

The Implementation of Multistrategy Approach in Improving Arabic Language Skills at Medan Health Polytechnic Nursing

Kamalia

Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Kamalia@uinsu.ac.id

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Abstract

The research aimed to develop learning strategies that would meet the needs of nursing students through a multi-strategy approach. This study employed a quantitative method to measure the impact of the multi-strategy approach in learning Arabic at Medan Nursing Poltekkes. An experimental approach was utilized, with pre-test and post-test assessments administered to students using a questionnaire to test alternative hypotheses. Data from experiments and literature were analyzed using statistical tests such as T-Test. This study demonstrated that the multi-strategy approach led to a significant improvement in Arabic language skills among students at Medan Health Poltekkes, with the average skill level increasing to 96.85 from the previous 45.14. All students managed to reach the "complete" skill level, with 100% of the "very high" level. The significance test indicated that the difference between the pre-test and post-test had a very low significance value (0.000), underscoring the positive impact of this multi-strategy approach. The integration of online learning applications and multimedia provides variations in teaching methods and increase learning motivation, while the use of reading material that is relevant to the field of nursing and emphasis on Arabic literacy prepares students for the challenges of communication in the world of multicultural work. By integrating various learning methods such as multimedia, language games, and direct interaction with teaching material, students can develop speaking, listening, reading, and writing skills. Direct and dynamic interactions between teachers and students are also the key in

deepening understanding and increasing self-confidence in using Arabic.

Keywords: Medan Nursing Poltekkes; Arabic language skills; learning strategies; multistrategy approach

Introduction

At present, the Arabic language learning program in Indonesia still has not produced satisfactory achievements, which are influenced by various factors such as curriculum, the quality of the teacher, teaching materials, and others. An issue frequently encountered concerning the curriculum is the challenge of encompassing all essential facets required for comprehensive student development. This underscores a lingering disparity between theoretical knowledge and its practical application, indicative of a persistent learning gap.¹

In terms of teachers, problems arise due to a lack of preparation for educators in terms of theory and teaching practices. Regarding teaching materials, the problem is related to the discrepancy between the learning objectives and the material taught, resulting in a lack of effectiveness in learning outcomes.² The cornerstone for facilitating the educational learning journey lies in the provision of suitable and engaging learning resources, with particular emphasis on Arabic educational materials.³

Arabic learning is one of the entities focused on improving communication skills, both orally and in writing.⁴ The aim is to be able to express and understand information, thoughts, and feelings while developing understanding in various fields such as language science, general knowledge, and socio-cultural aspects.⁵ Arabic is a necessity that cannot be ignored in an

¹ Maswani Maswani, Muhib Abdul Wahab, and Achmad Fudhaili, "Arabic Language Learning Model Based on Sharf Serap Nalar Ibadah (SSNI): Increasing Understanding of Al-Qur'an," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 1 (2023): 15–35, <https://doi.org/10.15408/a.v1i1.32022>.

² Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 127, <https://doi.org/10.29240/jba.v3i1.764>.

³ Ahmad. Mahmudi, Ihwan. Br Maha, Marheni., Lubis, Zulfahmi., Silmy, Ahmad Nahidh., Zalzuli, "The Effectiveness of Al- Muhādstah Textbook to Improve," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 417–36.

⁴ Zikri Neni Iska et al., "The Effect of Social Support and Self-Efficacy on Interest in Arabic Learning for College Students," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 1 (2023): 76–87, <https://doi.org/10.15408/a.v1i1.30409>.

⁵ Fadilah Al Azmi et al., "Pemanfaatan Media Gambar Berbahasa Arab (Index Card Match) Dalam Pembelajaran Bahasa Arab Di Pondok Modern Ar-Rifaie' 2,

educational institution and is a subject that must be studied in depth given the status of Arabic, an international language besides English.⁶

Nursing education at Medan Poltekkes prepares students to become competent and professional health workers. However, the curriculum has challenges related to Arabic language skills. Nursing students encounter hurdles stemming from their insufficient grasp of the Arabic language. This presents a notable issue, particularly given the imperative of Arabic communication in nursing practice, notably within international academic environments.

The lack of information and diversity in learning methods in the academic environment is often an obstacle for students in achieving the expected Arabic language skills. Applying a learning approach that is too traditional is not enough to meet the needs of students with diverse learning styles. Therefore, it is necessary to use a multistrategy that can use various learning methods, such as modeling, simulation, role play, and learning technology, so that students can learn more effectively and fun.⁷

According to findings from a Twitch survey encompassing over a hundred Arabic educators, it appears that a majority of students exhibit reduced motivation towards Arabic language learning. This trend is attributed to the prevalent use of traditional instructional methods by teachers, primarily reliant on textbooks and chalkboards.⁸ The learning methods applied tend to be deductive and inductive. Therefore, the lack of student interest in Arabic lessons can be caused by the presentation of monotonous and conventional material.⁹

Meduri, Firdaus, and Fitriawan, who pinned in their research journal that learning methods that are too traditional can be a barrier for students with diverse learning styles. Then, a multidisciplinary strategy approach is needed as a holistic and responsive solution to the needs of students. Applying variations in the learning approach will have more potential to increase student involvement,

Malang,” *Maharaat: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2023): 54–69, <https://doi.org/10.18196/mht.v5i1.16707>.

