



## The Influence of the Role Play Method Based on the Group Investigation Model on the Learning Motivation of Maharah Kalam

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### ABSTRACT

The role play method based on the group investigation model is a learning method that involves students to play a role as a certain character in a situation. Students can improve their critical thinking skills, communication, collaboration, creativity, and empathy through the stages of identifying topics and dividing students into groups, planning tasks to be studied, carrying out investigations, preparing final reports, presenting final reports, and evaluation. This study aims to describe the effect of the group investigation-based role playing learning model on the motivation to learn maharah kalam. This study uses a non-experimental quantitative approach with a correlational design. The study population was 97 students of MA Al-Hikmaturohmaniyah Sukorejo Pasuruan who followed the group investigation-based role playing learning model. The research sample was determined using a purposive sampling technique so that 30 grade XII students were obtained as respondents. The research data were collected using a Likert scale questionnaire consisting of 20 statement items, namely 10 items for variable X and 10 items for variable Y. The data were analyzed using a nonparametric inferential statistical procedure, namely Spearman's rank order correlation. This procedure was chosen from non-ordinal data and sampling did not use simple random. The results of the study found a value of  $r = 0.597$  so that the determination ( $R^2$ ) of 0.3564 indicates that variable X contributed 35.64% to the motivation to learn maharah kalam for grade XII students. Thus, the application of the role play model based on group investigation contributes to increasing students' learning motivation, active involvement, and courage to speak in learning maharah kalam.

*Keyword: role play, group investigation model, learning motivation, maharah kalam*

## Pengaruh Metode *Role Play* Berbasis *Model Group Investigation* terhadap Motivasi Belajar Maharah Kalam

### ABSTRAK

Metode *role play* berbasis model *group investigation* adalah metode pembelajaran yang melibatkan siswa untuk berperan sebagai karakter tertentu dalam suatu situasi. Para siswa dapat meningkatkan keterampilan berpikir kritis, komunikasi, kolaborasi, kreativitas, dan empati mereka melalui tahap mengidentifikasi topik dan membagi siswa dalam kelompok, merencanakan tugas yang akan dipelajari, melaksanakan investigasi, mempersiapkan laporan akhir, mempresentasikan laporan akhir, dan evaluasi. Penelitian ini bertujuan untuk mendeskripsikan pengaruh model pembelajaran *role playing* berbasis *group investigation* terhadap motivasi belajar maharah kalam. Penelitian ini menggunakan pendekatan kuantitatif non-eksperimental dengan desain korelasional. Populasi penelitian adalah 97 siswa MA Al-Hikmaturohmaniyah Sukorejo Pasuruan yang mengikuti model pembelajaran *role playing* berbasis *group investigation*. Sampel penelitian ditentukan menggunakan teknik purposive sampling sehingga diperoleh 30 siswa kelas XII sebagai responden. Data penelitian dikumpulkan menggunakan angket skala Likert yang terdiri atas 20 butir pernyataan, yaitu 10 butir untuk variabel X dan 10 butir untuk variabel Y. Data dianalisis menggunakan prosedur statistik inferensial nonparametrik yakni *rank order correlation* dari *Spearman*. Prosedur ini dipilih dari data tidak berjenis ordinal dan penarikan sampel tidak menggunakan random sederhana. Hasil penelitian ditemukan nilai  $r = 0,597$  sehingga determinasi ( $R^2$ ) sebesar 0,3564 menunjukkan bahwa variabel X memberikan kontribusi sebesar 35,64% terhadap motivasi belajar maharah kalam kepada siswa kelas XII. Dengan demikian, penerapan model *role play* berbasis *group investigation* berkontribusi dalam meningkatkan motivasi belajar, keterlibatan aktif, dan keberanian berbicara siswa dalam pembelajaran maharah kalam.

*Kata kunci: role play, model group investigation, motivasi belajar, maharah kalam*

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## INTRODUCTION

Arabic is an international language that plays a vital role in human life, particularly in the fields of religion, education, and global communication. In the context of Islamic education, Arabic holds a strategic position as the language of the Quran, Hadith, and various classical and contemporary Islamic literature. Therefore, Arabic language learning in madrasas aims not only to develop students' understanding of linguistic structure but also to develop their ability to use Arabic actively and communicatively in everyday life. In line with this, education emphasizes the crucial role of developing individuals who are able to adapt to developments and changes in the times. Therefore, seeking knowledge holds a crucial place and is obligatory for every Muslim, as stated in the hadith (Firdausi, 2023).

