Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 5 (2): 223-236 (2026)
DOI: https://doi.org/10.15575/ta.v5i2.56148

Tadris Al-'Arabiyyah
Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban
E-ISSN: 2963-6876 // Vol. 5 No. 2 | 223-236
https://journal.uinsgd.ac.id/index.php/ta/index

Received: Juni, 2026. Accepted: Oktober, 2026. Published: Oktober, 2026.

THE EFFECTIVENESS OF AUDIOLINGUAL BASED MICROLEARNING IN IMPROVING DAILY ARABIC CONVERSATION SKILLS

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ABSTRACT

The low level of daily conversational skills among students remains a significant challenge in Arabic language instruction within Islamic boarding university (*ma'had*) environments. Many students tend to be passive, lack confidence in speaking Arabic, and struggle to recall and apply vocabulary in daily communication. Furthermore, conventional instruction renders language activities less interactive, often leading to student disengagement. This study aims to analyze the effectiveness of audiolingual-based microlearning in improving students' daily Arabic conversation skills within the *Shobahul Lughoh* (Language Morning) program at Ma'had Al-Jami'ah, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Employing a quantitative approach with a quasi-experimental one-group pretest–posttest design, the study involved 809 active student participants. Data were collected using video-based oral conversation tests administered before and after the intervention. Statistical analysis was performed using descriptive statistics, the Wilcoxon signed-rank test, and N-gain score calculations. The results revealed a significant increase in the mean score from 60.66 (±SD) on the pretest to 94.42 (±SD) on the posttest ($Z=-25.86$, $p<0.001$). The average N-gain score was 0.85, categorizing the intervention as highly effective. These findings demonstrate that integrating microlearning with the audiolingual method significantly enhances students' daily Arabic conversation skills.

Keywords: Audiolingual Method, Daily Arabic Conversation, Effectiveness, Microlearning

ABSTRAK

Rendahnya kemampuan *muhadatsah yaumiyyah* mahasantri masih menjadi permasalahan utama dalam pembelajaran bahasa Arab di lingkungan *ma'had*. Sebagian mahasantri cenderung pasif, kurang percaya diri berbicara bahasa Arab, serta mengalami kesulitan dalam mengingat dan menggunakan kosakata dalam percakapan sehari-hari. Selain itu, pembelajaran yang didominasi metode konvensional menyebabkan kegiatan bahasa kurang interaktif dan menimbulkan kejenuhan. Penelitian ini bertujuan untuk menganalisis efektivitas *microlearning* berbasis metode audiolingual dalam program *Shobahul Lughoh* untuk meningkatkan kemampuan *muhadatsah yaumiyyah* mahasantri Ma'had Al-Jami'ah Universitas Islam Negeri Maulana Malik Ibrahim Malang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen kuasi *one-group pretest–posttest*. Sampel penelitian terdiri atas 809 mahasantri yang aktif mengikuti kegiatan *Shobahul Lughoh*. Pengumpulan data dilakukan melalui tes percakapan lisan berbasis video (*pretest* dan *posttest*). Analisis data menggunakan statistik deskriptif, uji *Wilcoxon Signed-Rank*, dan analisis *N-Gain Score*. Hasil penelitian menunjukkan bahwa rata-rata nilai *pretest* sebesar 60,66 meningkat menjadi 94,42 pada *posttest* dengan nilai signifikansi $p<0,001$. Analisis *N-Gain Score* memperoleh rata-rata sebesar 0,85 (kategori tinggi). Temuan ini membuktikan bahwa *microlearning* berbasis metode audiolingual efektif dalam meningkatkan kemampuan *muhadatsah yaumiyyah* mahasantri.

Kata Kunci: Efektivitas, Kemampuan Muhadatsah Yaumiyyah, Metode Audiolingual, Microlearning

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INTRODUCTION

Speaking skills (*mahārah al-kalām*), particularly in daily Arabic conversation (*muhadatsah yaumiyyah*), are key indicators of success in communicative Arabic instruction (Effendy, 2017; Richards & Rodgers, 2014; Tarigan, 2015). These skills are essential because they reflect the primary essence of language as a tool for real-world communication. However, acquiring daily Arabic conversation (*muhadatsah yaumiyyah*) as a core productive skill remains a distinct challenge in practical application, particularly for students at Ma'had Al-Jami'ah, Maulana Malik Ibrahim State Islamic University, Malang. In practice, most students struggle to speak Arabic actively and spontaneously when interacting with their supervisors and peers.