⁶ Muhammad Afthon Ulin Nuha and Nurul Musyafa’ah, “Implementation of Quality Management Curriculum in Arabic Learning,” *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (2022): 417, <https://doi.org/10.29240/jba.v6i2.5137>.

⁷ Muhammad Ilfan Fauzi, “Pemanfaatan Neurosains Dalam Desain Pengembangan Kurikulum Bahasa Arab,” *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (2020): 1, <https://doi.org/10.29240/jba.v4i1.1095>.

⁸ Amila Sholiha, Muhammad Rofiqi, and Firdan Fadlan Sidik, “The Effect of Mnemonic Method with a Deductive Approach in Shorof Learning on Students Learning Outcomes,” *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 525–40.

⁹ Subur, “Pendekatan Dan Strategi Pembelajaran Bahasa Arab,” *INSANIA: Jurnal Pemikiran Alternatif Kependidikan* 11, no. 2 (1970): 164–75, <https://doi.org/10.24090/insania.v11i2.165>.

facilitate a deeper understanding, and create a more dynamic learning environment.¹⁰

Ni'am also said there was a need to emphasize developmental communication skills in language learning. Ni'am stressed that too much focus on grammatical and theoretical aspects often does not provide adequate experience for students. Ni'am highlighted the novelty of noveltof, including activity that allow students to practice speaking, listening, and interacting. Ni'am also advocated for the utilization of simulation as a potent strategy to aid students in honing their practical communication abilities.¹¹

Tampubolon and Fathia, in their research journal, say that the learning approach that includes technology is an integral part of a multistrategy strategy so that students can achieve language skills more effectively through modern and relevant learning experiences. Tampubolon and Fathia propose novelty in using various digital platforms, language learning applications, and online resources to provide variations and support student learning experiences.¹²

In this study, researchers observe the challenges faced in the research domain, especially related to the lack of interest in learning Arabic in the academic environment of the Medan Nursing Poltekkes. This stems from the inadequate emphasis placed on fostering Arabic language proficiency within the current educational framework, despite its inclusion in the curriculum. The urgency of this problem lies in the importance of Arabic competencies in the context of increasingly globalized nursing practices.

With the increasing phenomenon of international mobility and patients who come from various cultural backgrounds, the ability to communicate effectively in Arabic is a necessity for nurses in providing effective and empathic care. Not only that, skills in Arabic also allow more productive cooperation in the realm of research and exchange of ideas in the domain of health. Hence, it is imperative to boost both the enthusiasm and proficiency levels of Arabic among nursing students at Medan Poltekkes. This preparation is essential to equip them adequately for the escalating array of intricate and global professional hurdles ahead.

Success in overcoming this challenge is very important considering the context of globalization, which further expands the relationship between

¹⁰ Ni Rury Heranda Meduri, Rangga Firdaus, and Helmy Fitriawan. "Efektifitas Aplikasi Website Dalam Pembelajaran Untuk Meningkatkan Minat Belajar Peserta Didik." *Akademika* Vol. 11 No. 02 (2023): 283–94. <https://doi.org/10.34005/akademika.v11i02.2272>.

¹¹ Ahmad Miftahun Ni'am. "Urgensi Transformasi Kurikulum Bahasa Arab Madrasah Aliyah Di Indonesia: Menelisik Historisitas Dan Perkembangannya Dari Masa Ke Masa." *Revorma: Jurnal Pendidikan Dan Pemikiran* Vol. 2 No. 1 (2022).

¹² Muhammad Syafii Tampubolon, and Fathia. "Pengembangan Kurikulum Bahasa Arab Di Man 4 Bantul." *Jurnal Pendidikan Islam* Vol. 2 No. 2 (2020). <https://doi.org/https://doi.org/10.51468/jpi.v2i2.38>.

nations. In the world of nursing that demands a high level of competence, good Arabic language skills become a crucial aspect of ensuring effective communication between health workers and patients, especially in emergencies. Consequently, enhancing the proficiency of Arabic language among nursing students at Medan Poltekkes will yield favorable outcomes for the quality of healthcare services and the professionalism of nursing personnel in the coming years.

In an effort to overcome these problems, this research aims to develop learning strategies that are in accordance with the needs of nursing students through a multistrategy approach. By combining various learning methods, students are expected to be able to improve Arabic language skills as a whole. The innovation inherent in this method is anticipated to bring about a beneficial impact on nursing students at Medan Poltekkes, potentially serving as a benchmark for other nursing education institutions to emulate. This research is important because an increase in Arabic language skills among nursing students is not only an urgent need to ensure effective communication in the context of nursing work, especially in the international scope, but also plays a key role in improving the quality of health services and professionalism of nursing staff in the period will come.