Arabic language learning in Islamic Senior High Schools (Madrasah Aliyah) is directed at mastering four language skills (maharah lughawiyyah): listening (maharah istima'), speaking (maharah kalam), reading (maharah qira'ah), and writing (maharah kitabah) (Ahmadi & Mustika Ilmiani, 2020). These four skills are interrelated, but speaking (maharah kalam) plays a crucial role as it serves as the primary means for students to express ideas, opinions, and feelings verbally. Maharah kalam is also an indicator of the success of communicative Arabic language learning. Learning steps that support speaking activities. The implementation phase is carried out through storytelling, retelling, group discussions, and role-playing, which have been proven to increase students' confidence and fluency in Arabic (Aprizal, 2021).

Based on initial observations at MA Al Hikmaturohmaniyah, particularly among 12th-grade students, student motivation in learning maharah kalam is still relatively low. This is evident in students' low interest and courage in speaking Arabic, their lack of active participation during learning, and their minimal involvement in dialogue activities. Furthermore, most students

exhibit shyness and a lack of confidence when asked to express their opinions or engage in dialogue in Arabic, resulting in passive and less communicative learning.

Learning motivation is a crucial factor determining the success of the learning process. According to Uno (2023), learning motivation is characterized by several indicators: a desire and longing to succeed, a drive and need for learning, hopes and aspirations for the future, appreciation for learning, engaging learning activities, and a conducive learning environment. If these indicators are not optimally developed, the learning process will not be effective. Therefore, learning strategies are needed to foster and strengthen these learning motivation indicators in maharah kalam learning.

Low student learning motivation is inextricably linked to the use of learning models and methods that still tend to be conventional and teacher-centered. In practice, teachers predominantly explain material, provide dialogue examples, and require students to memorize conversations, while students play a passive role as recipients of information. This learning pattern provides few opportunities for students to actively participate, interact, and express their language skills, resulting in a monotonous and boring learning process. This situation results in decreased student motivation in learning maharah kalam (Salsabila, 2025). Therefore, the teacher's role is crucial in creating a learning environment that encourages active interaction and collaboration among students. In this context, teachers are expected to optimally fulfill their roles, including as facilitators, topic organizers, discussion guides, and providers of constructive feedback.

The Role Play method provides students with the opportunity to portray specific characters or situations using Arabic, making learning more lively, contextual, and meaningful. Through this method, students not only understand the material theoretically but also practice their speaking skills directly. Furthermore, several studies have shown that students respond positively and enjoy the use



of the role-play method in Arabic language learning (Ishak & Aziz, 2022).

To optimize the implementation of the role-play method, a learning model that supports cooperation and active participation of all students is required. One relevant learning model is the Group Investigation (GI) model. The Group Investigation model is a cooperative learning model that emphasizes active student involvement in groups. Combining the role-play method with the Group Investigation model allows for collaborative, communicative, and student-centered learning (Suhartono, 2021).

This is supported by research by Lumaela (2025), which shows that collaborative-based learning models can increase student active involvement and interaction in the language learning process, resulting in more communicative and student-centered learning.

Based on the background description, the problem formulation in this study can be formulated. First, is there an influence of the Role Play method based on the Group Investigation model on the motivation to learn maharah kalam of class XII students of MA Al-Hikmaturohmaniyah Sukorejo Pasuruan? Second, what extent is the application of this method able to increase active involvement, courage to speak, and student learning motivation in the Arabic language learning process?

Based on the problem formulation, the purpose of this study is to determine and analyze the effect of the Group Investigation-based Role Play method on the motivation to learn Arabic language (maharah kalam) among 12th-grade students at MA Al-Hikmaturohmaniyah Sukorejo Pasuruan. It also examines the extent to which this method can increase students' active involvement, speaking confidence, and learning motivation in Arabic language learning.

The expected benefits of this research are its theoretical and practical contributions. Theoretically, this research is expected to enrich the body of knowledge in the field of Arabic

language education, particularly regarding the use of the Group Investigation-based Role Play method in increasing motivation to learn Arabic. Practically, this research is expected to serve as a reference for teachers in selecting and implementing innovative, interactive, and student-centered learning methods and models. For students, this research is expected to increase their motivation to learn, confidence, and speaking skills in Arabic. Furthermore, for future researchers, this study can serve as a reference and comparison in developing relevant research in the future.

