

Adaptation of Muhadharah Model as a Strategy to Improve Speaking Skills in Elementary Schools

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Abstract: This study examines how religious activities can be utilised as a means of developing speaking skills and as a platform for practising speaking in Indonesian language lessons at primary level. The problems discussed in this study are the limited opportunities for students to practice speaking and the low self-confidence shown during oral activities in class. Using a qualitative descriptive approach, this study was conducted at Sumberkerep Public Elementary School by implementing Muhadharah as a routine religious activity for fourth-grade students. Data were collected through classroom observations, field notes, and semi-structured interviews with students and teachers. The results of the study indicate that religious activities such as Muhadharah, which involve role rotation as host, prayer leader, speaker, and poetry and rhyming verse reciter, provide structured and meaningful opportunities for students to practice speaking in public. Students showed increased confidence, improved fluency, and a greater willingness to speak in front of their peers in a supportive religious environment. In conclusion, this study shows that religious activities can be effectively integrated as a pedagogical strategy to train speaking skills while strengthening students' religious and character development.

Keywords: religious activities, speaking skills, Muhadharah, elementary school.

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INTRODUCTION

Humans cannot escape from activities that involve the use of language, therefore language plays a very important role in human life. Each individual can express certain things through language by communicating with one another and expressing their entire thoughts. Every individual must be able to communicate in a language. Someone who has good communication skills will find it easier to communicate with one another (Anjelina & Tarmini, 2022). According to Padmawati in (Anjelina & Tarmini, 2022), in the field of education, language activities include teaching Indonesian. Teaching Indonesian is a very important subject that must be taught starting from elementary school. The main objective of teaching Indonesian language in elementary schools is to develop students' communication skills by using language appropriately according to its function in accordance with Government Regulation No. 57 of 2014 concerning the development, guidance, and protection of language and literature as well as the improvement of the function of the Indonesian language. According to Tarigan in (Rayhan et al., 2023), there are four main components of language proficiency: listening skills, speaking skills, reading skills, and writing skills.

In general, one of the skills that is highly needed in education and social life is speaking. However, many students still find this skill difficult because they are hesitant to practice it in front of an audience in a formal academic setting. Speaking practice is closely related to listening practice (Astorga, 2015). There are phases of listening and imitation in listening practice. This listening and imitation practice is a bridge between the basics of speaking practice and listening skills.

In the context of Islamic education, one method often used to teach speaking skills is *Muhadharah*. *Muhadharah* is a religious lecture activity commonly held in Islamic boarding schools as part of the curriculum to teach students confidence and public speaking skills. Although *Muhadharah* is synonymous with the *pesantren* educational tradition, this activity is also carried out as a compulsory extracurricular activity at MI Muhammadiyah 1 Plabuhanrejo, which is not essentially a *pesantren* institution. This phenomenon is interesting to study because it shows that the practice of *Muhadharah* is not only relevant in the context of boarding school-based institutions, but can also be integrated into Islamic elementary schools with regular learning characteristics. The implementation of *Muhadharah* at MI Muhammadiyah 1 Plabuhanrejo has proven to

feature a student-centered learning pattern, providing space for students to perform, practice speaking, and develop self-confidence through roles such as emcee, speaker, poetry reader, and pantun reciter. The successful application of this model in non-boarding schools shows that Muhadharah has strong pedagogical flexibility and adaptive potential, making it suitable for application in other basic education contexts. Based on this success, the Muhadharah MI Muhammadiyah 1 Plabuhanrejo program was then adopted and adapted for implementation at SD Negeri Sumberkerep, a public school with different characteristics in terms of both educational environment and religious culture. This adaptation provided an opportunity to examine how an Islamic tradition-based model could be integrated into the context of public schools, as well as how its implementation could affect the development of students' speaking skills. Thus, this study not only highlighted the effectiveness of Muhadharah, but also its relevance as a cross-context educational learning strategy.