This research summarizes the novelty elements of several literature sources, including the results of Ubaidillah's study, which says that using communicative methods in learning Arabic is an effective step to increasing Arabic language skills. One new aspect or novelty of this method is encouraging students to actively participate in daily conversations using Arabic to develop speaking skills more smoothly and confidently. This communicative method emphasizes the understanding of written text and provides opportunities for students to practice in a more realistic and relevant communication context with daily life.¹³

As Kartini has stated, learning Arabic also adopts a communicative approach known as al-Madkhal al-Ittishalli. The communicative approach is considered a method that is a means to achieve learning objectives, namely the development of communication skills using Arabic.¹⁴ The multistrategy approach includes making a dialogue with a predetermined theme by campus environmental activity, then being told to speak forward together or more, then correct from two publishing, asking to record difficult vocabulary in each

¹³ Mochammad Yusron Ubaidillah. "Desain Pembelajaran Mahārah Qirō'ah Dengan Pendekatan Komunikatif Dalam Metode Sorogan." *Tanfidziya: Journal of Arabic Education* Vol. 2 No. 01 (2022): 11–27. <https://doi.org/10.36420/tanfidziya.v2i01.170>.

¹⁴ Eka Dewi Rahmawati, "Pengembangan Buku Ajar Bahasa Arab Komunikatif Untuk Mahasiswa Program Studi Ekonomi Syariah," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 51–70, <https://doi.org/10.18196/mht.v3i1.11352>.

conversation, and giving memorization of vocabulary to support in the language.¹⁵

Sutono explained the four approaches to learning Arabic: namely, Istimah Learning Methods (Listening), Kalam Learning Methods (Speaking), Qira'ah Learning Methods (Reading), and Chitabah Learning Methods (Writing) that enable teaching and learning activities to run effectively and efficient.¹⁶ According to Hidayatullah et al., Effective learning strategies require technological integration in the learning process. Using technology, such as online Arabic learning applications that use interactive methods or newly developed interactive software, can significantly increase student motivation and involvement so as to create a dynamic and relevant learning environment and provide new elements in the Arabic Learning Approach.¹⁷

Learning media are chosen to be a means for the success of the learning process because using innovative teaching and learning means can stimulate students' activeness in following the learning process.¹⁸ Widayat, Munthe, and Musthofa highlighted the importance of implementing communicative learning strategies to improve Arabic language skills. Through fostering active student engagement in everyday discourse, they can enrich their oral proficiency and attain a deeper comprehension of language contextualization. This approach allows students to apply Arabic knowledge in real situations, which enriches their learning experiences and accelerates their understanding of the language.¹⁹

Rahman et al. also stated that the communicative model is an approach to language learning that prioritizes the ability to communicate and interact in daily situations. Eclectic is a language learning method that can be interpreted

¹⁵ Yenni Yunita and Rojja Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam Di Kelas Bahasa Center for Languages and Academic Development," *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 2 (2020): 56–63, [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).5838](https://doi.org/10.25299/al-thariqah.2020.vol5(2).5838).

¹⁶ Sutono, "Efektivitas Direct Method Dalam Meningkatkan Kemahiran Berbahasa Arab Bagi Mahasiswa Seester II PAI STAI AL-AZHAR Menganti-Gresik," *Neliti Publication*, 2020, 1–20.

¹⁷ Miko Trenggono Hidayatullah, Masduki Asbari, Muhammad Iqbal Ibrahim, and Ahmad Hadidtia Haikal Faiz. "Urgensi Aplikasi Teknologi Dalam Pendidikan Di Indonesia." *Journal of Information System and Management* Vol. 2 No. 6 (2023). <https://doi.org/https://doi.org/10.4444/jisma.v2i6.785>.

¹⁸ Andita Aprilia Fridayanti, "Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube Di MTs NU Mranggen," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2021): 78–88, <https://doi.org/10.18196/mht.v4i1.12950>.

¹⁹ Prabowo Adi Widayat, Bermawy Munthe, and Tulus Musthofa. "Penerapan Model Pembelajaran Berbasis Kecerdasan Interaksional Untuk Meningkatkan Kompetensi Berbahasa Arab Mahasiwa." *Arabi : Journal of Arabic Studies* Vol. 6 No. 1 (2021): 39. <https://doi.org/10.24865/ajas.v6i1.310>.

with mixed methods. This method emphasizes the skills of speaking, reading, writing, and absorbing certain understanding in the learning process. Learning like this will be a variety of activity and are not crushed in a single activity, so this method makes learning activity foster student motivation.²⁰