The role play method is a learning approach that emphasizes the active involvement of students through the activity of portraying a character or specific situation. In the context of learning, this method serves not only as a means of delivering material but also as a medium for developing imagination, appreciation, and meaningful learning experiences. Kurniasih (2016) states that role-playing is a way to master material through developing students' imagination and appreciation, while Huda (2013) emphasizes that this method helps students discover the personal meaning of learning through group work. This opinion demonstrates that role-playing is not solely individual-oriented but also involves social interaction in the learning process.

According to Huda (2013), the role-playing method is a learning method that provides students with the opportunity to portray a specific character or situation, allowing them to develop communication skills, social interaction, and the courage to express their opinions. Indicators of the role-playing method include active student involvement, courage in role-playing, interaction between students, communication skills, and participation in learning.

In practice, the role-playing method is implemented through group activities in which students are assigned specific roles according to a pre-designed scenario. Slavin (2020) states that learning begins with group organization, then students act out the scenario while still being given room for improvisation.

Furthermore, the Group Investigation model is a cooperative learning model that emphasizes group collaboration, investigation, discussion, and presentation of group results. According to Slavin (2020), the Group Investigation model has several indicators, namely group collaboration, group member involvement, active discussion, responsibility for learning, and the ability to convey investigative results. Based on this theory, the indicators for variable X in this study include active student involvement, group collaboration, speaking confidence, participation in discussions, and communicative interaction in Arabic language learning.

Learning motivation is a crucial factor influencing the success of the learning process. In human life, motivation is closely related to the hope and desire to achieve certain goals, including in learning activities. Motivation does not emerge spontaneously; rather, it develops within the individual and can be influenced by the environment. Therefore, learning motivation can be understood as a psychological state that drives a person to optimally engage in learning activities. Syaodih Sukmadinata (2011) explains that motivation is the driving force that drives an individual to undertake an activity to achieve a specific goal. Furthermore, learning motivation can also be defined as the overall driving force within a student that generates learning activities and ensures their continuity. Purwanto (2007: 71) states that motivation is a conscious effort to influence a person's behavior so that they are compelled to take action to achieve a desired goal. Therefore, motivation functions not only as an initial driver but also as a guide and reinforcement in the learning process.

Sardiman (2007) emphasizes that learning motivation is a non-intellectual psychological factor that plays a role in fostering enthusiasm, enjoyment, and passion for learning. Motivation plays a significant role in improving the quality of the learning process and outcomes, as highly motivated students will study more diligently.

Therefore, motivation is a key determinant of student learning success.

Based on its source, learning motivation is divided into two types: intrinsic motivation and extrinsic motivation. Sardiman (2014) explains that intrinsic motivation is a drive that originates from within an individual without requiring external stimulation, enabling learning activities to be carried out based on personal awareness and desire.

Learning motivation plays a crucial role in the learning process. Sadirman (2014) states that learning activities require strong and consistent motivational support, as weak motivation will impact students' low learning efforts. Purwanto (2007) states that motivation has three main functions: encouraging individuals to act, directing actions toward specific goals, and selecting actions relevant to those goals. Thus, motivation acts as both a driver and controller of student learning behavior.

Furthermore, learning motivation can be identified through several indicators. According to B. Uno (2023), learning motivation is characterized by a desire and longing to succeed, a drive and need to learn, hopes and aspirations, appreciation for learning, engaging learning activities, and a conducive learning environment. Therefore, indicators of learning motivation in this study include a desire to succeed, enthusiasm for learning, interest in participating in learning, persistence in learning, and enthusiasm for learning maharah kalam.

Characteristics of students who are motivated to learn can be seen from their behavior during the learning process. Sadirman (2014) suggests that motivated students tend to be persistent in facing tasks, do not give up easily, have a strong interest in various problems, are more independent in learning, and are able to defend their opinions. Apart from that, students also have a tendency to seek and solve problems as a form of actualization of their learning motivation.



Several previous studies have shown that low motivation and speaking skills in Arabic language learning are common phenomena across various levels of education. Research by Salsabila (2025) found that low student motivation in Arabic learning is caused by the perception that Arabic is a difficult subject and the use of conventional learning methods that lack active student engagement. This condition results in low student engagement, interest, and confidence in using Arabic orally. However, through the implementation of role-playing methods, student motivation significantly increased from low to high, as indicated by increased enthusiasm, participation, and self-confidence in learning.

Furthermore, research by Adibah et al. (2024) revealed that the use of role-playing methods in Arabic language learning has a positive impact on learning motivation and increases students' confidence in communicating orally.

