



Research Article

Quantum Learning Method Strategy in Maharah Kalam Learning Activities in Aidina Classroom of Students Ocean Arabic Pare Kediri

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Abstract. Learning maharah kalam (speaking skills) in Arabic requires methods that are able to create a fun, interactive, and able to arouse students' enthusiasm to actively communicate. This study aims to describe the strategy of applying the Quantum Learning method in maharah kalam learning activities in the Aidina Class, Ocean Arabic Pare Kediri Students. This study uses a descriptive qualitative approach, with data collection techniques in the form of observation, interviews, and documentation. The results of the study show that the Quantum Learning strategy is applied through several stages such as Prime, Experience, Label, Demonstrate, Review, and Celebrate. This strategy creates fun learning, increases students' confidence in speaking Arabic, and makes the learning process more meaningful. However, several challenges are still faced, such as the need for teachers' creativity and the limitations of learning media.

Keywords: Quantum Learning, Maharah Kalam, Learning Strategies, Arabic

INTRODUCTION

Arabic as the language of the Qur'an and the language of science has a central role in Islamic education (Fiddien, 2024). Mastery of Arabic as a language of active communication is one of the important focuses in learning in Islamic educational institutions, both formal and non-formal. One of the language skills that is the benchmark for success in mastering Arabic is maharah kalam which allows students to convey ideas, thoughts, and feelings orally with a good and correct language structure (Hasibuan, M., & Sari, 2019). Therefore, the process of learning speaking skills should be designed communicatively and contextually, involving a variety of methods that encourage students' active participation, such as dialogue, presentation, drama, and group discussions. This approach not only helps to increase students' confidence in speaking, but also fosters the habit of critical and reflective thinking in using Arabic functionally.

However, in practice, the teaching of maharah kalam often faces various obstacles, including low interest in speaking, fear of making mistakes, and learning methods that are still teacher-centered and do not provide space for students to be active. This has an impact on the slow improvement of speaking skills students in Arabic (Maulidiyah, 2020). To overcome this, innovative approaches are needed that can increase students' interest and learning effectiveness (Mukhlis, 2016). Of course, a learning approach is also needed that is able to create a positive, fun learning atmosphere, and encourage active student participation.

In addition, the learning of maharah kalam often still faces a number of obstacles, including the lack of student participation in speaking, the fear of making mistakes, to teaching methods that are less creative and monotonous (Ulya, 2019). As a result, students lack the confidence to express ideas verbally, which then has an impact on the low achievement of their speaking skills. This shows the need for innovation in learning methods, especially methods that are oriented towards a fun learning experience and involve the emotional side and motivation of students.

One approach that has proven to be effective in creating active, contextual, and fun learning is the Quantum Learning method. Quantum Learning is a learning model developed by Bobbi DePorter and her team, which combines the principles of accelerated learning, developmental psychology, and brain theory to create an effective learning atmosphere and touch the emotional aspects of students (Sari, M. N., & Yamin, 2017). This approach emphasizes the importance of a pleasant classroom atmosphere, active student engagement, experiential learning, and appreciation for each student's process and achievement (Hidayati, 2021).

In the context of learning Arabic, especially maharah kalam, the Quantum Learning method is very relevant because it provides a wide space for students to practice speaking in real situations, build confidence, and improve memory through creative and fun repetition (Suyanto, 2018). Learning is not only focused on the cognitive aspect, but also on the formation of positive attitudes towards language and communication. One of the institutions that has applied the Quantum Learning model in learning Arabic is Ocean Arabic Pare Kediri (Fiddien, 2024). The institution is known for its innovative and effective approach to learning Arabic (Rauhillah, 2016). Through the application of the Quantum Learning model, it is hoped that students can be more active, creative, and motivated in developing their speaking skills.

Students in the Aidina Class at the Ocean Arabic Pare Kediri institution are one of the leading classes in the Arabic language intensive learning program. The OCEAN institution is one of the best course institutions in Kediri and has learning methods that ensure that its students succeed in improving Maharah Kalam, as well as a forum for developing students who excel in the field of Arabic (Ike Nur Isnaini & Niswah MZ., 2024). In their learning practices, teachers in the Aidina Class apply the Quantum Learning strategy as the basis for learning, to create a fun and interactive atmosphere. It is interesting to study in depth to find out how the Quantum Learning strategy is applied, as well as the extent to which this method is effective in improving students' speaking skills in Arabic.

Thus, this study aims to describe the strategy of applying the Quantum Learning method in maharah kalam learning activities in the Aidina Classroom, as well as to analyze its influence on the development of students' speaking skills. This research will also explore the challenges faced in its application, so that it can contribute to the development of a more effective and humane Arabic language learning model. This research was carried out precisely at the time of the research starting from November 14, 2024, starting from planning (initial survey) until February 11, 2025.