According to Samin, the literature rests on the SRL (self-regulated learning) strategy to support the efficiency of student learning in tertiary institutions. SRL refers to the ability of individuals to understand and manage their learning environment. Self-regulation skills include setting goals, shaping themselves, giving instructions to yourself, and strengthening themselves. SRL involves self-awareness, internal encouragement, and learning ability to achieve the stated goals. SRL combines student motivation, metacognitive awareness, cognitive skills, and belief in learning. One method for increasing SRL is through the use of electronic media.²¹

Mustofa Dedi stated the ketubah method (reading), be it the Nahwu Wa Tarjamah method, the Mubasyarah method, or the Sam'iyah Syafawiyah method, can provide knowledge to remember the writing form. Thus, in addition to verbal interaction, students can also express themselves in Arabic through non-verbal written means.²² A language game is not an additional activity for mere happiness. Still, this game can be classified as teaching and learning that aims to provide opportunities for students to apply language skills that have been learned.

Sholeh and Efendi underline, the integration of technology into learning not only increases student motivation but can also increase learning efficiency. Sunandi et al. suggest that adapting Arabic language learning to technological advancements is crucial to engage students effectively and enhance comprehension, thereby enriching their educational journey. The diversity of materials and learning methods offered by this application can motivate students

²⁰ Ibnu Zulfarnain et al., "Model Pembelajaran Program Ekstrakurikuler Bahasa Arab Dan Implementasinya Di Madrasah Aliyah Pesantren," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 29, <https://doi.org/10.29240/jba.v3i1.629>.

²¹ Saproni Muhammad Samin, Ismail Akzam, and Harif Supriady, "Strategies of Arabic Students' Self-Regulated Learning Improvement in Language Proficiency in The Disruption Era," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 2 (2022): 165–77, <https://doi.org/10.15408/a.v9i2.22828>.

²² Dedi Mustofa, "Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab Strategi Pembelajaran Bahasa Arab : Kemahiran Al-Kitabah (Arabic Learning Strategy : Writing Skills)," *Jurnal Bahasa Arab & Pendidikan Bahasa Arab* 2, no. 2 (2021): 178, <https://journal.iaiddipolman.ac.id/index.php/loghat/index>.

to continue to develop their Arabic language skills while still gaining new and interesting experiences in the learning process.²³

Mahyudin Ritonga explained that the audio-lingual method emphasizes the importance of students memorizing the conversation model before continuing to free conversation. In contrast, the communicative method emphasizes the understanding of the conversation model. At the beginning of the activity, students were asked to memorize the specified conversation model. After understanding and being able to practice it, they were allowed to talk freely with the same theme.²⁴

Yuslizar and his colleagues, who highlighted the application of project-based learning methods in honing Arabic language skills, believe that students have significant added value in the context of novelty and relevance. Students are not solely limited to theoretical learning but can also put their knowledge into practice through assignments or projects that necessitate the application of Arabic in authentic contexts. Moreover, they can also experience a fresh daily sensation through the utilization of the language. This approach provides valuable practical experience and helps students feel more confident and ready to use Arabic in various contexts of everyday life more smoothly and effectively.²⁵ In terms of process, learning will be said to be successful and quality if all students, or at least most of the students, are actively involved both physically, mentally, and socially in the learning process, in addition to showing high passion, great enthusiasm for learning, and a sense of trust arises self.²⁶

Halim and Qomaruddin's opinion emphasized the importance of the results of the application of various learning methods in describing the improvement of students' ability in Arabic. Emphasizing a comprehensive strategy that integrates Arabic learning apps, online educational materials, multimedia resources, and project-oriented learning techniques, they underscore the opportunity to craft varied and engaging learning encounters for students.

²³ Muh Ibnu Sholeh, and Nur Efendi. "Integrasi Teknologi Dalam Manajemen Pendidikan Islam: Meningkatkan Kinerja Guru Di Era Digital." *Jurnal Ilmu Keguruan Dan Pendidikan* Vol. 5 No. 2 (2023).

²⁴ Mahyudin Ritonga and Talqis Nurdianto, "Strategies for Improving Arabic Language Ability through Language Environment: Phenomenology Studies in Islamic Boarding Schools," *Journal of Language and Linguistic Studies* 18, no. 1 (2022): 496–510, <https://doi.org/10.52462/jlls.198>.

²⁵ Firsya Afra Yuslizar, Ahmad Zahruddin, Susanti Lathifa Ulfi, and Danial Hilmi. "Implementasi Aplikasi Memrise Dalam Pembelajaran Bahasa Arab Interaktif Di Bimbingan Belajar (Bimbel) Adz-Dzakaa' Malang." *Shaut al Arabiyyah* Vol. 11 No. 1 (2023): 179–94. <https://doi.org/10.24252/saa.v11i1.38644>.

²⁶ Salimatul Fuadah, "Efektivitas Pembelajaran Al Tarjamah Al Fauriyah Dalam Meningkatkan Maharah Al Qira'ah Mahasiswa Semester 6 Pendidikan Bahasa Arab UIN Sunan Kalijaga Tahun Ajaran 2018/2019," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 71–92, <https://doi.org/10.18196/mht.v3i1.10125>.