Similarly, research by Munawaroh & Syarifuddin (2020) also showed that speaking skills (maharah kalam) remain a weak aspect because students tend to be passive, lack confidence, and have minimal communication practice. The results of this study demonstrated that the application of role-play techniques significantly improved speaking skills, including fluency, vocabulary mastery, and speaking confidence. This was because role-play created a communicative and interactive learning environment and provided students with the opportunity to use language directly in real-life contexts.

Another study by Zulpianto et al. (2017) corroborated these findings by demonstrating that the role-play method not only improved speaking skills but also positively impacted students' affective aspects. Students became more enthusiastic about learning, memorized vocabulary more easily, and experienced significant improvements in learning outcomes. However, this study also revealed that the role-play method requires good time management because the

implementation process is relatively longer than conventional methods.

Furthermore, research by Albana et al. (2023) showed that low Arabic speaking ability is also influenced by psychological factors such as lack of self-confidence, fear of making mistakes, and limited vocabulary. The results of this experimental study demonstrated that the role-play method proved effective in improving students' speaking skills, with significant increases in scores after implementation. This method is considered capable of creating more active and enjoyable learning and encouraging optimal student participation.

Based on these four studies, it can be concluded that the role-play method significantly contributes to improving learning motivation and Arabic speaking skills. However, most research still focuses on improving learning outcomes or speaking skills in general, and few specifically examine the effect of the role-play method combined with a cooperative learning model such as Group Investigation on motivation to learn Arabic. Therefore, this study is novel in integrating the role-play method with the Group Investigation model to increase learning motivation and active student engagement in Arabic learning.

## METHOD

This study uses a quantitative approach based on the positivist paradigm, a research approach that emphasizes objective measurement of social phenomena through the analysis of numerical data. According to Sugiyono (2019), Abubakar (2021), Razak (2017), quantitative research is a research method used to examine a specific population or sample with the aim of testing predetermined hypotheses through statistical analysis. The quantitative approach was used because this study aims to statistically determine the relationships and influences between variables based on data obtained from respondents. The type of research used is non-experimental quantitative research with a correlational design. According to Arikunto (2018), Fraenkel et al. (2012), correlational

research aims to determine the presence or absence of relationships and the level of relationships between variables without providing special treatment to the research subjects. A correlational design was chosen because this study does not provide treatment or compare experimental and control groups. Instead, it examines the relationship and influence between independent and dependent variables based on naturally occurring conditions among the respondents.

The research procedure was carried out through several stages: developing the research instrument, testing the instrument, distributing questionnaires to respondents, collecting data, processing data, analyzing data, and drawing conclusions. The variables in this study consisted of the independent variable (X), namely students' perceptions of the implementation of the Role Play method based on the Group Investigation model, and the dependent variable (Y), namely motivation to learn Maharah Kalam. Both variables were measured using a Likert-scale questionnaire with five alternative answers: (5) strongly agree, (4) agree, (3) undecided, (2) disagree, and (1) strongly disagree. Each variable consisted of 10 items, resulting in a total of 20 questionnaire items.

This research was conducted at MA Al-Hikmaturohmaniyah Sukorejo Pasuruan in February 2026. The population was all 97 students of MA Al-Hikmaturohmaniyah, consisting of grades 10, 11, and 12. The sample was determined using a purposive sampling technique, considering that grade 12 students had acquired relevant learning experiences with the Group Investigation-based Role Play method. This resulted in a sample size of 30 students. The variables used in this study were:

1. The Group Investigation-based Role Play method (X) was developed based on the Role Play method theory by Huda (2013) and the Group Investigation model theory by Shlomo Sharan and Yael Sharan. Indicators include active student

involvement, communicative interaction, group collaboration, discussion activities, and speaking confidence.

2. Motivation to learn maharah kalam (Y) is compiled based on the theory of learning motivation according to Uno (2023), with indicators including the desire to succeed, drive and need to learn, interest in participating in learning, perseverance in learning, and student enthusiasm in learning maharah kalam.

The data collection technique in this study used a questionnaire as the primary instrument to measure the research variables, along with documentation as supporting data related to the school profile and student population. The data obtained were then analyzed using SPSS version 25 for Windows. Data analysis was conducted in several stages: descriptive analysis to obtain a general overview of the data by calculating the average (mean) value for each variable; instrument testing, including validity testing to determine the validity of statement items and reliability testing to determine instrument consistency; and assumption testing, including normality and linearity testing, to ensure the data were normally and linearly distributed before further testing. Next, hypothesis testing was conducted using simple linear regression analysis to determine the effect of variable X on variable Y, and the coefficient of determination to determine the contribution of variable X to variable Y.

