AN ANALYSIS OF THE ARABIC LANGUAGE PROFICIENCY OF STUDENTS IN *MAHĀRAH AL-ISTIMA'* AT AN ISLAMIC SENIOR HIGH SCHOOL

Muhammad Ramadil[1*], Musdizal[2]
[1][2] Institut Agama Islam Negeri Kerinci Jambi, Indonesia

ABSTRACT

In Arabic, there are 4 skills (*mahārah*), one of which is *istima'* referring to the ability to listen or comprehend. This study examines the level of understanding of various types of texts, information processing speed, and the ability to recognize nuances in the spoken language. The focus on MAS Bhakti Kerapatan Jujun provides a unique cultural and educational context that may influence research outcomes and offers a new perspective on learning *istima'* skills in that environment. This research aims to evaluate the mastery level of *istima'* skills among 10th-grade students at MAS Bhakti Kerapatan Jujun. The research method used was a survey with data collected through interviews as the testing instrument. The study population consisted of all 10th-grade students at MAS Bhakti Kerapatan Jujun, and the researcher used a total sampling technique to gather data. The research results show that students' *istima'* abilities overall fall into the category of sufficient. The evaluation was conducted through six indicators, indicating that most students have fairly good abilities in identifying letters, distinguishing sounds, understanding vocabulary meanings, and providing responses. However, their ability to comprehend sentences and discourse remains categorized as inadequate. The implications of this study highlight the importance of enhancing students' istima' skills in understanding sentences and discourse in Arabic. Future research could explore more effective teaching strategies to improve students' comprehension of sentences and discourse within the unique cultural and educational context.

CORRESPONDING AUTHOR:
Muhammad Ramadil
Departement of Arabic Education,
Institut Agama Islam Negeri Kerinci Jambi,
Jl. Kapten Muradi, Kecamatan Sungai Liuk, Kota Sungai Penuh, Proviinsi Jambi-Indonesia
Email: ramadilmuhammad@gmail.com

INTRODUCTION

The learning of *mahārah al-istima'* (listening skills) in Arabic language education at Madrasah Aliyah (MA) is integral to both linguistic and religious education (Rini & Yasmar, 2020). *mahārah al-istima'*, or listening proficiency, forms a fundamental aspect of understanding and communicating effectively in Arabic, which serves as the primary language of Islamic scholarship (Jauhari, 2018). Madrasah Aliyah provides an ideal environment for Arabic language learning due to its focus on religious education and Arabic studies (Qomari et al., 2022). In this context, the development of *mahārah al-istima'* aims not only at verbal comprehension but also at students' ability to listen attentively and understand Arabic within various communicative contexts (Hamidah, 2019).

As a secondary Islamic educational institution, Madrasah Aliyah integrates Arabic language learning into its curriculum to prepare students to comprehend and practice Islamic teachings effectively (Jaafar et al., 2023). The teaching of *mahārah al-istima'* at Madrasah Aliyah emphasizes practical applications in daily life (Setyawan, 2018), such as in religious rituals, religious studies, and social interactions within the Muslim community (Rahman et al., 2024). Therefore, *mahārah al-istima's* instruction goes beyond passive listening skills to active engagement in understanding, interpreting, and responding to verbal messages in Arabic (Sholehuddin et al., 2020).

Approaches to teaching *mahārah al-istima'* at Madrasah Aliyah often involve diverse instructional methods and media, including audio recordings, direct conversations, and simulated communicative situations (Amrina et al., 2022; Salsabila et al., 2020). Arabic language teachers at Madrasah Aliyah play a crucial role in facilitating this learning process, not just as information providers but also as facilitators creating a conducive learning environment for the development of *mahārah al-istima'* (Barokatunisa, 2018). This approach not only enhances students' listening abilities but also strengthens their capability to interact in Arabic within both everyday and religious contexts.