METHOD

Location and time This Muhadarah activity will be held at SDN Sumberkerep, located at Jl. Ayamalas No.13, Sumberkerep Village, SUMBERKEREP, Mantup District, Lamongan Regency, East Java, with the postal code 62283. This activity will be held for 2 months, from October 2 to November 27, 2025. The activity will include activities to build courage, such as public speaking, praying, reciting poems and pantuns in public. The location map for the activity can be seen in the following image:



Figure 1. Location Map of SDN Sumberkerep

This research was conducted through the implementation of Muhadharah activities involving fourth-grade students at SDN Sumberkerep. Muhadharah program was held every week as part of the school's routine activities. Each week, students were given speaking roles in turn, including as the host, prayer leader, and short speech

presenter, while students who were not assigned as muhadarah officers participated as attentive listeners. This activity followed a structured sequence, beginning with an opening, followed by a prayer and oral presentation, and ending with closing remarks. This rotation system ensured that all students had equal opportunities to engage in speaking tasks and experience various forms of oral expression. Data were collected during the implementation through classroom observation, field notes, and semi-structured interviews to capture students' speaking behaviors and responses during the activity.

This study uses a qualitative design with a case study approach. This design was chosen because the main objective of the study was to explore in depth the impact of Muhadharah activities on the speaking skills of students at SDN Sumberkerep. In this study, the researcher sought to reveal the subjective meaning contained in the experiences of students who participated in Muhadharah activities. The qualitative approach allows researchers to understand the phenomenon more deeply, exploring the thoughts, feelings, and changes that occur within students as a result of their involvement in these public speaking activities. In other words, this approach gives researchers the opportunity to understand how students feel the direct benefits of these interactive and religion-based activities.

This qualitative research also provides space for researchers to explore students' individual perceptions and personal experiences. This is important because this study not only seeks to determine whether Muhadharah activities are effective in improving speaking skills, but also how students feel and what their experiences are like while participating in these activities. Qualitative research allows researchers to capture the complexity of factors that influence speaking skills, including psychological, social, and environmental factors, which often cannot be revealed in quantitative research that is more focused on numbers and statistics. As explained by Kielman et al. 2014 in (Waruwu, 2024), this approach aims to explore and describe social phenomena in a more natural and holistic context, thereby gaining a deeper understanding of the impact of an activity on individuals in a social environment.

Meanwhile, the case study approach was chosen because it allows researchers to observe and analyze in depth the phenomena that occur in a particular context. In this case, the case study will focus on Muhadharah activities at MI Muhammadiyah 1

Plabuhanrejo as the object of research. Case studies are a very effective method for exploring events or phenomena that occur in a particular location, with the aim of understanding the dynamics that occur within it. By choosing a case study, researchers can focus more on the interactions that occur between students, teachers, and the school environment, as well as how these factors contribute to improving students' speaking skills. This case study also provides an opportunity to delve deeper into the experiences of students that may not be captured by broader or more generic research methods.

The design of this study is qualitative descriptive research, which aims to describe in detail the phenomena that occur in Muhadharah activities and how these activities affect students' speaking skills. Qualitative descriptive research not only focuses on data collection but also seeks to explore the meaning contained in students' experiences (Wijaya, 2020). The researcher will analyze various qualitative data, including interviews, observations, and documentation, to describe how these activities can improve their ability to convey information with confidence. This study also aims to provide a clear picture of how religious-based extracurricular activities, such as Muhadharah, can contribute to developing students' speaking skills in a non-pesantren educational environment.

Researchers will analyze the collected data, which includes the experiences of students who actively participate in Muhadharah activities, the changes they feel in their speaking abilities, and other factors that support the success of these activities. Using a qualitative descriptive approach, researchers will not only document the facts that occur, but also explore the social and cultural contexts that influence the students' learning process. In addition, this design allows researchers to compile narratives that describe in greater depth how students experience changes in their speaking abilities, as well as how Muhadharah activities play a role in shaping their character and communication skills.

As a case study-focused design, this research provides researchers with the space to explore and analyze the phenomena occurring at SDN Sumberkerep in greater detail. The researcher will directly observe the interaction process that occurs during Muhadharah activities, as well as their impact on the development of students' speaking skills. Thus, this case study will provide deeper insights into how these speaking activities are organized at school and how they affect students' personal development in their social

and educational contexts. This case study will also reveal the challenges and successes faced by students and activity managers in achieving the expected goals.

Research Sample

The samples in this study were taken using purposive sampling, which is the selection of samples for a specific purpose (Jailani & Jeka, 2023). This technique was chosen to ensure that the researchers only selected students who had direct experience and relevance to Muhadharah activities. By using purposive sampling, researchers could select students who actively participated in these activities and had been involved in at least 12 full meetings, so that they had sufficient experience to provide accurate and relevant data.