The Languange Morning (*Shobahul Lughoh*) program serves as a primary platform for developing speaking skills (*mahārah al-kalām*), specifically on daily Arabic conversation (*muhadatsah yaumiyyah*), among students at Ma'had Al-Jami'ah, Maulana Malik Ibrahim State Islamic University, Malang. This initiative is designed to boost students' confidence in communicating in target foreign languages, including Arabic and English (Al Farobi et al., 2022; Firdaus et al., 2025). Previously, the Languange Morning (*Shobahul Lughoh*) program heavily relied on conventional direct instruction, where instructors delivered material orally while students passively listened and took notes. As a result, the learning process became monotonous and dominated by teacher-centered approaches (Jamroh & Maula, 2022; Taqi & Abby, 2022; Ulfah & Lathifatul Insaniyah, 2023). Consequently, many students remained passive and hesitant to use Arabic in daily interactions due to limited active communication practice. This demonstrates that institutional language learning cannot rely solely on mandatory participation; it requires systematically designed pedagogical methods (Firdaus & Mufidah, 2025; Prasetiyo & Firdaus, 2026) to stimulate memory, facilitate repetitive sentence pattern practice, and foster sustained oral communication confidence (Azizah & Rahayu, 2022; Brown, 2007).

Previous literature underscores the efficacy of the Audiolingual Method in enhancing oral proficiency (*mahārah al-kalām*). This method emphasizes active acquisition through systematic listening, imitation, repetition, and structural drilling to form automatic linguistic patterns during communication (Lykova & Savelyeva, 2024; Qodir & Rido'i, 2024). The Audiolingual Method is highly relevant to daily Arabic conversation (*muhadatsah yaumiyyah*) because it prioritizes intensive oral drills (Fuadah, 2023; Mariah & Mannahali, 2024; Suryani et al., 2022) and habitual expression usage in routine contexts (Skinner, 1957). Simultaneously, effective daily communication demands the seamless integration of listening comprehension (*mahārah al-istimā'*) and oral production (*mahārah al-kalām*) (Richards, 2008). Beyond routine language habituation, modern language instruction requires pedagogical adaptation to contemporary digital learning paradigms. Driven by advances in educational technology, foreign language teaching is shifting toward flexible, concise, and interactive digital frameworks (Kukulska-Hulme, 2020), among which microlearning has gained significant prominence.

Microlearning delivers instructional content in short, highly focused, and digestible segments, enabling rapid comprehension and flexible engagement. This approach significantly improves learner participation, knowledge retention, and learning satisfaction (Yunianti & Kusumawardani, 2025), aligning naturally with the preferences of digital-native learners for practical, bite-sized content (Belkaisse & Boulghlaghe, 2023; Gohar, 2023). In Arabic language pedagogy, microlearning can be operationalized through short vocabulary modules (*mufradāt*), key conversational phrases, concise dialogue scripts, native audio samples, and short instructional video clips accessible asynchronously (Bahtiar et al., 2024; Jamaludin, 2023; Torgerson & Iannone, 2020).

Although extensive research has documented the benefits of the Audiolingual Method in foreign language speaking drills (Fuadah, 2023; Lykova & Savelyeva, 2024; Mariah & Mannahali, 2024; Qodir & Rido'i, 2024; Suryani et al., 2022) as well as the utility of microlearning in modern digital instruction (Belkaisse & Boulghlaghe, 2023; Ghafar et al., 2023; Gohar, 2023), empirical

studies integrating audiolingual principles into a microlearning framework within intensive boarding university (*ma'had*) programs remain sparse. Existing studies predominantly examine conventional audiolingual drills or standalone microlearning applications in isolation (Jamroh & Maula, 2022; Lubab & Natsir, 2024; Ulfah & Lathifatul Insaniyah, 2023), lacking a synergistic model tailored for rapid daily communication in institutional language environments. Addressing this gap, the present study introduces an novel hybrid approach by embedding audiolingual structural pattern drills into accessible, bite-sized microlearning modules specifically customized for the Languange Morning (*Shobahul Lughoh*) program at Ma'had Al-Jami'ah, Maulana Malik Ibrahim State Islamic University, Malang.