Mastering *mahārah al-istima'* (listening skill) is not easy for students because it requires sensitivity and precision in listening to sounds as well as understanding the meaning of what is heard (Alfianor, 2022; Jailani et al., 2023). Furthermore, according to Hasan, listening to materials in Arabic is difficult because Arabic is a foreign language in Indonesia. Thus, the level of listening is an activity that requires perseverance in learning it (Hasan, 2018). Listening in Arabic can be achieved through practice, enabling one to distinguish oral language and understand its content (Yudhiantara & Syihabuddin, 2023). Additionally, according to Jauhari Akid Qomi, listening involves interpreting the speaker's intentions, requiring comprehension, interpretation, and note-taking of what is heard (Jauhari, 2018). Based on the opinions of the experts above, it can be concluded that mastering *mahārah al-istima'* (listening skill) is not easy because it requires understanding and precision in listening.

Based on the researcher's observation in the 10th-grade class at MAS Jujun on Tuesday, December 5, 2023, it was found that most students do not enjoy learning the Arabic language. Most students are learning Arabic for the first time or are just becoming acquainted with it, and they find it difficult to understand the lessons. However, there is a small group of students who enjoy and are interested in learning Arabic. According to them, they find it fascinating to learn. Based on the researcher's interview with one of the Arabic language teachers in 10th grade in MAS Jujun, it was found that most students who do not like the Arabic language do so because of the lack of enthusiasm and discipline among students in

the teaching and learning process. Furthermore, the students lack interest in learning Arabic. Additionally, students are reluctant to review lessons that the teacher has explained. Furthermore, it is worth noting that all 10th-grade students from the 2023-2024 academic year are typically graduates from junior high school, and they are only introduced to Arabic language learning upon entering high school.

Several studies highlight various approaches to developing mahārah al-istima' in Arabic language learning. Nirmala et al. emphasize the role of online media in supporting understanding and flexible learning for first-semester PBA students at IAIN Ambon (Nirmala et al., 2023). Nurul Zuhriyah advocates for the importance of developing *istima'* teaching materials as a primary foundation for better learning innovations (Zuhriyah, 2020). Additionally, Taufiqurrahman et al. find that the use of Duolingo effectively enhances *istima'* skills through interactive and user-friendly approaches (Hidayatullah et al., 2024). Qomi Akid Jauhari focuses on comprehensive teaching material preparation to achieve desired learning outcomes, while Muhammad Fathoni underscores the critical importance of proficient listening skills in Arabic language learning (Fathoni, 2018). Erryk Kosbandhono discusses the crucial role of assessment and evaluation in *istima'* learning (Kosbandhono, 2013). Luthfiyah Az Zahrah demonstrates the success of a linguistic immersion program at MTs PPPI Miftahussalam Banyumas in developing listening skills through recognizing word and sentence sounds and translating simple sentences (Az Zahrah, 2018).

The similarity of this research with previous studies lies in the variable, which is the mastery of listening skills (*mahārah al-istima'*). However, the differences lie in the subjects of the research, which have never been previously examined, the number of subjects, the test of mastery of listening skills, the research location, and the encountered problems. In essence, the researcher will focus on understanding the individual's ability to listen to and comprehend verbal information. Here, the researcher involves aspects such as the level of understanding of various types of texts, information processing speed, and the ability to recognize nuances in the language being heard. Based on the background above, the researcher is interested in investigating listening skills at MAS Bhakti Kerapatan Juun. The objective of this research is to determine the level of mastery of listening skills among 10th-grade students at MAS Bhakti Kerapatan Jujun.

METHOD

1. Research type

    The research was conducted using a survey method. According to Izzuddin Musthafa & Acep Hermawan, survey research is defined as research conducted to gather information by compiling a list of questions posed to respondents (Musthafa & Hermawan, 2018). Survey research is used to examine phenomena within a group or individual behavior."

2. Research setting

    This research was conducted on students at MAS Bhakti Kerapatan Jujun school.

3. Research population

    According to Arikunto, the population refers to all the subjects of the research (Suharsimi, 2017). The population of this study is 10th-grade students, and it is focused on a total of 23 students.

Table 1: Population of 10th Grade Students

Class	Students
10 IPA	12
10 IPS	11
Total	**23**

4. Sample

According to Arikunto, a sample is a portion or representative of the population being studied (Suharsimi, 2017). Additionally, Sugiyono states that a sample is a part of the total number and characteristics possessed by the population (Sugiyono, 2014). The sample taken from the population must be truly representative or represent the population being studied. Therefore, it can be concluded that the sample is a representation of a portion of the population that accurately reflects the number and characteristics of the relevant population in the research.