Research Sample From a population of approximately 25 students, 4 students will be selected as the sample. This sample consists of 2 male students and 2 female students, who are selected proportionally to ensure that the data obtained is not biased based on gender. The selection of a sample of 4 students is considered sufficient to obtain the diverse experiences and information needed, while still allowing for in-depth analysis in accordance with the qualitative approach used in this study.

Each student selected as a sample must meet the following criteria :

- a. Actively participated in Muhadharah activities for at least 12 full meetings.
- b. Had direct experience in speaking in front of an audience at Muhadharah activities.
- c. Willing to participate in interviews and observations conducted by researchers.

The samples taken using purposive sampling techniques will provide more in-depth information about the personal experiences of students who participated in Muhadharah activities. This is in line with Creswell's 2012 opinion in (Ulva Putri Ramadani et al., 2025), which states that “purposive sampling in qualitative research allows researchers to select individuals who have knowledge or experience relevant to the research objectives, so that they can obtain richer and more meaningful data.”

Reasons for Sample Selection

Sample selection using purposive sampling was conducted based on the consideration that this study aimed to explore the direct impact of Muhadharah activities on students' speaking skills. Therefore, only students who actively participated in these activities could provide more valid insights into their experiences and the changes they

underwent. In addition, by selecting a proportional sample of males and females, the researcher can ensure that the research results reflect the overall experience of students, without any gender bias affecting the findings. The researcher strives to ensure that gender diversity can enrich the understanding of how Muhadharah activities affect students' speaking skills in general.

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Data Collection Techniques and Instruments

Data collection techniques are a very important part of any research because they will affect the results of the research itself. In this study, the researchers used three main data collection techniques, namely in-depth interviews with several parties involved in the implementation of Muhadharah activities, participatory observation, and documentation. These techniques were chosen because each provides different but complementary data to give a clearer and more comprehensive picture of Muhadharah activities and their impact on students' speaking skills. According to (Moser & Korstjens, 2018), a good data collection technique is one that is appropriate to the research objectives and can explore information in depth. In addition, (Lim, 2025), emphasizes that the use of several techniques in data collection will enrich the research findings and provide a more complete perspective.

Thus, this study utilizes a combination of techniques that will help researchers gain a more holistic understanding of the phenomenon under study. As stated by (Ahmed, 2024), the use of various data collection techniques allows researchers to verify findings from several different sources, thereby increasing data reliability. Santos et al., 2020 also adds that the triangulation technique, in which researchers use multiple data sources or

approaches to verify findings, is very important for improving the validity of qualitative research findings.

In-depth interviews were the first technique used in this study. This technique was chosen because interviews provide researchers with the opportunity to explore students' subjective experiences in depth, which would not be apparent through observation or documentation alone. Azad et al., 2021 explain that in-depth interviews allow researchers to gain richer insights into the experiences, views, and feelings of respondents. In this study, interviews were conducted with students selected as research samples, as well as with teachers or facilitators who managed Muhadharah activities. Thus, interviews enabled researchers to gain a deeper understanding of how students felt their speaking skills developed through these activities.

In addition to interviews, participatory observation was also used as a data collection technique in this study. Participatory observation is a technique in which researchers participate in the activities being observed, although their main role remains that of observers. In this case, the researcher will observe students as they speak in front of an audience during Muhadharah activities. Participatory observation allows researchers to obtain more realistic and natural data because researchers can directly witness the interactions that occur during the activity (FitzGerald & Mills, 2022). Participatory observation provides an opportunity for researchers to note nuances that may not be revealed in interviews, such as students' body language, their anxiety, and how they interact with the audience. In this way, observation provides more holistic information about students' speaking skills.

Documentation is the third data collection technique used in this study. Documentation includes collecting video recordings, photographs of activities, and documents related to Muhadharah activities, such as lecture materials and activity schedules. Documentation is a very strong source of data because it provides clear and detailed evidence of the activities observed to validate the research results (Mays & Pope, 2020). Documentation provides objective data that is accountable and can be used to enrich data from interviews and observations (Dewi, 2022). Video and photo recordings will allow researchers to review what happened during the Muhadharah activity and provide visual evidence of how students spoke in front of an audience. By combining

documentation, researchers can obtain a more complete picture of changes in students' speaking skills during the activity.