RESEARCH METHODS

This study uses a descriptive qualitative approach. The subject of the study was a student of Aidina's class at Ocean Arabic Pare Kediri. This approach was chosen to gain a deep understanding of the strategy for the application of the Quantum Learning method in the learning of *maharah kalam* in the class of Aidina, Ocean Arabic Pare Kediri Students. Descriptive qualitative research allows researchers to directly explore the processes, interactions, and strategies implemented by teachers, as well as students' responses in learning Arabic naturally (Moleong, 2019).

The data collection techniques in this study consisted of participatory observation, in-depth interviews, and documentation. Observations were carried out to directly observe the application of Quantum Learning strategies during the learning process. Interviews were conducted with teachers and students to find out their views and experiences on the methods used. Documentation in the form of teaching tools, evaluation notes, and visual documentation is used to reinforce field findings (Sugiyono., 2018).

The data obtained was analyzed using the Miles and Huberman technique, which includes three main stages: data reduction, data presentation, and conclusion drawn. To ensure the validity of the data, source and technique triangulation techniques were used, as well as member checking with respondents to verify the findings (Miles, M. B., Huberman, A. M., & Saldaña, 2014). This analysis aims to provide an objective and in-depth picture of the effectiveness of the Quantum Learning strategy in improving students' Arabic speaking skills in the environment of ocean arabic institutions in the ocean arabic institution of pare kediri.

RESULTS AND DISCUSSION

This research was carried out to examine how the Quantum Learning method strategy is applied in Maharah Kalam learning activities (Arabic speaking skills) in Aidina, Ocean Arabic, Pare Kediri classes, and its effect on student learning outcomes.

Based on the results of the study, the researcher obtained data information from the results of interviews with classroom teachers on speaking skills. The interview aims to gather information related to how the quantum learning method strategy is used in aidina's classroom learning activities. The interview was conducted precisely on Sunday, February 9, 2025 and documentation of speaking skills learning activities (Tayib, 2025).

"The method used is the quantum learning method, how students are active for learning practice, etc. Students in class are expected to have to ask a lot of questions with mufradat or vocabulary with other things. It is also expected that 80% of students are more active than teachers with many practices than certain topics to be able to practice".

Based on the results of the interview with the teacher of the Aidina class, it was explained that the learning method used in the Maharah Kalam activity was the Quantum Learning method. The teacher said that this method was chosen because it encourages students to be active in practicing, especially in the use of Arabic directly in the classroom. In its implementation, students not only receive the material passively, but are involved in various practical activities such as dialogues, questions and answers, and simulations of situations relevant to daily life.

Teachers also emphasize the importance of the active role of students in the learning process, especially when they do not understand the material or have not mastered certain vocabulary (mufradat). In such conditions, students are encouraged to dare to ask questions and dig up further information, both to teachers and classmates. This is in line with the principle of Quantum Learning which positions students as the center of learning.

Furthermore, the teacher said that in the learning process, it is expected that 80% of classroom activities will be dominated by students, not teachers. This means that the teacher only plays the role of a facilitator who guides, while students become active subjects in language practice. Thus, the use of certain topics in learning is not only to be recognized theoretically, but is applied directly in the form of speaking or conversational exercises. This approach aims to familiarize students with using Arabic spontaneously, thereby significantly improving their speaking skills.

Based on the results of observations, interviews with teachers and students, and documentation of learning activities, the following findings were obtained:

1 Strategy for Applying Quantum Learning in Maharah Kalam

The results of the observation show that the learning of maharah kalam in the Aidina class uses the Quantum Learning strategy through the main stages:

a. Grow (Prime the Learning)

The teacher opened the class with a warm greeting, brief motivation, and ice breaking that aroused the students' spirit. It aims to create a positive atmosphere and increase students' mental readiness in receiving the material.



Picture 1. teacher giving motivation

The Prime the Learning Stage is the first step in the learning process which is very important to build students' mental and emotional readiness. At this stage, teachers play a role in creating a positive, warm, and fun classroom atmosphere from the beginning of the learning activities. This is done through various ways, such as greeting students in a friendly manner, playing light and soothing background music, providing motivational words, and inserting ice breaking activities or light games that attract students' attention. This fun initial atmosphere helps reduce tension, build a good emotional connection between teacher and student, and foster a spirit of learning in students. Thus, students become more mentally prepared to participate in learning and more open in accepting the material to be delivered. This stage is an important foundation for the learning process to run effectively and enjoyably.

b. Experience first-hand

Students are invited to experience the material provided in the form of real activities in speaking activities such as through role play, group discussions, simulations, and conversation practices using Arabic. Students have an easier time

understanding the language through hands-on experience. Students not only hear, but also experience firsthand the use of language in a meaningful context.