Referring to the total population, the researcher utilized the total sampling technique to obtain data. It means that all students from the 10th-grade local Science (IPA) and Social Science (IPS) classes were included as the sample.

5. Data collection

a. Test

According to Ainin, a test is an instrument used for data collection, and participants are encouraged to demonstrate their maximum performance in responding to questions or tasks on the instrument (Ainin, 2016). Meanwhile, according to Sihabuddin, a test is one of the tools for measurement, which is used to gather information about the characteristics of an object (Sihabuddin, 2023). Therefore, it can be concluded that a test is a measurement instrument that allows data collection by encouraging participants to demonstrate their abilities or characteristics to the maximum extent, such as skills, interests, and motivations, making it an important tool in learning evaluation.

Erryk Kosbandhono discusses various forms of assessment for listening skills, including performance tasks where students respond orally or in writing, portfolios that systematically collect students' work over time, and self-assessment, which allows students to evaluate their progress and understanding. These assessment methods provide a comprehensive approach to measuring and improving students' proficiency in listening, ensuring a holistic evaluation of their language learning journey (Kosbandhono, 2013).

Tabel 2: Indicators *Mahārah Al-Istima'*

Variable	Indicators	Item
	a) Identifying letters	5
	b) Distinguishing letter sounds	5
	c) Understanding vocabulary meanings	5
Mastery of	d) Understanding sentences	3
mahārah al-istima'	e) Understanding discourse	3
	f) Providing responses or feedback to the content of the discourse being listened to.	3

6. Data analysis

   Descriptive analysis

   Tests are used to obtain data about students' abilities in mastering Arabic listening skills. The following formula is applied to ascertain the pupils' actual score:

   $X = \dfrac{R}{S} \times 100\%$

   Where

   X: The actual score of each student

   R: The correct answer (total score of mastery indicators)

   S: The number of test items

   Finding out how well students have mastered Arabic listening comprehension (*mahārah al-istima'*), a five-point scale below is used. The classification can be seen in the following table:

   Table 3: Proficiency of Arabic Language *Istima'* Skills of Students

SCORE	CATEGORY	Level
80 - 100	Very good	High proficiency
66 - 79	Good	
56 – 65	Enough	Average proficiency
46 – 55	Less	
0 – 45	Very less	Low proficiency

RESULT AND DISCUSSION

Listening skills (*mahārah al-istima'*) are crucial abilities for learners of a second or foreign language in an academic context (Al Kidam, 2019). It is a skill that students must master in order to understand what others are conveying. The success of students in academic life depends on their ability to read and comprehend written texts. As stated by Fathoni, proficiency in listening skills plays a significant role in language skills because listening is the first means of acquiring further language skills. From listening, we can express what we have learned through speaking, reading, and writing (Fathoni, 2018). Through listening, we can also recognize vocabulary and structures to support further language skills. Zuhriyah Nurul states that listening (*istima'*) is a process that involves activities such as listening to language sounds and identifying, interpreting, and reacting to the meanings contained within (Zuhriyah, 2020).

The importance of *istima'* (listening skills) education in Madrasah Aliyah (MA) cannot be overstated within the context of Islamic education. *Istima'* serves as a foundational skill in Arabic language acquisition, crucial for understanding religious texts, engaging in scholarly discourse, and participating in religious practices (Handayani, 2022). Madrasah Aliyah places significant emphasis on istima' to ensure students develop not only passive listening abilities but also active comprehension and interpretation skills. Proficiency in istima' enables students to grasp nuances in Arabic language usage, enhancing their ability to communicate effectively within Islamic educational settings and beyond. By fostering strong *istima'* skills, Madrasah Aliyah prepares students to engage deeply with Islamic teachings, contribute meaningfully to religious discussions, and apply their knowledge in practical contexts of religious and social life. Thus, *istima's* learning in Madrasah Aliyah plays a pivotal role in

nurturing well-rounded individuals equipped with essential language competencies grounded in Islamic principles and values.