These three data collection techniques in-depth interviews, participatory observation, and documentation were chosen because each provides complementary data that enriches the research results. The use of different techniques in data collection can result in data triangulation, which increases the validity and reliability of research findings (Arib Rusli et al., 2025). By combining interviews, observation, and documentation, researchers hope to gain a deeper understanding of the impact of Muhadharah activities on students' speaking skills, as well as provide a more complete picture of how these activities influence students' personal development and ability to speak in public.

Data Analysis Techniques

Data analysis is an important part of research because at this stage, researchers process the data that has been collected to produce conclusions that are relevant to the issue being studied (Popenoe et al., 2021). In this study, researchers used thematic analysis to analyze qualitative data obtained through in-depth interviews, participatory observation, and documentation. Thematic analysis, according to (Mezmir, 2020), is a method of analysis used to find the main themes that emerge in qualitative data and provide a deeper understanding of the phenomenon being studied. In the context of this study, thematic analysis was used to identify and categorize themes related to the influence of Muhadharah activities on students' speaking skills.

The analysis process begins with transcribing data obtained from interviews and observations. All collected data will be read repeatedly by researchers to gain a deep understanding. According to (Santoso et al., 2022), this initial stage is an important step to ensure that researchers understand the context and meaning behind the collected data. After that, the researcher will code the data, which is to label parts of the data that are considered relevant to the research theme. Reveals that data coding is the process of marking certain parts of the text related to the phenomenon being studied, which are then grouped into specific categories (M.ikom, 2023). In this study, coding will be carried out based on themes related to the development of self-confidence, fluency in speaking, and interaction with the audience during Muhadharah activities.

After the data has been grouped, the next step is to find the main themes. Researchers will group similar or related codes to form larger themes. As explained by

(Pugu, 2024), this stage involves searching for patterns that reflect participants' experiences and perceptions of the activities being studied. Researchers will then identify relationships between themes and analyze how each theme can explain the phenomena occurring in the research context.

The final step in thematic analysis is data interpretation. In this case, researchers will link the themes found with the research objectives and questions, and provide an interpretation of the impact felt by students after participating in *Muhadharah* activities. Data interpretation is a process in which researchers explain research findings in the context of relevant theory or literature (Desfitra et al., 2024). The researcher will explain how students' speaking skills developed and what factors influenced these changes, based on the results of the thematic analysis.

RESULTS

Students' Initial Speaking Conditions Before the Implementation of *Muhadharah*

To explore students' initial speaking conditions before the implementation of *Muhadharah*, semi-structured interviews were conducted with four fourth-grade students consisting of two male and two female students. The interviews aimed to capture students' perceptions, feelings, and experiences related to speaking activities in the classroom. Interview data revealed that students generally experienced anxiety and low confidence when asked to speak in front of the class. One male student (Student A) stated that he often felt nervous and afraid of making mistakes when speaking publicly. He explained that speaking in front of many classmates made him uncomfortable because he worried about being laughed at if he spoke incorrectly. This feeling caused him to speak softly and avoid eye contact during classroom speaking activities.

"I feel nervous when I have to speak in front of the class. I'm afraid my friends will laugh if I make a mistake, so I usually speak quietly." (Student A, male)

Similarly, another male student (Student B) expressed that he lacked confidence due to limited speaking practice. He mentioned that he rarely spoke unless directly asked by the teacher and preferred to remain silent during discussions. According to him, speaking activities in class were usually brief and did not allow him to practice speaking at length.

“I usually don’t talk unless the teacher asks me. I’m not used to speaking for a long time in front of the class.” (Student B, male)

Female students also shared comparable experiences. One female student (Student C) stated that she often felt shy and forgot what to say when standing in front of her classmates. She explained that nervousness made her speech unclear and caused her to pause frequently. This condition led her to avoid volunteering for speaking tasks.

“When I stand in front of the class, I feel shy and suddenly forget what I want to say. My voice becomes small.” (Student C, female)

Another female student (Student D) reported that she felt uncomfortable speaking because she lacked confidence in her pronunciation and feared making errors. She explained that this fear made her hesitant to speak loudly and express her ideas freely.

“I’m afraid my pronunciation is wrong, so I don’t like speaking in front of many people.” (Student D, female)

Overall, the interview data shows that students' initial difficulty in speaking is influenced by psychological factors such as fear of making mistakes, embarrassment, and lack of confidence, as well as limited opportunities for structured speaking practice. Both male and female students expressed similar concerns, indicating that speaking anxiety is a common experience among students prior to the implementation of Muhadharah. These findings provide qualitative support for the observational data and serve as a basis for analyzing changes in students' speaking development after the adaptation of the Muhadharah model.