Picture 2. Students Discussing with Their Friends in Class

This image shows a group of students actively discussing in a small group. They exchanged opinions, used Arabic directly, and were seen engaging in the topics being discussed. The teacher did not seem to dominate, but only observed from a distance while occasionally giving light directions. The classroom atmosphere looks lively, relaxed, but still focused.

This image shows a student-centered learning concept where students are the main actors in the learning process. Students not only listen to the teacher's explanations, but actively speak, discuss, and build mutual understanding. By discussing, students are trained to dare to speak in Arabic, express opinions, and respond to friends' arguments. This is an effective way to practice fluency, vocabulary mastery, and courage in speaking in front of others.

Teachers act as guides, not knowledge centers. It creates a learning environment that is supportive, stimulates and directs, but does not dominate the conversation. That way, students are more free to express themselves and learn from each other. Group discussions like the one pictured also train students to work together, listen, convey ideas politely, and solve problems collectively. Discussions also foster learning independence while strengthening social relationships between students. The students who are discussing reflect a more active, communicative, and effective approach to modern learning. By allowing students to talk and discuss more, teachers have provided space for students to develop Maharah Kalam naturally and meaningfully.

c. Label It

After the activity, the teacher helps the students name new Arabic vocabulary, sentence patterns, and expressions as well as Arabic expressions used. This helps strengthen students' memory and comprehension structure.



Picture 3. teacher helping students name new vocabulary.

Label It is part of the learning strategy in the Quantum Learning method which plays an important role in strengthening student learning outcomes. After learning activities take place, whether in the form of discussions, presentations, games, or conversation simulations, teachers have a role to help students identify and name the linguistic elements that have been used, such as new vocabulary, sentence patterns, and Arabic expressions. This naming is done consciously so that students can relate their learning experience to the right linguistic concepts. By naming what has been learned, students not only use language spontaneously, but also understand the form and function of each word or sentence they speak. This process is essential for strengthening memory, as well as helping to build a more systematic and organized structure of understanding in Arabic language learning.

d. Demonstrate It

Students demonstrate their understanding through presentations, short dialogues, or storytelling in front of the class. The teacher gives direct feedback for improvement when students get mistakes in a gentle way.



Picture 4: Students Presenting in Front of the Class Using Arabic.

This image shows students standing at the front of the class, making presentations in Arabic, while their friends sit and listen seriously. The teacher sits at the side or back of the class, observing the course of the presentation without interruption. One student holds a note paper, while the other points to a medium (such as a poster, slide, or whiteboard) to support their explanation.

This image reflects a learning strategy that focuses on student activity. Students not only receive information, but also become speakers and conveyors of information in Arabic. Presentations encourage students to formulate ideas, express opinions, and explain topics to the audience. Presentations provide an opportunity for students to practice speaking skills in real life: from pronunciation, intonation, vocabulary choice, to the courage to speak in public. And also practice sentence structure, the use of Arabic expressions, as well as interpersonal communication skills.

By speaking in front of the class, students are trained to be confident and responsible for the material presented. Collaborating with friends during presentations teaches teamwork, role sharing, and support between group members. In the image, the teacher appears not to be dominant, suggesting that the role of the teacher has shifted from teacher to facilitator. The teacher provides direction at the beginning and feedback at the end, but during the process, students are given space to take over the class. In addition, classmates became active audiences, some took notes, some asked questions, and some commented. This creates a two-way interaction and a dynamic classroom atmosphere that is conducive to language learning.

A picture of a student presenting in front of a class in Arabic with his or her friends is a symbol of active, communicative, and collaborative learning. This is a form of implementation of the Quantum Learning method, where students are directly involved, learn through experience, and build understanding independently. With activities like this, students become the subject of learning, not just the object, so that Maharah Kalam learning becomes more effective and fun.

e. Review and Reflect

Material reviews are done with fun techniques such as quizzes, puzzles, and language games. Which aims to make students more enthusiastic in repeating lessons without feeling bored. Reflection is carried out so that students are aware of their learning process and outcomes.



Picture 5. students are reviewing the material that has been taught.

The Repeat and Reflection Stage is an important part of the learning process, especially in the application of the Quantum Learning method. In the repeat stage, the teacher reviews or repeats the material that has been learned using various fun and interactive techniques. Activities such as quick quizzes, Arabic-language puzzles, and language games are effective options to help students recall lessons without

feeling bored. Through this creative approach, students not only passively repeat the material, but also actively participate and be directly involved in the learning process.