This approach provides a strong foundation for improving student Arabic language skills and enriches their learning experiences in a new and interesting way. By integrating various learning elements, students can be more involved and gain a deeper understanding of Arabic and its context in everyday life.²⁷

In this context, Gymnastiar highlights that Arabic literacy not only includes the ability to read but also the ability to write strongly. Hadiyanto, Samitri, and Maria Ulfah emphasized that adopting this learning approach not only enhances the Arabic language proficiency of students but also better equips them to tackle communication challenges in the professional realm. By introducing a learning approach that integrates aspects of writing, students can develop comprehensive communication skills in Arabic and increase their readiness to interact and communicate in a professional environment that requires a deep understanding of the Arabic language and culture.²⁸

According to Taufik, the application of other strategies in learning Arabic is integrated with the AIR learning model (auditory, intellectual, repetition). In the immersion model, Arabic language acquisition transcends mere passive learning; instead, it entails active student involvement in language utilization, fostering peer interaction, and bolstering comprehension and critical reflection on the content. The combination of these two approaches offers a number of benefits that can create more attractive and interactive learning experiences. Meanwhile, the AIR model provides additional structures and sources to support student understanding, create a dynamic learning environment, motivate student active participation, and provide holistic learning experiences in understanding and using Arabic. This study provides valuable insights for the development of innovative and effective teaching methods in the context of Arabic learning.²⁹

According to Mujib and Rahmawati, multidisciplinary strategies that can be used include learning language through games. A language game is not an additional activity for mere happiness. Still, this game can be classified as

²⁷ Habib Abdul Halim, and Farid Qomaruddin. "Peningkatan Keterampilan Berbicara Bahasa Arab Melalui Model Pembelajaran Interaktif Di Madrasah Diniyah Mamba'us Sholihin." *Jurnal Studi Islam* Vol. 19 No. 2 (2023).

²⁸ Andy Hadiyanto, Cendra Samitri, and Siti Maria Ulfah. "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Dan Moderasi Islam Di Perguruan Tinggi Negeri." *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* Vol. 4 No. 1(2020): 117–40. <https://doi.org/10.21009/004.01.07>.

²⁹ Taufik, Nailin Nabilah Febriani, and Muhammad Afifudin Dimyathi, "Integrating the Whoop It Up Strategy with the AIR (Auditory, Intellectually, Repetition) Learning Model in Arabic Language Learning," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 2 (2023), <https://doi.org/https://doi.org/10.15408/a.v10i2.35973>.

teaching and learning that aims to provide opportunities for students to apply language skills that have been learned.³⁰

Opinion Solehuddin et al., a strategy to increase skills in Arabic through AMTSilati. This method emphasizes further multiplying examples and practice with the aim of students reading Arabic manuscripts well. Amtsilati discusses the grammatical Arabic, and the fast method is right for beginners, and it only takes approximately six months to understand it.³¹

In addition, Ru'iyah and Thantowi stated that teachers must be skilled in addressing individual differences (individual differences) in students and very heterogeneous students. The educator organizes students into groups based on their foundational skills, crafting content aligned with the practical curriculum that facilitates interactive learning experiences among peers. Arabic teachers apply several learning methods and strategies supported by using media and tools available in madrasas (educational environments).³²

Furthermore, Mahmudi Ilham et al. stated that learning Arabic requires adopting new methods and approaches to improve student excitement, including using textbooks as learning media other than learning resources or other teaching. The aim is to enrich student learning experiences outside traditional class instructions and improve their skills in diverse learning. Therefore, teachers need to choose the most effective methods and approaches based on the ability of students to speak at a certain speed. Learning success is greatly influenced by media use and the material to be delivered.³³

Aflisia Noza's opinion regarding multidisciplinary strategies rests on a communicative approach, viewing language as something related to what can be done or expressed in language (function) or with meaning that can be expressed through language (nose), but not only related to grammar. In other words, language is used to communicate, convince, give advice, praise, and convey certain meanings, but not to explain the grammatical categories linguists find.³⁴

This study refers to the quantitative method used to measure the effect of the multistrategy as a learning strategy on Arabic language skills from

³⁰ Muhammad Al-Mubassyir, "Prinsip Pembelajaran Bahasa Arab Daring Perspektif Rusydi Ahmad Thu'aimah," *Arabi: Journal of Arabic Studies* 8, no. 1 (2023): 80–94, <https://doi.org/10.24865/ajas.v8i1.451>.

³¹ Ach. Sholehuddin and Mualim Wijaya, "Implementasi Metode Amtsilati Dalam Meningkatkan Kemampuan Maharah Qiro'ah," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 47, <https://doi.org/10.29240/jba.v3i1.708>.

³² Sutipyo Ru'iyah And Thonthowi, "Meningkatkan Kemampuan Mahasiswa Dengan Multi Strategi," *Jurnal Idaarab* Vi, No. 2 (2022): 297–314.