The total score for each variable was obtained by summing the scores of all statement items in the questionnaire. The Group Investigation-based Role Play method variable (X) consisted of 10 statement items, while the student's motivation to learn Maharah Kalam (Y) variable also consisted of 10 statement items. Each respondent's scores were then summed to obtain a total score for each variable used in the research analysis.

The data analyzed in this study were raw data derived from direct scoring of respondents'



responses to each questionnaire item. The analysis was conducted using the respondents' original scores without any standardization, transformation, or conversion into standard data.

The data analysis process in this study began with a data quality test, which included a validity test to determine the validity of the questionnaire items and a reliability test to measure the consistency of the research instrument. Validity testing was conducted using the Pearson Product Moment correlation, with the basis for deciding that a statement item is valid if the calculated *r* value is greater than the table *r* value at a significance level of 5%. Meanwhile, reliability testing was conducted using Cronbach's Alpha, with the criterion that the instrument is reliable if the Cronbach's Alpha value is greater than 0.60 using SPSS application.

Table 1  
 Instrument Reliability Test Results

Reliability Statistics		
Variables	Cronbach's Alpha	N of Items
Maharah Kalam Learning Motivation	0,685	10
Maharah Kalam Learning Motivation	0,658	10

## RESULTS

The results of the study indicate that the Role Play method based on the Group Investigation model has a positive and significant influence on the motivation to learn maharah kalam of class XII students of MA Al-Hikmaturohmaniyah Sukorejo Pasuruan. This is proven through the results of the rank order correlation analysis of 0.597 (Table 2). The coefficient of determination ( $R^2$ ) value of 0.3564 indicates that the Role Play method based on the Group Investigation model contributes 35.64% to student learning motivation.

Table 2  
 Spearman Rank Correlation Analysis Results

Correlations				
			X	Y
Spearman's rho	X	Correlation Coefficient	1.000	.597*
		Sig. (2-tailed)	.	.023
		N	30	30
	Y	Correlation Coefficient	.597*	1.000
		Sig. (2-tailed)	.023	.
		N	30	30

## DISCUSSION

From a first perspective, the results of this study indicate that the application of the Role Play method combined with the Group Investigation model can create an active, communicative, and collaborative learning atmosphere, thereby encouraging increased student learning motivation. Student involvement in role play provides opportunities for self-expression, interaction with peers, and direct use of Arabic in meaningful contexts. This aligns with research by Albana et al. (2023), which states that the Role Play method is effective in improving speaking skills because it builds student self-confidence and increases active participation in learning. Furthermore, research by Salsabila (2025) also shows that the use of the Role Play method can increase student learning motivation from low to high because learning becomes more engaging and less monotonous.

However, from a second perspective, although the Group Investigation-based Role Play method proved to be significant, its contribution was still moderate, at 35.7%. This suggests that student learning motivation is influenced not only by the learning method but also by other factors such as the learning environment, personal interests, teacher support, and the student's psychological state. These findings align with the findings of Zulpianto et al. (2024) stated that the success of

the Role-Playing method is also influenced by external factors such as time management and student readiness to participate in learning. Therefore, innovative learning methods alone are insufficient without the support of other supporting factors.

The strength of this research lies in the use of comprehensive inferential statistical analysis, namely simple linear regression and the coefficient of determination, which provides a clear picture of the relationships and influences between variables. Furthermore, this study is unique in combining the Role-Playing method with the Group Investigation model, a method not widely explored in previous research, thus providing a new contribution to the development of more innovative and student-centered Arabic language learning.

However, this study also has limitations, particularly the relatively small sample size of only 30 students, which means the results cannot be widely generalized. Furthermore, the number of variables studied was limited to one independent variable, thus not being able to comprehensively describe other factors influencing student learning motivation. Therefore, future research is recommended to use a larger sample size and include other variables such as learning interest, learning environment, or teacher strategies to obtain more comprehensive results.

Based on these results and discussion, it can be concluded that the Group Investigation-based Role Play method is an effective alternative learning strategy for increasing motivation to learn Maharah Kalam. Therefore, teachers are advised to implement interactive and collaborative learning methods continuously, while also considering other factors that can support increased student motivation.

## CONCLUSION

The Role Play method based on the Group Investigation Model has a positive and significant effect on the motivation to learn Maharah Kalam

(literacy) in grade XII students at MA Al-Hikmaturohmaniyah Sukorejo Pasuruan.

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