Students need to have good listening skills (*mahārah al-istima'*) in order to digest and comprehend what is spoken by a conversation partner or through a particular media. To be able to digest and comprehend what is spoken by a conversation partner or through a particular media such as audio, students are required to be able to listen and comprehend well. Listening skills (*mahārah al-istima'*) are the ability of a person to digest and understand words or sentences spoken by a conversation partner or through a particular media (Mufidah et al., 2019).

The Objective Conditions of Learning Arabic Language (*Mahārah Al-Istima'*) at MAS Bhakti Kerapatan Jujun

The objective conditions of learning the Arabic language (*mahārah al-istima'*) at MAS Bhakti Kerapatan Jujun reflect unique challenges and solutions within the context of Islamic education in Indonesia. One of the primary challenges faced is resource limitations, particularly access to adequate teaching materials and supportive technology for learning. These conditions can affect students' ability to effectively develop listening skills, which are crucial for mastering Arabic.

As a solution, MAS Bhakti Kerapatan Jujun can implement creative strategies in teaching *mahārah al-istima'*. One approach is to maximize the use of existing teaching materials more effectively, such as recording and utilizing audiovisuals as learning media. It can enrich students' learning experiences in understanding and capturing nuances in Arabic through a more interactive approach. Additionally, enhancing collaboration between Arabic language teachers and utilizing digital technology, such as interactive language learning applications, can boost student motivation and participation in *istima'* learning.

Developing a curriculum that integrates practical exercises in daily activities within the madrasah environment can also be an effective solution. For instance, encouraging students to actively engage in Arabic conversations in the context of daily classroom activities, such as readings and discussions related to religious topics or daily life, can be beneficial. This approach not only hones their listening skills but also strengthens their understanding of using Arabic in practical contexts relevant to their lives as Islamic students at MAS Bhakti Kerapatan Jujun.

1. **Analysis Results of Students' *Istima'* Skills by Sub-Indicators**
   a. Students' *istima'* skills in the indicator of identifying letters

   Identifying letters in listening skills (*mahārah al-istima'*) is a basic skill that supports various other aspects of language learning. It helps listeners become more accurate, efficient, and confident in listening to and understanding the language being learned.

   In this case, the listening skills (*mahārah al-istima'*) of students become the independent variable (X). To assess students' listening skills in the indicator of identifying letters, the researcher provided 5 questions to the students. The questionnaire was given to the 10th-grade students of MAS Jujun in the Science (IPA) and Social Science (IPS) classes. The scores of students' listening skills in the indicator of identifying letters are shown in the following table:

Table 4: Frequency Distribution of Students' *Istima's* Skills in The Indicator of Identifying Letters

SCORE	FREQUENCY	PERCENTAGE	CATEGORY
80-100	-	-	**Very good**
66-79	3	13	**Good**
56-65	11	47,8	**Enough**
46-55	9	39,1	**Less**
0-45	-	-	**Very less**
Total	**23**	**100%**	

Based on the table above, it can be observed that the frequency of students' listening skills in the indicator of identifying letters falls within the range of 66-79, with a total of 3 students (13%) or good listening skills, followed by the range of 56-65 with 11 students (47.8%) or sufficient listening skills. Furthermore, the range of 46-55 includes 9 students (39.1%) with less proficient listening skills. Therefore, it can be concluded that students' listening skills in the indicator of identifying letters are categorized as sufficient, with a total of 11 students (47.8%) out of 23 students.

b. Students' *istima'* skills in the indicator of distinguishing letter sounds

The ability to distinguish letter sounds is a fundamental skill that supports other abilities, such as speaking, reading, and writing. Therefore, practising this ability is crucial for achieving fluency and a deep understanding of the language being learned.

