using proper Arabic language. One of the strategies employed is structured writing exercises, including letter writing, short essays, and brief stories in Arabic.

In addition to writing exercises, the writing learning strategy at MTS Ma'arif NU 1 Kemranjen also involves the application of grammatical and structural aspects in Arabic. Teachers strive to integrate grammar learning within the context of writing activities, enabling students to not only learn to express their ideas creatively but also to gain a better understanding of Arabic language structure and rules. Moreover, providing constructive feedback from teachers on students' writings is an integral part of the writing learning process at this institution, aimed at helping students correct their mistakes and improve the quality of their writing.

The utilization of information technology is also part of the writing learning strategy at MTS Ma'arif NU 1 Kemranjen. Students are provided access to various digital resources, such as Arabic word processing applications and online learning platforms that offer interactive writing exercises. This provides opportunities for students to practice writing independently and receive instant feedback through technology, thereby enhancing the effectiveness of writing learning.

In conclusion, the active Arabic language learning strategies at MTS Ma'arif NU 1 Kemranjen demonstrate a strong commitment to strengthening students' reading and writing skills. With diverse approaches, media and technology usage, and targeted feedback, this institution is able to create a conducive and interactive learning environment for students to develop their Arabic language abilities holistically. However, challenges such as limited resources and variation in student abilities still need to be addressed in efforts to improve the effectiveness of Arabic language learning in the future.

The effectiveness of implementing active Arabic language learning strategies (*Qirāʾah* and *Kitābah* skills) at MTS Maʾarif NU 1 Kemranjen

The effectiveness of implementing active Arabic language learning strategies (*Qirāʾah* and *Kitābah* skills) at MTS Maʾarif NU 1 Kemranjen is essential for evaluation to understand the extent to which the applied methods contribute significantly to students' ability to acquire and develop Arabic language skills. Based on the research findings, it can be concluded that the active learning strategies are effective in enhancing students' *Qirāʾah* and *Kitābah* skills at MTS Maʾarif NU 1 Kemranjen.

One of the success factors of this learning strategy's effectiveness is the applied approach. The qualitative descriptive approach provides opportunities for researchers to deeply understand the learning context at MTS Maʾarif NU 1 Kemranjen, including the interaction between teachers and students, the use of learning media, and the supportive learning environment. Through this approach, the research can present a holistic picture of active Arabic language learning practices conducted at the institution.

The research findings also indicate that various teaching techniques such as project-based learning, cooperative learning, and the use of information technology positively contribute to enhancing students' *Qirāʾah* and *Kitābah* skills. Project-based learning, for example, allows students to actively learn through projects relevant to their life contexts, thus increasing motivation and interest in learning.

The importance of active student participation in the learning process is also a crucial factor in the success of active Arabic language learning strategies at MTS Maʾarif NU 1 Kemranjen. Through the social interaction built in cooperative learning, students can support each other and learn from one another, thus creating a collaborative and inclusive learning environment.

Furthermore, the use of diverse learning media such as audiovisual aids, educational games, and digital learning resources also plays a significant role in enhancing the effectiveness of Arabic language learning. These media not only enrich students' learning experiences but also facilitate the understanding of concepts and learning material content.

Moreover, support and commitment from the school, especially Arabic language teachers and school management, are key to ensuring the success of implementing active Arabic language learning strategies. Through continuous training and guidance, teachers can enhance their skills in designing and implementing effective learning tailored to students' needs and characteristics.

The active involvement of other stakeholders, such as parents and the surrounding community, can also enhance the effectiveness of Arabic language learning at MTS Maʾarif NU 1 Kemranjen. Through close collaboration between the

school and the community, Arabic language learning can be integrated into the students' real-life context, making it relevant and meaningful to them. However, there are several challenges that need to be addressed to improve the effectiveness of active Arabic language learning strategies at MTS Ma'arif NU 1 Kemranjen. One of them is resource limitations, both in terms of infrastructure and teaching staff. Greater investment is needed in developing learning facilities and infrastructure, as well as in training and professional development for Arabic language teachers. Additionally, the variation in students' abilities is also a factor to consider in designing effective learning strategies. Teachers need to take into account individual differences in Arabic language proficiency and provide additional support for students who struggle to comprehend the material. Continuous evaluation and monitoring of the implementation of active Arabic language learning strategies at MTS Ma'arif NU 1 Kemranjen are also necessary. By monitoring and evaluating the learning process regularly, the school can identify potential improvements and take necessary corrective actions to enhance learning effectiveness. In conclusion, the active Arabic language learning strategies implemented at MTS Ma'arif NU 1 Kemranjen are effective in enhancing students' reading and writing skills. A holistic approach, support from various parties, diverse teaching techniques, and regular evaluation are important factors that support the success of implementing these learning strategies. However, certain challenges still need to be addressed to improve the effectiveness of Arabic language learning in the future.

CONCLUSION

From the conducted study, it can be inferred that the implementation of teaching methods focusing on active student interaction, direct practice, and the utilization of diverse teaching media can assist in enhancing their skills in Arabic reading and writing. These findings align with the theory of active learning, which emphasizes the role of students as active learners in constructing their own knowledge and skills. Learning strategies involving students directly in reading, writing, and interacting with Arabic texts help them gain better understanding and improve their ability to apply that knowledge.

Furthermore, the research also indicates that active Arabic language learning has a positive impact on student motivation and interest in learning. By creating an engaging and interactive learning environment, students become more motivated to participate in the learning process and develop their Arabic language skills. This is crucial considering that high learning motivation accelerates the learning process and enhances students' academic achievements.

Nevertheless, the study also identifies several challenges in implementing active Arabic language learning strategies, including resource limitations, variations in student abilities, and the need for continuous teacher training. Therefore, to

maximize the potential of active Arabic language learning, sustained support is necessary from various stakeholders, including the government, educational institutions, and the community. Additionally, training and professional development for Arabic language teachers are also essential in addressing these challenges.

Overall, this research provides a deeper understanding of the importance of active Arabic language learning strategies in enhancing students' reading and writing skills at MTS Ma'arif NU 1 Kemranjen. The implications of this research are not only relevant to the educational context in madrasahs but can also be applied in a broader context of Arabic language education. By strengthening active learning practices and providing adequate support, it is hoped that Arabic language learning in Indonesia can become more effective and of higher quality in meeting the demands of globalization and the evolving times.

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