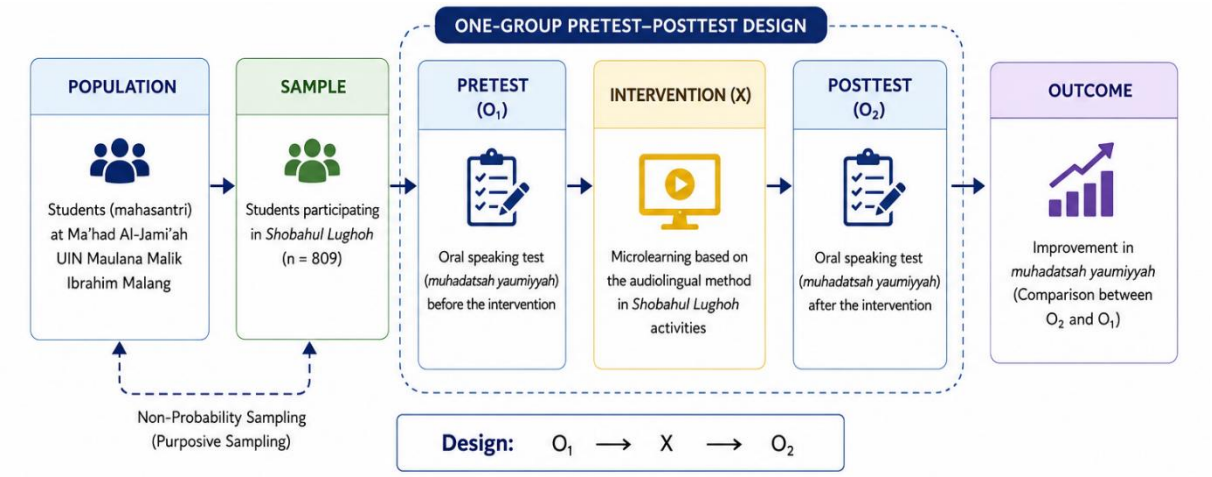
Therefore, this research aims to evaluate the empirical effectiveness of audiolingual-based microlearning in improving the daily Arabic conversation skills (*muhadatsah yaumiyyah*) of students at Ma'had Al-Jami'ah, Maulana Malik Ibrahim State Islamic University, Malang. This research contributes theoretically to the literature on technology-enhanced communicative Arabic instruction and practically offers a replicable, student-centered strategy for language programs in higher education boarding environments or Ma'had Al-Jami'ah.

METHOD

This study employs a quantitative approach using a one-group pretest-posttest design (Cresswell, 2014). This approach was chosen to objectively measure the effectiveness of implementing audiolingual-based microlearning in improving the daily Arabic conversation (*muhadatsah yaumiyyah*) skill of the students at Ma'had Al-Jami'ah, Maulana Malik Ibrahim State Islamic University, Malang. The research design used is quasi-experimental with a one-group pretest–posttest design involving a group of student participants in the Languange Morning (*Shobahul Lughoh*) program without a control group. In this design, participants were administered a pretest (O1) to assess their initial proficiency in daily Arabic conversation (*muhadatsah yaumiyyah*). Subsequently, they were given treatment in the form of microlearning based on the audiolingual method (X) in Languange Morning (*Shobahul Lughoh*) program. After the treatment was completed, the respondents were given a posttest (O2) to measure the improvement in their final daily Arabic conversation (*muhadatsah yaumiyyah*) (Y).

The data for this study were sourced from students at Ma'had Al-Jami'ah, Maulana Malik Ibrahim State Islamic University, Malang for the 2024/2025 academic year, and were obtained and collected based on the results of pre-tests and post-tests. The data in this study consists of two types: primary data and secondary data. Primary data was obtained directly from the pre-test and post-test results in the form of video-based oral conversation tests comprising 10 questions on daily Arabic conversations. The students were asked to respond to dialogues presented in video format. Each question was worth 10 points, with a total score of 100 points. Secondary data was obtained from supporting documents, such as attendance lists for Languange Morning (*Shobahul Lughoh*) program, observation notes on student engagement, and scientific literature related to microlearning, the audiolingual method, and language learning theory, particularly in daily Arabic conversation.

Figure 1. Research Design



The population in this research consists of all students at Ma'had Al-Jami'ah, Maulana Malik Ibrahim State Islamic University, Malang for the 2024/2025 academic year who participate in the Languange Morning (*Shobahul Lughoh*) program using a microlearning approach based on the audiolingual method. The sampling technique employed was purposive sampling, targeting respondents who are directly involved in the Languange Morning (*Shobahul Lughoh*) program using a microlearning model based on the audiolingual method. The sample criteria included students who had an incomplete pre-test score of <75 and actively participated in the Languange Morning (*Shobahul Lughoh*) program for more than 10 sessions or had an attendance rate of >75%.