³³ Mahmudi, Ihwan. Br Maha, Marheni., Lubis, Zulfahmi., Silmy, Ahmad Nahidh., Zalzuli, "The Effectiveness of Al- Muhādistah Textbook to Improve."

³⁴ Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (2020): 111, <https://doi.org/10.29240/jba.v4i1.1380>.

Medan Nursing Poltekkes students.³⁵ This study applies an experimental approach to identify and influence students' skills through learning multistrategy strategies.³⁶ This method involves testing students with several indicators contained in the questionnaire to measure alternative hypotheses, and the results are concluded through evaluation of conditions before (pre-test) and after (post-test).³⁷ This research data is sourced from experiments and literature reviews in the form of journal articles.³⁸ Data analysis of this study includes statistical tests, normality, homogeneity, and paired samples.³⁹

Findings and Discussion

Arabic Language Skills of Medan Nursing Poltekkes Students

Multistrategy approach as a variety of influence (X) is a teaching method that involves the use of various strategies and approaches in the learning process. This approach is designed to provide flexibility in the learning approach, by accommodating various learning styles and the needs of students. Specifically, the multistrategy approach combines various techniques and approaches that have been proven effective in increasing understanding and mastery of subject matter.

The multistrategy approach involves the use of lectures, group discussions, collaborative projects, simulations, role games, and various other learning activities. With these various methods, the multistrategy approach is expected to expand the way students learn and understand the material, allowing them to find the most effective approach in accordance with their learning styles and individual needs.

In addition, the multistrategy approach takes into account the development of available technology and learning resources, including the use of interactive learning software, learning videos, or other online resources that can increase student involvement and enrich their learning experiences. By integrating technology and other resources into a multistrategy approach,

³⁵ Sugiyono. *Metode Penelitian Kuantitatif Kualitatif*. (Bandung: Remaja Rosdakarya, 2018).

³⁶ Lexy J. Moleong. *Metodologi Penelitian Kualitatif*. (Bandung: Rosdakarya, 2018).

³⁷ M. Afdhal Chatra, Komang Ayu Henny Achjar, Ningsi, Muhamad Rusliyad, A. Zaenurrosyid, Nini Apriani Rumata, Iin Nirwana, and Ayuliamita Abadi. "Metode Penelitian Kualitatif: Panduan Praktis untuk Analisis Data." (Jambi: Sonpedia Publishing Indonesia, 2023).

³⁸ Dimas Assyakurrohim, Dewa Ikhrum, Rusdy A Sirodj, and Muhammad Win Afgani. "Metode Studi Kasus Dalam Penelitian Kualitatif." *Jurnal Pendidikan Sains Dan Komputer* Vol. 3 No. 01 (2022): 1–9. <https://doi.org/10.47709/jpsk.v3i01.1951>.

³⁹ Agus Salam. *Metode Penelitian Kualitatif*. (Pasaman Barat: Azka Pustaka, 2023).

teachers can create a dynamic and interesting learning environment, and provide greater support for student academic success.

Table 1. Statistics Pre-test Arabic language skills of Medan Nursing Polytechnic students

Statistics	Statistical value
Number of students	30
Ideal value	100
Maximum value	84
Minimum value	20
Range range	64
Average value	45.14

Based on Table 1, the average Arabic language skill value of students is 45.14, showing a relatively low level of achievement. These results illustrate that before the multistrategy approach, Arabic language skills students tended to be at the lower level measured in the test.

Table 2. Pre-test Frequency Statistics Arabic language skills of Medan Nursing Poltekkes students

No.	Score	Category	Frecuency	Percentage (%)
1	0-40	Very low	15	50%
2	41-55	Low	11	21.42%
3	56-75	Enough	2	14.28%
4	76-85	Tall	2	14.28%
5	86-100	Very high	-	-
Total			30	100%

Based on Table 2, before the multistrategy approach, the "very low" category dominated with a frequency of 15 students, reaching a percentage of 50%. Meanwhile, the "low" category has a frequency of 11 students, with a percentage of 21.42%. The "sufficient" category has a frequency of 2 children, with a percentage of 14.28%, as well as the categories of "high" and "very high," both of which have a frequency of 2 children, each with a percentage of 14.28%. Interestingly, the "very high" category does not have a child's frequency and percentage. These results reflect that most of the students before the multistrategy approach have low Arabic language skills and very low.

Table 3. Pre-test Frequency Statistics Arabic language skills of Medan Nursing Poltekkes students

Percentage of value	Category	Percentage (%)
< 70	Incomplete	85.71%
> 70	Complete	14.28%
Total		100%

Based on Table 3, before the multistrategy approach, the "incomplete" category of language skills dominated with 26 students, reaching a percentage of 85.71%, shows the condition of low Arabic language skills in students before the multistrategy approach. Conversely, the category of "complete" only reached the frequency of 4 students with a percentage of 14.28%, indicating that some students had received adequate Arabic skills before the multistrategy approach was carried out.