Triangulation of Interview and Observational Data

The interview findings were consistent with the results of classroom observations conducted prior to the implementation of Muhadharah, indicating strong data triangulation. Students' expressions of nervousness, fear of making mistakes, and reluctance to speak were clearly reflected in observable classroom behavior. During preliminary speaking activities, students often avoided eye contact, maintained a stiff posture, and spoke in a low voice, which was consistent with the students' statements in the interviews describing feelings of anxiety and lack of confidence. Further field notes indicate that students rarely speak voluntarily and often require direct instruction from the teacher to participate in oral activities. This behavior reinforces interview data in

which students report being unfamiliar with long speaking tasks and preferring to remain silent unless explicitly called upon. In addition, frequent pauses, unclear articulation, and dependence on teacher cues observed during class activities support students' claims about forgetting what to say and feeling unsure about pronunciation.

The convergence of interview data from male and female students with the findings of the observation reinforces the credibility of the results. The consistency between what students expressed verbally during interviews and how they behaved during classroom observations confirms that students' initial speaking difficulties were influenced by psychological factors, such as fear and shyness, as well as limited exposure to structured speaking practices. This triangulation establishes a reliable basis for analyzing changes in students' speaking skills after the implementation of the Muhadharah model.

Changes in Students' Speaking Confidence During Muhadharah Activities

Observational data collected during the implementation of Muhadharah showed a gradual but consistent increase in students' confidence when speaking. As students became accustomed to the structure and sequence of activities, they appeared more relaxed when performing in front of their classmates. Initial signs of anxiety, such as stiff posture and avoiding eye contact, decreased over time. Students exhibited more stable posture, clearer voice projection, and increased eye contact during oral presentations. Some students who were initially reluctant to participate began to show a willingness to participate wholeheartedly. These observational findings were reinforced by interview data obtained during the implementation process. Students reported feeling more comfortable and confident because Muhadharah was conducted regularly and followed a predictable routine. One student explained that repeated practice made speaking feel less intimidating and more familiar, allowing them to speak with more confidence in front of their classmates.

Further interviews with teachers supported these findings. Teachers reported that repeated exposure to Muhadharah activities gradually reduced students' anxiety about speaking and shifted their perception of speaking from a stressful task to a routine classroom activity. According to the teachers, students became more confident standing in front of the class and showed fewer signs of nervousness compared to their initial

behavior. The integration of religious elements into Muhadharah was also considered to contribute to students' comfort, as the activity felt meaningful and familiar to them. The convergence of observation and interview data shows that consistency, routine, and a supportive learning environment play an important role in strengthening students' confidence in speaking. These findings indicate that Muhadharah not only provides an opportunity to practice speaking but also a psychologically safe space that encourages students to gradually overcome anxiety and build confidence in oral communication.

Students' Speaking Conditions After the Implementation of Muhadharah

To examine changes in students' speaking conditions after the implementation of *Muhadharah*, follow-up semi-structured interviews were conducted with the same four students who participated in the initial interviews. The interviews focused on students' experiences, feelings, and perceived changes related to speaking activities following their participation in regular *Muhadharah* sessions.

Interview results indicate a positive shift in students' perceptions toward speaking in front of the class. One male student (Student A) reported feeling more confident and less afraid of making mistakes. He stated that frequent practice during *Muhadharah* made him more accustomed to speaking publicly and helped him speak with a louder and clearer voice.

"Now I feel more confident because I often practice speaking during *Muhadharah*. I'm not as afraid of making mistakes as before." (Student A, male)

Another male student (Student B) explained that he became more willing to participate in speaking activities and no longer waited to be appointed by the teacher. He mentioned that the structured routine of *Muhadharah* helped him prepare mentally before speaking.

"I feel braver now. Sometimes I want to try speaking without waiting for the teacher to choose me." (Student B, male)

Female students also expressed noticeable improvements. One female student (Student C) stated that she felt calmer when speaking in front of her classmates and was able to remember what she wanted to say more clearly. She explained that practicing regularly helped her reduce nervousness.