In this case, the listening skills (*mahārah al-istima'*) of students become the independent variable (X). To assess students' listening skills in the indicator of distinguishing letter sounds, the researcher provided 5 questions to the students. The questionnaire was given to the 10th-grade students of MAS Jujun in the Science (IPA) and Social Science (IPS) classes. The scores of students' listening skills in the indicator of distinguishing letter sounds are shown in the following table:

Table 5: Frequency Distribution of Students' *Istima's* Skills in the Indicator of Distinguishing Letter Sounds

SCORE	FREQUENCY	PERCENTAGE	CATEGORY
80-100	-	-	**Very good**
66-79	2	8, 6	**Good**
56-65	15	65,2	**Enough**
46-55	6	26	**Less**
0-45	-	-	**Very less**
Total	**23**	**100%**	

Based on the table above, it can be observed that the frequency of students' listening skills in the indicator of distinguishing letter sounds falls within the range of 66-79 with a total of 2 students (8.6%) or good listening skills, followed by the range of 56-65 with 15 students (65.2%) or sufficient listening skills. Furthermore, the

range of 46-55 includes 6 students (26%) with less proficient listening skills. Therefore, it can be concluded that students' listening skills in the indicator of distinguishing letter sounds are categorized as sufficient, with a total of 15 students (65.2%) out of 23 students.

c. Students' *istima'* skills in the indicator of understanding vocabulary meanings

A good understanding of vocabulary is an important foundation in listening skills (*mahārah al-istima'*). It enables listeners to understand and respond appropriately, as well as develop other language skills more effectively. In this case, the listening skills (*mahārah al-istima'*) of students become the independent variable (X). To assess students' listening skills in the indicator of understanding vocabulary meanings, the researcher provided 5 questions to the students. The questionnaire was given to the 10th-grade students of MAS Jujun in the Science (IPA) and Social Science (IPS) classes. The scores of students' listening skills in the indicator of understanding vocabulary meanings are shown in the following table:

Table 6: Frequency Distribution of Students' *Istima's* Skills in the Indicator of Understanding Vocabulary Meanings

SCORE	FREQUENCY	PERCENTAGE	CATEGORY
80-100	1	4	**Very good**
66-79	9	39,1	**Good**
56-65	11	47,8	**Enough**
46-55	2	8,6	**Less**
0-45	-	-	**Very less**
Total	**23**	**100%**	

Based on the table above, it can be observed that the frequency of students' listening skills in the indicator of understanding vocabulary meanings falls within the range of 80-100 with a total of 1 student (4%) or excellent listening skills, followed by the range of 66-79 with 9 students (39.1%) or good listening skills. Furthermore, the range of 56-65 includes 11 students (47.8%) with sufficient listening skills. Lastly, the range of 46-55 includes 2 students (8.6%) with less proficient listening skills. Therefore, it can be concluded that students' listening skills in the indicator of understanding vocabulary meanings are categorized as sufficient, with a total of 11 students (47.8%) out of 23 students.

d. Students' *istima'* skills in the indicator of understanding sentences

Understanding sentences in listening skills (*mahārah al-istima'*) is crucial as it helps listeners grasp deeper meanings, follow conversations more effectively, and communicate more efficiently. In this case, the listening skills (*mahārah al-istima'*) of students become the independent variable (X1). To assess students' listening skills in the indicator of understanding sentences, the researcher provided 3 questions to the students. The questionnaire was given to the 10th-grade students of MAS Jujun in

the Science (IPA) and Social Science (IPS) classes. The scores of students' listening skills in the indicator of understanding sentences are shown in the following table:

Table 7: Frequency Distribution of Students' *Istima's* Skills in the Indicator of Understanding Sentences

SCORE	FREQUENCY	PERCENTAGE	CATEGORY
80-100	-	-	**Very good**
66-79	7	30,4	**Good**
56-65	3	13	**Enough**
46-55	13	56,5	**Less**
0-45	-	-	**Very less**
Total	**23**	**100%**	

Based on the table above, it can be observed that the frequency of students' listening skills in the indicator of understanding sentences falls within the range of 66-79 with a total of 7 students (30.4%) or good listening skills, followed by the range of 56-65 with 3 students (13%) or sufficient listening skills. Furthermore, the range of 46-55 includes 13 students (56.5%) with less proficient listening skills. Therefore, it can be concluded that students' listening skills in the indicator of understanding sentences are categorized as less proficient, with a total of 13 students (56.5%) out of 23 students.

e. Students' *istima'* skills in the indicator of understanding discourse

Understanding discourse in listening skills (*mahārah al-istima'*) is key to achieving a deep and comprehensive understanding of communication. It enables listeners to grasp meanings fully, develop analytical and critical thinking skills, and enhance their overall communication abilities.