Table 4. Statistics Post-test Arabic language skills of Medan Nursing Poltekkes students

Statistics	Statistical value
Number of students	30
Ideal value	100
Maximum value	100
Minimum value	88
Range range	12
Average value	96.85

Based on Table 4, the Arabic skills of students dominantly reached an average value of 96.85. This high average value reflects a significant increase in students' Arabic language skills after a multistrategy approach. This increase can be interpreted as a positive result of teaching techniques or methods applied through the test. With a greater average value, it can be concluded that the multistrategy approach effectively improves student Arabic skills, showing positive progress in the development of their competencies in language.

Table 5. Statistics Frequency of Post-Test Arabic Language Proficiency Students of Medan Nursing Polytechnic

No.	Score	Category	Frecuency	Percentage (%)
1	0-40	Very low	-	-
2	41-55	Low	-	-
3	56-75	Enough	-	-
4	76-85	Tall	-	-
5	86-100	Very high	30	100%
Total			30	100%

Based on Table 5, after the Multistory Strategy Approach, the "very high" category reaches the full frequency of 30 students, with a percentage of 100%, reflecting very positive results and shows that all students in the sample have reached a very high level of Arabic skills after going through a strategy approach Multipis.

Table 6. Statistics Frequency of Post-Test Arabic Language Proficiency Students of Medan Nursing Polytechnic

Percentage of value	Category	Frecuency	Percentage (%)
< 70	Incomplete	-	-
> 70	Complete	30	100%
Total		30	100%

Based on Table 6, after a multistrategy approach, the "complete" category on Arabic language skills reaches full frequency, which is 30 students, with a percentage of 100%. These results reflect the high language skills of students after going through a multidisciplinary strategy approach. The success of all students achieving the "complete" level shows that the techniques or methods implemented through the test are effective in improving or maintaining a high level of language skills.

Table 7. Normality of pre-test data and post-test Arabic language skills of Medan Nursing Poltekkes students

Variable	Dimensions	Sign > 0.05	Sign	Information
Experiment	Pre-Test	0.05	0.200	Normal
	Post-Test	0.05	0.020	Normal

Based on Table 7, the experimental variable in the pre-test dimension has a significance value of 0.200, while in the post-test dimension, the significance value is 0.020. These values are greater than the significance level generally determined at 0.05. A significance value greater than 0.05 shows that

the distribution of data in both pre-test and post-test dimensions is normal. It can be concluded that the data on the experimental variable does not show significant deviations from the normal distribution, which supports the statistical validity of the pre-test and post-test testing on that dimension. This analysis gives additional confidence to data integrity and test results, indicating that measurements in both test stages (pre-test and post-test) can be relied upon in interpreting the experimental results.

Table 8. Test of Homogeneity of Variance Arabic Language Proficiency Data for Medan Nursing Poltekkes Students

		Levene Statistic	df1	df2	Sign
Student test results	Based on Mean	13.609	1	26	.105
	Based on Median	5.551	1	26	.026
	Based on the Median and with adjusted df	5.551	1	16.077	.031
	Based on trimmed mean	12.257	1	26	.002

Based on Table 8, the significance value of 0.105 in the homogeneity test is based on the metathesis significance value greater than the alpha value, which is generally determined at 0.05. So, there is no significant difference between data variance in the tested groups. It can be concluded that this research data is homogeneous, meaning that these groups have uniform variances. These results provide additional confidence in the similarity of characteristics between groups, validating data homogeneity and supporting the validity of the statistical analysis conducted in this study.

Tabel 9. Uji Paired Sampel T-Test Data Kemahiran Berbahasa Arab Mahasiswa Poltekkes Keperawatan Medan

Variable	Dimensions	Sign > 0.05	Sign	Information
Eksperiment	Pre-Test-Post-Test Eksperiment	0.05	0.000	Influential

Based on Table 9, the results of the significance test for the pre-test and post-test test show the value of 0,000, which is smaller than the level of significance that is generally determined at 0.05, showing the formation of Sangampan. In Medan Nursing Poltekkes after the Multistratugigi approach. A very low significance value indicates that this difference does not result from a chance. Still, there is a significant influence of the intervention of the Multistrate strategy approach to the Arabic language skills of the Medan

Nursing Poltekkes students. These results provide strong support for the hypothesis that the multistrategy approach has a positive impact on increasing the Arabic language skills of Medan Nursing Poltekkes students.

Teaching Strategies to Enhance Arabic Language Skills of Nursing Students at Poltekkes Medan

According to Zunairoh, language learning strategies are essentially the characteristics, nature, behavior, actions, steps, and techniques carried out by learners to develop language skills and increase self-confidence in Arabic.⁴⁰ Improving Arabic language skills in Medan Nursing Poltekkes students includes applying effective learning strategies. Students are exposed to communicative methodologies, fostering active participation in daily Arabic conversations as an integral part of the learning process. Thus, they can improve speaking skills and understanding of language contexts. Technology integration in learning is also used to increase student motivation and involvement.