“I’m not as shy as before. I can speak more calmly and remember my words better.” (Student C, female)

Similarly, another female student (Student D) reported increased confidence in her pronunciation and speaking volume. She noted that repeated speaking opportunities helped her feel more comfortable expressing her ideas aloud.

“I’m not too worried about my pronunciation anymore. I can speak louder and more clearly now.” (Student D, female).

DISCUSSION

The findings of this study indicate that adapting the Muhadharah model contributes positively to improving students' speaking skills, particularly in terms of confidence, fluency, participation, and interaction in the classroom. These results support the theoretical view that speaking skills develop optimally when students are given structured, repeated, and meaningful opportunities to practice oral communication in a supportive learning environment (Tansliova et al., 2023). The increase in students' confidence in speaking observed is in line with the affective factor theory in language learning, which emphasizes that anxiety and fear of making mistakes are major obstacles to oral performance (Mustikawati et al., 2024). Before the implementation of Muhadharah, students showed anxiety in speaking, avoidance behavior, and low confidence, as confirmed through observation and interviews. After participating in regular Muhadharah sessions, students showed a decrease in anxiety and an increase in willingness to speak, indicating that consistent exposure to speaking activities helps lower their affective filters. These findings are consistent with previous studies showing that regular public speaking practice can gradually reduce students' fear and increase their confidence (Sitinjak et al., 2024).

The structure of Muhadharah also plays an important role in improving students' speaking skills. According to social constructivism theory, learning occurs through repeated social interaction and participation in meaningful activities (Amna Saleem et al., 2021). Muhadharah provides students with clear speaking roles, predictable sequences, and peer audiences, allowing them to internalize speaking norms through social practice (Ali Ba’ul Chusna, 2021). This structure allows students to prepare themselves mentally

and linguistically before speaking, which contributes to a more stable posture, clearer articulation, and better fluency observed during implementation.

Kolb stated in (Suharto, 2022) that these findings support the experiential learning perspective, which views learning as a process of reflection on direct experience. Through repeated Muhadharah performances, students can implicitly reflect on their speaking experiences, learn from previous performances, and improve their skills in subsequent sessions. This process is evident in the improvement of students' ability to deliver complete sentences, organize their speech according to the sequence of activities, and control their intonation and voice projection. Similar findings have been reported in a study highlighting the effectiveness of performance-based speaking activities in developing oral communication skills at the elementary school level (Salsabila, 2024).

Another important aspect highlighted in this study is the role of a supportive and meaningful learning environment. Teachers noted that the integration of religious elements in Muhadharah made students feel more comfortable and emotionally secure. This finding supports character education theory, which emphasizes that a value-based learning environment can foster positive attitudes and emotional readiness for learning (Hafizi, 2023). When students perceive speaking activities as meaningful rather than merely evaluative, they tend to be more actively engaged and take risks in expressing themselves verbally (Mustikawati et al., 2024).

The increase in student participation and interaction in class outside of Muhadharah sessions also shows that this model has a transfer effect on students' speaking behavior in general. This supports the correlation between communicative competence, self-confidence, and speaking ability, indicating that the second variable (communicative competence and self-confidence) contributes to improving students' speaking ability (Akbar et al., 2025). Students who previously remained silent became more responsive during class discussions, indicating that Muhadharah helps foster broader communicative readiness.

CONCLUSION

Based on the results of research and discussions, this study concludes that Muhadharah activities can be used as an effective learning practice to develop students' speaking skills while strengthening religious education at the elementary school level.



Through Muhadharah, students are given regular opportunities to practice speaking in front of others in a structured and meaningful way, such as acting as a presenter, reciting the Quran, leading prayers, and delivering short messages, filled with rhymes and poems. These activities help students become more confident, more courageous in speaking, and more comfortable expressing themselves in front of their peers.

The findings also show that learning to speak in a religious environment creates a supportive and safe atmosphere for students. Religious elements in Muhadharah make students feel more familiar and calm, which reduces fear and anxiety when speaking. As a result, students are not only trained to speak clearly and confidently, but also learn values such as discipline, respect, and responsibility. This study shows that religious education and public speaking practices can support each other when integrated appropriately.

Overall, the implementation of Muhadharah shows that speaking skills do not need to be taught separately from religious education. Instead, religious activities can be an effective space for training communication skills while shaping students' character. Therefore, Muhadharah can be considered a relevant learning activity that connects Islamic education with the development of students' speaking skills as a platform for practising in Indonesian language lessons at primary level.

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