In this case, the listening skills (*mahārah al-istima'*) of students become the independent variable (X1). To assess students' listening skills in the indicator of understanding discourse, the researcher provided 3 questions to the students. The questionnaire was given to the 10th-grade students of MAS Jujun in the Science (IPA) and Social Science (IPS) classes. The scores of students' listening skills in the indicator of understanding discourse are shown in the following table:

Table 8: Frequency Distribution of Students' *Istima's* Skills in the Indicator of Understanding Discourse

SCORE	FREQUENCY	PERCENTAGE	CATEGORY
80-100	-	-	**Very good**
66-79	8	34,7	**Good**
56-65	3	13	**Enough**
46-55	12	52,1	**Less**
0-45	-	-	**Very less**
Total	**23**	**100%**	

Based on the table above, it can be observed that the frequency of students' listening skills in the indicator of understanding discourse falls within the range of 66-79 with a total of 8 students (34.7%) or good listening skills, followed by the range of 56-65 with 3 students (13%) or sufficient listening skills. Furthermore, the range of 46-55 includes 12 students (52.1%) with less proficient listening skills. Therefore, it can be concluded that students' listening skills in the indicator of understanding discourse are categorized as less proficient, with a total of 12 students (52.1%) out of 23 students.

f. Students' *istima'* skills are the indicator of providing responses or feedback to the content of the listened discourse.

Providing a response or feedback to the content heard is a crucial element in listening skills (*maharah al-istima'*). It not only helps in assessing and improving understanding but also develops critical thinking skills communication abilities, and enhances social interaction.

In this case, the listening skills (*mahārah al-istima'*) of students become the independent variable (X1). To assess students' listening skills in the indicator of providing responses or reactions to the content of the discourse listened to, the researcher provided 3 questions to the students. The questionnaire was given to the 10th-grade students of MAS Jujun in the Science (IPA) and Social Science (IPS) classes. The scores of students' listening skills in the indicator of providing responses or reactions to the content of the discourse listened to are shown in the following table:

Table 9: Frequency Distribution of Students' *Istima'* Skills in the Indicator of Providing Responses or Feedback to the Content of the Listened Discourse

SCORE	FREQUENCY	PERCENTAGE	CATEGORY
80-100	-	-	**Very good**
66-79	-	-	**Good**
56-65	15	65,2	**Enough**
46-55	8	34,7	**Less**
0-45	-	-	**Very less**
Total	**23**	**100%**	

Based on the table above, it can be observed that the frequency of students' listening skills in the indicator of providing responses or reactions to the content of the discourse listened to falls within the range of 56-65 with a total of 15 students (65.2%) or sufficient listening skills, followed by the range of 46-55 with 8 students (34.7%) with less proficient listening skills. Therefore, it can be concluded that students' listening skills in the indicator of providing responses or reactions to the content of the discourse listened to are categorized as sufficient, with a total of 15 students (65.2%) out of 23 students.

2. **Overall Analysis Results of Students' Listening Skills**

In this case, the listening skills (*mahārah al-istima'*) of students become the independent variable (X1). To determine students' listening skills, the researcher obtained data from a listening skills questionnaire. The questionnaire was given to the 10th-grade students of MAS Jujun in the Science (IPA) and Social Science (IPS) classes. The scores of students' listening skills are shown in the following table:

Table 10: Distribution of Students' Listening Skills Frequency

SCORE	FREQUENCY	PERCENTAGE	CATEGORY
80-100	-	-	**Very good**
66-79	4	17,3%	**Good**
56-65	13	56,5%	**Enough**
46-55	6	26%	**Less**
0-45	-	-	**Very less**
Total	**23**	**100%**	

Based on the table above, it can be seen that the frequency of students' listening skills falls within the range of 66-79, with a total of 4 students (17.3%) or good listening skills, followed by the range of 56-65 with 13 students (56.5%) or sufficient listening skills. Furthermore, the range of 46-55 includes 6 students (26%) with less proficient listening skills. Therefore, it can be concluded that students' listening skills are categorized as sufficient, with a total of 13 students (56.5%) out of 23 students.