Meanwhile, the reflection stage aims to provide space for students to reflect on their learning process and outcomes. Reflection can be done through discussion, questions and answers, or conveying their feelings and understanding orally. This process helps students realize what they have achieved, what is still a challenge, and how they are learning. Thus, students not only know the content of the material, but also understand the learning process itself, so that they grow awareness and motivation to continue to develop. The combination of fun repetition and deep reflection makes learning more meaningful, personalized, and effective.

f. Celebrate Learning

Every small success of a student in the aidina ocean arabic pare class is appreciated with praise, symbolic gifts, or recognition from teachers and friends. This increases students' enthusiasm for learning. The Celebrate Learning stage is an important part of the Quantum Learning method which aims to provide positive reinforcement to students for the achievements they have achieved. In this process, every small success achieved by students, whether in the form of improving speaking skills, having the courage to appear in front of the class, or successfully completing assignments, is given immediate appreciation.

The appreciation can be in the form of praise from the teacher, symbolic gifts such as stickers or points, or even recognition in front of classmates. Although simple, this form of celebration has a big impact on students' motivation and confidence. They feel rewarded for their efforts, not just the end result, so they are motivated to keep learning and trying new things. Thus, the classroom atmosphere becomes more positive and supportive, and students feel that the learning process is something fun and worth celebrating.

2 The Impact of the Application of Quantum Learning on Maharah Kalam

Based on the results of interviews and observations from researchers, it was obtained that (Haq, n.d.):

"The application of the Quantum Learning method in learning Maharah Kalam makes students more confident in speaking Arabic. Their speaking skills have also improved, both in terms of fluency and sentence structure. The classroom atmosphere feels more lively and dynamic, so learning is not boring. In addition, students show high interest and involvement during the learning process".

Based on the results of interviews and observations conducted by researchers, several important findings were obtained related to the impact of the application of the Quantum Learning method in Maharah Kalam learning in the Aidina Ocean Arabic Pare Kediri class. First, students show a significant increase in confidence in using Arabic orally. They seemed more courageous to express their opinions, ask questions, and discuss in Arabic in front of the class.

Second, students' speaking skills have made significant progress, especially in the aspects of fluency in speaking and the accuracy of sentence structure. Intensive practice-based exercises through dialogue, presentations, and language games have helped students master sentence patterns naturally. Third, the classroom atmosphere

becomes more lively and dynamic. The learning process is no longer monotonous, but full of interaction and enthusiasm, thus avoiding boredom among students.

Fourth, students show high interest and involvement during learning. They actively participate in various activities designed by teachers, such as language games, conversation simulations, and group discussions. This reflects the success of Quantum Learning's strategy in creating a conducive, fun, and supportive learning environment for students.

3 Challenges in Implementation

Some of the challenges faced by teachers in implementing the Quantum Learning method include (*The Results of the Researcher's Observations in the Aidina Class at the Ocean Language Course Institute, Pare Kediri, February 2025, n.d.*):

It is related to aspects of planning, implementation, and evaluation of learning. First, the preparation time required to design learning activities with this approach is relatively longer compared to conventional methods. Teachers must develop learning scenarios that are fun, creative, and involve all students, which of course requires high energy, imagination, and innovation.

Second, teachers are required to be creative and flexible in developing strategies for each learning session. This is a challenge, especially for teachers who are not used to an active and dynamic approach. Third, in its implementation, teachers must also manage the classroom well so that interactive learning activities do not turn into uncontrollable situations, especially if the number of students is large enough or the level of students' ability is diverse.

In addition, limited facilities and infrastructure such as interactive learning media, teaching aids, or audio-visual devices can hinder the implementation of the designed strategy. Teachers also often face difficulties in adapting Quantum Learning strategies to the diverse character and learning styles of students, because this method requires a personal and humanistic approach. The next challenge lies in the evaluation of learning outcomes. Quantum Learning emphasizes the importance of assessing student processes and engagement, not just the end result. Therefore, teachers need to design an assessment system that touches on the cognitive, affective, and psychomotor dimensions holistically. This is certainly not easy, especially if teachers are used to written test-based assessments.

However, these challenges can be overcome with teacher professional development, such as training, workshops, and discussions between fellow educators. With adequate support and a willingness to continue learning, teachers can gradually apply the Quantum Learning method effectively in improving students' Maharah Kalam skills.

CONCLUSION

The results of this study show that the Quantum Learning Strategy in the Maharah kalam learning activities in the Aidina Class of Ocean Arabic Pare Kediri Students is proven to have a positive impact and is able to create an interactive, fun, and effective learning atmosphere, as well as increase their confidence. Through structured strategic stages, students can more easily understand Arabic and dare to

use it in their daily lives. The successful implementation of this strategy shows that the Quantum Learning approach is feasible to be adopted in various language learning contexts, particularly for speaking skills. Although there are still challenges in its implementation, overall this method is very suitable to be applied in teaching foreign language speaking skills, especially Arabic.

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