Data analysis in this research was conducted in two stages: descriptive analysis and inferential analysis. Descriptive statistical analysis was used to describe the pretest and posttest results in order to determine the general picture of the improvement in the daily Arabic conversation skills (*muhadatsah yaumiyyah*) of the students after they were exposed to the audiolingual-based microlearning model during the Languange Morning (*Shobahul Lughoh*) program. The statistics calculated included the mean, maximum value, minimum value, standard deviation, and frequency distribution. The prerequisite tests for the analysis included a normality test using the Kolmogorov-Smirnov test to determine whether the data were normally distributed. If the data were normally distributed, a Paired Sample T-Test was used to test for significant differences between the pretest and posttest scores. If the data is not normally distributed, the non-parametric Wilcoxon Signed Rank Test is used to determine the significance of the improvement in daily conversation retention skills following the intervention in the form of the Languange Morning (*Shobahul Lughoh*) program. The results of the data analysis are presented in tables, graphs, and images to help readers understand the research findings.

RESULTS AND DISCUSSION

Implementation of Microlearning Based Audiolingual Method in Language Morning (*Shobahul Lughah*) Program

Shobahul Lughah program or Language Morning program is a foreign language learning activity organized by the Ma'had Al-Jami'ah at Maulana Malik Ibrahim State Islamic University, Malang. This activity is routinely held in the morning every Monday and Thursday to improve the language skills of the students, particularly their speaking skills (*maharah al-kalam*) in the form of daily Arabic conversation (*muhadatsah yaumiyah*). This activity is also designed to boost students' confidence in communicating in foreign languages, including Arabic and English.

Initially, learning activities in Language Morning (*Shobahul Lughah*) program relied solely on the direct method, where the instructor delivered the material orally and the students merely listened and took notes on what the instructor said, resulting in a learning process that tended to be monotonous and remained teacher-centered (Firdaus & Mufidah, 2025; Jamroh & Maula, 2022; Taqi & Abby, 2022; Ulfah & Lathifatul Insaniyah, 2023). Consequently, some students remain passive and lack confidence in using Arabic in daily conversations due to insufficient practice.

Figure 2. The Implementation of Language Morning (*Shobahul Lughah*) Program



With the advancement of digital technology in education, the Language Morning (*Shobahul Lughah*) program has begun adopting digital technology based on microlearning, integrated with the audiolingual method in delivering content. This is done to provide a more flexible, concise, and interactive learning experience for students who are part of the digital learner generation (Kukulska-Hulme, 2020). Microlearning itself is a learning approach that presents material in a concise, simple, and focused format, making it easy to understand in a relatively short time. This approach significantly enhances participation, knowledge retention, and learning satisfaction (Yunianti & Kusumawardani, 2025), making it well-suited for the current generation, which tends to prefer practical, fast-paced, and digital media-based learning (Belkaisse & Boulghlaghe, 2023; Gohar, 2023).

Figure 3. The Microlearning Material in Language Morning (*Shobahul Lughah*) Program



Additionally, the audiolingual method is effective in improving foreign language speaking skills through repetition exercises and the practice of oral communication (Fuadah, 2023; Lykova & Savelyeva, 2024; Mariah & Mannahali, 2024; Qodir & Rido'i, 2024; Suryani et al., 2022). The implementation of the audiolingual method in the Languange Morning (*Shobahul Lughoh*) program is carried out through a series of stages integrated with a microlearning approach. The materials related to daily Arabic conversation (*muhadatsah yaumiyah*) are presented in the form of short units focused on a specific communication theme, such as self-introduction (*at-ta'āruf*), daily activities (*al-anshithah al-yaumiyyah*), life at the *ma'had* (*al-hayah fi al-ma'had*), and academic activities (*al-hayah al-jami'iyyah*). Each module is packaged as posters, digital content, and instructional videos accessible via Instagram, WhatsApp groups, and the YouTube learning platform used by the Ma'had Al-Jami'ah at Maulana Malik Ibrahim State Islamic University, Malang. The presentation of practical, concise, and more focused materials will allow students to learn new vocabulary and expressions without experiencing excessive cognitive load (Hug, 2005; Sweller, 1988).