Discussion

The analysis of Arabic language proficiency in *mahārah al-istima'* among students at an Islamic Senior High School (MA) encompasses various insights from prior research. Previous studies have explored diverse approaches to enhancing *istima's* skills in Arabic language education. Nirmala et al. highlight the supportive role of online media in facilitating understanding and flexible learning environments, which are particularly beneficial for first-semester PBA students at IAIN Ambon. It is suggested that integrating modern technological resources can significantly aid students in improving their listening proficiency.

Furthermore, Nurul Zuhriyah underscores the foundational importance of *istima's* teaching materials in fostering innovative learning practices. The emphasis on developing comprehensive instructional resources aligns with enhancing students' abilities to grasp Arabic language nuances effectively. Similarly, the study by Taufiqurrahman et al. indicates that platforms like Duolingo, with interactive and user-friendly features, contribute significantly to enhancing *istima's* skills. Such findings highlight the potential of integrating digital language learning tools into traditional educational settings to bolster students' language proficiency.

Moreover, Qomi Akid Jauhari stresses the significance of meticulous preparation of teaching materials to achieve desired learning outcomes in *istima'*. This comprehensive approach ensures that students are equipped with the necessary resources and methodologies to enhance their listening capabilities effectively. Muhammad Fathoni further emphasizes the critical role of proficient listening skills in Arabic language acquisition, emphasizing the

importance of systematic planning, implementation, and evaluation in *istima's* learning processes.

Additionally, Erryk Kosbandhono discusses the pivotal role of assessment and evaluation frameworks in guiding *istima's* learning strategies. Implementing effective assessment methods ensures that students' progress in listening proficiency is accurately monitored and enhanced over time. Finally, Luthfiyah Az Zahra'sstudy on linguistic immersion programs demonstrates tangible success in developing listening skills through immersive language environments. This approach, focusing on real-world application and practice, proves beneficial in reinforcing students' comprehension and translation abilities of Arabic language constructs.

In summary, the synthesis of these studies underscores the multifaceted strategies and methodologies available for enhancing *mahārah al-istima'* among students at Islamic Senior High Schools. Integrating modern technologies, developing robust teaching materials, implementing effective assessment practices, and embracing immersive learning experiences collectively contribute to fostering greater Arabic language proficiency among students in educational settings.

CONCLUSION

Based on the results of the research data analysis, which evaluates listening skills (*mahārah istima'*) using 6 indicators. The first indicator, the ability of students to identify letters, falls into the fair category with a total of 11 students (47.8%) out of 23 students. The second indicator, the ability of students to distinguish sounds, falls into the fair category, with a total of 15 students (65.2%) out of 23 students. The third indicator, the ability of students to understand vocabulary meanings, falls into the fair category with a total of 11 students (47.8%) out of 23 students. The fourth indicator, the ability of students to understand sentences, falls into the poor category, with a total of 13 students (56.5%) out of 23 students. The fifth indicator, the ability of students to understand discourse, falls into the poor category, with a total of 12 students (52.1%) out of 23 students. The sixth indicator, the ability of students to respond, falls into the fair category, with a total of 15 students (65.2%) out of 23 students. It can be concluded, based on the results of the research data analysis, that the overall listening skills (*mahārah istima'*) of the students fall into the fair category. The evaluation conducted through six indicators shows that most students have fairly good abilities in identifying letters, distinguishing sounds, understanding vocabulary meanings, and responding. However, their ability to understand sentences and discourse is still poor.

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AUTHOR CONTRIBUTIONS STATEMENT

[MR] organized the research, evaluated the data, and wrote the manuscript. [M] assisted in creating the research idea and managed the investigation. These roles reflect their contributions to developing a thorough understanding of assessment strategies for listening skills and providing insights into effective educational practices in language learning contexts.

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