In the learning process, the instructor first distributes microlearning materials in the form of posters containing daily Arabic conversation content (*muhadatsah yaumiyyah*) to the students before the Language Morning (*Shobahul Lughah*) session begins. Students observe and examine the dialogue excerpts presented on the posters and listen to many examples of daily Arabic conversation (*muhadatsah yaumiyyah*) demonstrated directly by the language division instructor during the Language Morning (*Shobahul Lughah*) session. This stage implements the core principle of the audiolingual method, which emphasizes listening activities as the foundational starting point for language learning. After listening to the conversation examples, the students engage in repetition drills by imitating the pronunciation of vocabulary, phrases, and dialogues they have learned. These repetition drills are conducted both individually and in class under the guidance of the instructor to ensure accuracy in pronunciation (*makhraj*) and Arabic intonation (Richards & Rodgers, 2014).

The next stage consists of substitution drills and transformation drills, which involve replacing or modifying specific elements in previously learned dialogues. For example, many of students are asked to substitute place names, times, activities, or conversation partners according to different contexts without altering the sentence patterns used. This activity aims to develop language habits while gradually expanding vocabulary and sentence pattern mastery. According to behaviorist theory, which forms the basis of the audiolingual method, continuous repetition reinforces language responses and fosters more automatic communication habits (Skinner, 1957).

After completing the structured practice phase, many of students are given the opportunity to practice dialogues in pairs or groups. At this stage, they apply the vocabulary and sentence patterns they have learned in more authentic communication situations. The instructor acts as a facilitator, providing feedback on pronunciation errors, vocabulary usage, and sentence structure. Active interaction allows students to gain a more meaningful learning experience while boosting their confidence in daily Arabic conversation. Thus, the implementation of microlearning based on the audiolingual method in Language Morning (*Shobahul Lughah*) program not only brings innovation to Arabic learning but also creates language habbits.

Result and Analysis of Descriptive Statistic

Figure 4. Descriptive Statistical Test Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	809	10	70	60.66	12.174
POSTTEST	809	40	100	94.42	8.024
KEHADIRAN	809	11	14	13.28	.950
Valid N (listwise)	809				

Based on the pretest results, the lowest score obtained was 10 points, while the highest score was 70 points which is still below 75 and falls into the "incomplete" category. The average score of 60.66 indicates a relatively low initial proficiency level. Furthermore, the standard deviation of 12.174 indicates a wide range of initial abilities among the students.

Based on the posttest results, the lowest score obtained was 40 points, while the highest score was 100 points both exceeding 75 and falling into the "proficient" category, although some students still fell into the "not proficient" category. The average score of 94.42 indicates that the students' proficiency has improved quite significantly. Furthermore, the standard deviation of 8.024 indicates that the students' learning outcomes are more evenly distributed compared to their initial proficiency.

Result and Analysis of Pre-test and Post-test

Figure 5. Results of the Pre-test of Daily Arabic Conversation Ability's Students

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	.1	.1	.1
	20	20	2.5	2.5	2.6
	30	7	.9	.9	3.5
	40	73	9.0	9.0	12.5
	50	98	12.1	12.1	24.6
	60	207	25.6	25.6	50.2
	70	403	49.8	49.8	100.0
	Total	809	100.0	100.0	

Based on the pretest results from 809 respondents, the lowest score was 10 and the highest score was 70. The majority of respondents scored 70, totaling 403 people (49.8%), followed by 207 people (25.6%) who scored 60. This score distribution indicates that 75.4% of respondents fell within the 50-and-above score range. This suggests that the majority of participants already possessed relatively strong baseline skills, although there were still some respondents who scored very low, such as 10, 20, and 30 points.

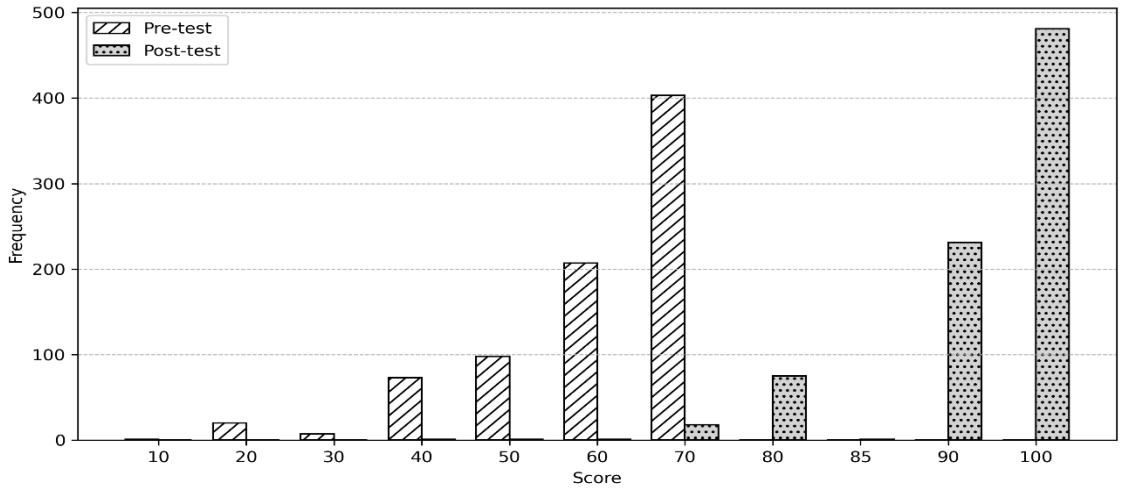
Figure 6. Results of the Post-test of Daily Arabic Conversation Ability's Students

POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	.1	.1	.1
	50	1	.1	.1	.2
	60	1	.1	.1	.4
	70	18	2.2	2.2	2.6
	80	75	9.3	9.3	11.9
	85	1	.1	.1	12.0
	90	231	28.6	28.6	40.5
	100	481	59.5	59.5	100.0
	Total	809	100.0	100.0	

In the posttest results, after the intervention, the lowest score increased to 40 and the highest score reached 100. Most respondents achieved the maximum score of 100, totaling 481 people (59.5%), followed by 231 people (28.6%) who scored 90. Only a small number of respondents scored below 80, accounting for approximately 0.4% of the total respondents. This indicates a significant improvement compared to the pretest results, both in terms of score achievement and the distribution of respondents' abilities.

Figure 7. Distribution of Pre-test and Post-test Scores



The pretest results showed that the average score of the participants was 60.66 with a maximum score of 70. This indicates that the initial proficiency of the students was still low and had not yet reached the minimum proficiency standard. The score distribution showed that nearly half of the participants only achieved a score of 70, while a small portion received very low scores (10–30 points). This fact reinforces the conclusion that the students' daily Arabic conversational skills were still limited before the intervention.

After implementing the microlearning approach in the Languange Morning (*Shobahul Lughoh*) program, the average score increased drastically to 94.42, with the maximum score reaching 100. More than 60% of participants achieved a perfect score, while only 0.4% scored below 80. The standard deviation decreased to 8.024, indicating that the variation in learning outcomes became smaller and improvements were more evenly distributed across all participants. In other words,

microlearning not only successfully improved individual learning outcomes but also helped level the quality of achievement among participants.

Result and Analysis of Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.277	809	.000	.760	809	.000
POSTTEST	.351	809	.000	.699	809	.000

a. Lilliefors Significance Correction

Figure 8. Normality Test Results

Normality testing was conducted using the Kolmogorov-Smirnov test on the pretest and posttest data. The Kolmogorov-Smirnov test was chosen because it is appropriate for a sample size of more than 100, specifically 809 samples. The test results showed that the significance value (Sig.) for both tests was 0.000 (< 0.05). Thus, it can be concluded that neither the pretest nor the posttest data are normally distributed. Methodologically, this implies that the analysis of differences in mean scores should proceed with a non-parametric test, namely the Wilcoxon Signed Rank Test.

Result and Analysis of Non-Parametric Statistical Test

Figure 9. Results of the Wilcoxon Signed Rank Test

Ranks

		N	Mean Rank	Sum of Ranks
POSTTEST - PRETEST	Negative Ranks	0[a]	.00	.00
	Positive Ranks	802[b]	401.50	322003.00
	Ties	7[c]		
	Total	809		

a. POSTTEST < PRETEST

b. POSTTEST > PRETEST

c. POSTTEST = PRETEST

Test Statistics[a]

	POSTTEST - PRETEST
Z	-24.778[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

An analysis of the differences between pretest and posttest scores using the Wilcoxon Signed-Rank Test revealed significant findings. Based on the rank table, no participants showed a decrease in scores (negative ranks = 0). Nearly all participants, namely 802 people (99.1%), experienced an increase in scores after the treatment (positive ranks), while only 7 people (0.9%) had the same scores (ties). This condition indicates that the applied learning model was able to consistently have a positive effect on the majority of participants.

The results of the Wilcoxon Signed Rank Test confirm these findings, showing that no participants experienced a decrease in scores after the intervention. A total of 802 participants (99.1%) showed an improvement in learning outcomes. Only 7 participants (0.9%) maintained the same scores. A Z-score of -24.778 with p = 0.000 (< 0.05) indicates a significant difference between the pretest and posttest. Furthermore, the results in the test statistics table reinforce these

findings. A Z-score of -24.778 with a significance level of p = 0.000 (< 0.05) indicates a highly significant difference between the pretest and posttest results. Thus, the null hypothesis (H_0), which states that there is no difference, is rejected, while the alternative hypothesis (H_1) is accepted.

Substantively, these results prove that the application of the microlearning approach through Languange Morning (*Shobahul Lughoh*) program is effective in improving the daily Arabic conversational skills of the students. Improvements were observed in nearly all participants, accompanied by no decline in scores, indicating that the intervention not only succeeded in increasing the average learning outcomes but also had a positive impact across the board.

Analysis of the Effectiveness Test of the Implementation of Audiolingual-Based Microlearning in Language Morning (*Shobahul Lughoh*) Program in Improving the Daily Arabic Conversational Skills (*Muhadatsah Yaumiyyah*)

Figure 10. Effectiveness Test Results Based on N-Gain Score

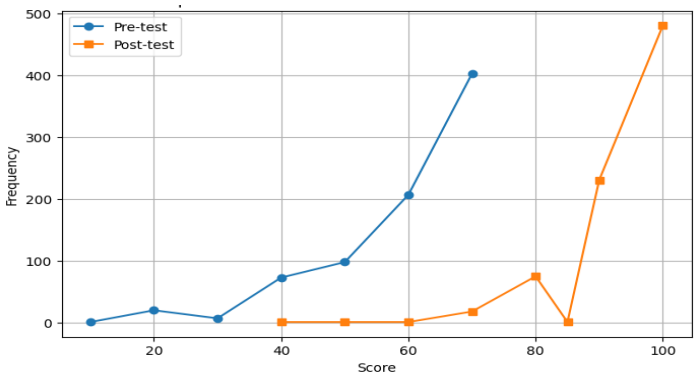
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGAINSCORE	809	.00	1.00	.8539	.20865
NGAINPERCEN	809	.00	100.00	85.3852	20.86495
Valid N (listwise)	809				

The analysis of improvements in participants' learning outcomes was conducted using the N-Gain Score calculation. Based on the descriptive statistics, the minimum value was 0.00 and the maximum was 1.00. The mean N-Gain Score was 0.8539 with a standard deviation of 0.20865. When converted to percentages, the minimum value was 0%, the maximum was 100%, with a mean of 85.39% and a standard deviation of 20.86.

Referring to the N-Gain interpretation criteria proposed by Hake (1999), learning gains are categorized into three levels: low ($g < 0.3$), moderate ($0.3 \leq g < 0.7$), and high ($g \geq 0.7$). With an average N-Gain of 0.85, the results of this study fall into the high category. This indicates that the application of the microlearning model in the Languange Morning (*Shobahul Lughoh*) program proved effective in improving the daily Arabic conversational skills among the students. Furthermore, the relatively small standard deviation (0.20) indicates that the improvement in learning outcomes occurred evenly across nearly all participants. In other words, the effectiveness of the treatment was not limited to specific groups but was generally felt by the majority of respondents.

Figure 11. Comparison of Pre-test and Post-test Score Distribution



Overall, the N-Gain Score calculation shows an average value of 0.85 or 85.39%, which falls into the high category according to Hake's (1999) criteria. With a standard deviation of 0.20, these results indicate that the improvement in learning outcomes is not only significant but also relatively uniform across all participants. These findings have two important implications. First, microlearning has proven effective in substantially improving everyday conversational skills. Second, this success is not limited to specific groups, such as participants with high initial proficiency, but is also experienced by nearly all participants, including those who initially had low proficiency.

These research results are consistent with previous studies highlighting the effectiveness of microlearning in improving learning outcomes. Bruck et al. (2012) found that microlearning enhances engagement and learning retention because the material is presented in smaller, more easily understandable chunks. Ifenthaler & Yau (2020) emphasize that microlearning is highly effective in language learning, as participants grasp new vocabulary more quickly through structured, brief repetition. Labibah (2025), in her research on Arabic language learning, found that mobile app-based microlearning significantly improved students' speaking skills compared to conventional methods also assert that microlearning can boost learning motivation and improve learning outcomes, due to its flexible nature and focus on short-term learning objectives. Thus, this study reinforces and expands the empirical evidence that microlearning is effective when applied in language learning, particularly Arabic in boarding school or university settings. This innovation is relevant to the needs of boarding school students who require practical, intensive methods that are easily integrated into daily activities.

Overall, the integration of microlearning and the audiolingual method in Languange Morning (*Shobahul Lughoh*) can be explained through several theoretical foundations in language learning and educational psychology. First, the presentation of material that is brief, focused, and delivered in small units aligns with John Sweller's Cognitive Load Theory. This theory explains that human working memory capacity is limited, so learning will be more effective if information is presented in small, easily processed chunks. Thus, microlearning material presented concisely helps students understand Arabic vocabulary and expressions gradually without experiencing excessive cognitive load (Sweller, 1988).

Second, repetition exercises (drilling), a key characteristic of the audiolingual method, align with Behaviorist Theory developed by B. F. Skinner. According to this theory, the learning process occurs through habit formation, which is reinforced through stimulus, response, and reinforcement. In Languange Morning (*Shobahul Lughoh*), the continuous repetition of vocabulary and dialogues helps students build language habits, making vocabulary easier to remember and use spontaneously in daily conversations (Skinner, 1957). Therefore, the improvements in vocabulary retention and speaking fluency found in this study can be explained through the language habit-forming mechanism that underlies the audiolingual method.

Third, the use of digital media in microlearning supports the concept of Self-Regulated Learning, which emphasizes the importance of students' autonomy in managing their own learning process. Through access to digital materials that can be studied anytime and anywhere, students have the opportunity to review the material according to their individual needs and learning pace. This flexibility allows the learning process to become more personalized and student-centered, thereby enhancing the effectiveness of language acquisition (Zimmerman, 2002).

Fourth, the practice of conversation, conducted repeatedly and continuously, can also be explained through Albert Bandura's Social Learning Theory. Bandura explains that individuals learn through observation, imitation, and direct experience within a social environment. When students listen to dialogue models from the instructor, imitate the pronunciation, and then

practice with peers, they gain social learning experiences that help improve communication skills as well as confidence in speaking Arabic (Bandura, 1977).

Furthermore, the effectiveness of this approach aligns with the Input Hypothesis proposed by Stephen Krashen. Krashen explains that language acquisition occurs optimally when learners receive comprehensible input that is easy to understand and provided gradually. Short, contextual microlearning materials provide input appropriate to the students' proficiency level, while audiolingual exercises offer opportunities to transform that input into output in the form of active conversation (Krashen, 1985).

Thus, the success of integrating microlearning and the audiolingual method in Shobahul Lughoh activities is not only supported by empirical research findings but also has a strong theoretical foundation from the perspectives of Behaviorism (Skinner, 1957), Cognitive Load Theory (Sweller, 1988), Self-Regulated Learning (Zimmerman, 2002), Social Learning Theory (Bandura, 1977), and Second Language Acquisition Theory (Krashen, 1985). The combination of these various theories explains why this approach is able to improve vocabulary retention, speaking fluency, learning motivation, and the confidence of students in using Arabic language as a tool for daily communication.

Overall, the application of the microlearning model in the Languange Morning (*Shobahul Lughoh*) program proved effective in improving the daily conversational skills among the students. For Arabic language instructors, microlearning can serve as an alternative and more effective teaching strategy to enhance practical speaking skills. For Islamic boarding schools or ma'had, the implementation of microlearning in routine activities such as Languange Morning (*Shobahul Lughoh*) program can accelerate the mastery of functional Arabic without increasing the time spent on learning. For curriculum developers, these results can serve as a basis for designing a more systematic microlearning-based curriculum, particularly in the mastery of active language skills.

CONCLUSION

This study demonstrates that audiolingual-based microlearning implemented within the Language Morning (*Shobahul Lughoh*) program at Ma'had Al-Jami'ah, Maulana Malik Ibrahim State Islamic University, Malang is highly effective in enhancing students' daily Arabic conversation skills (*muhādatsah yaumiyyah*). The statistically significant increase in mean test scores from 60.66 to 94.42, alongside an average N-gain score of 0.85 (categorized as high), directly confirms that integrating bite-sized digital learning modules with structured repetitive pattern drills optimizes oral communication proficiency. Pedagogically, delivering instructional material through concise, accessible, and audio-visually supported micro-units facilitates rapid linguistic pattern recognition, mitigates cognitive overload, and reinforces active sentence structure habituation for immediate recall in routine interactions. By transforming conventional teacher-centered routines into flexible, interactive, and student-centered practice, this innovative digital framework offers a scalable, replicable, and highly efficient pedagogical strategy for modernizing foreign language instruction within university boarding environments or Ma'had Al-Jami'ah.

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