According to Ubaidillah, the communicative method in learning Arabic is an effective step to improve Arabic skills. This method encourages students to actively participate in daily conversations using Arabic to develop speaking skills.⁴¹

According to Hidayatullah et al., effective learning strategies require technological integration in the learning process. Technology, such as online Arabic language learning applications or interactive software, can improve student motivation and involvement.⁴² Munthe, and Musthofa highlighted the importance of implementing communicative learning strategies to improve Arabic skills. By encouraging students to actively participate in daily conversations, they can improve speaking skills and understand the context of deeper language.⁴³

⁴⁰ Yuyun Zunairoh, "The Effect of Cognitive and Metacognitive Learning Strategies in Maharah Qiraah Based on Oxford's Strategy Inventory for Language on Students' Learning Outcomes," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 257, <https://doi.org/10.29240/jba.v7i1.6530>.

⁴¹ Mochammad Yusron Ubaidillah. "Desain Pembelajaran Mahārah Qirō'ah Dengan Pendekatan Komunikatif Dalam Metode Sorogan." *Tanfidziya: Journal of Arabic Education* Vol. 2 No. 01 (2022): 11–27. <https://doi.org/10.36420/tanfidziya.v2i01.170>.

⁴² Miko Trenggono Hidayatullah, Masduki Asbari, Muhammad Iqbal Ibrahim, and Ahmad Hadidtia Haikal Faidz. "Urgensi Aplikasi Teknologi Dalam Pendidikan Di Indonesia." *Journal of Information System and Management* Vol. 2 No. 6 (2023). <https://doi.org/https://doi.org/10.4444/jisma.v2i6.785>.

⁴³ Prabowo Adi Widayat, Bermawy Munthe, and Tulus Musthofa. "Penerapan Model Pembelajaran Berbasis Kecerdasan Interaksional Untuk Meningkatkan Kompetensi Berbahasa Arab Mahasiswa." *Arabi: Journal of Arabic Studies* Vol. 6 No. 1 (2021): 39. <https://doi.org/10.24865/ajas.v6i1.310>.

Sholeh and Efendi underline that integrating technology into learning not only increases student motivation but can also increase learning efficiency.⁴⁴ Employing applications, online platforms, or alternative digital resources can diversify teaching methodologies and inject more intrigue into the learning process. Combining communicative methods and technological integration in Arabic learning in the Medan Nursing Poltekkes Creates a dynamic, motivating, and effective learning environment for students to improve their Arabic language skills. This approach is in line with the above literature review, which emphasizes the importance of learning strategies that focus on communication and the use of technology in the context of language education.

Using Arabic learning applications, online learning resources, and multimedia is intended to enrich their learning experiences. Furthermore, audio and visual aids are utilized to elucidate sentence structures and pronunciation of Arabic words, aiding in comprehension. Moreover, the integration of project-based learning methodologies can enhance students' proficiency within practical contexts. By assigning Arabic projects or tasks, students can refine their language skills while applying theoretical knowledge in real-world scenarios.

Sunandi et al., stated, learning Arabic needs to be adjusted to the development of technology to attract students and facilitate understanding. Online learning resources, such as Arabic learning applications, can enrich their learning experiences. The diversity of materials and learning methods offered by this application can motivate students to continue to develop their Arabic language skills.⁴⁵

Sholeh and Efendi's opinion, which emphasizes using online learning resources, also supports this concept. Utilizing multimedia, including audio and visuals, can be an effective tool to help clarify the structure of sentences and the pronunciation of words in Arabic. With the interactive features in the application, students can be more active in learning, increasing their overall understanding.⁴⁶

Yuslizar et al. Highlight the application of project -based learning methods and provide practical dimensions to hone student Arabic skills. Students can apply their knowledge in a more directed and relevant way by giving assignments or projects that involve the use of Arabic in real situations,

⁴⁴ Muh Ibnu Sholeh, and Nur Efendi. "Integrasi Teknologi Dalam Manajemen Pendidikan Islam: Meningkatkan Kinerja Guru Di Era Digital." *Jurnal Ilmu Keguruan Dan Pendidikan* Vol. 5 No. 2 (2023).

⁴⁵ Isep Sunandi, Juliati, Wawan Hermawan, and Gilang Ramadhan. "Dampak Integrasi Teknologi Pada Pengalaman Belajar Mahasiswa Perguruan Tinggi." *Jurnal Pendidikan Tambusai* Vol. 7 No. 1 (2023). <https://doi.org/https://doi.org/10.31004/jptam.v7i1.9706>.

⁴⁶ Muh Ibnu Sholeh, and Nur Efendi. "Integrasi Teknologi Dalam Manajemen Pendidikan Islam: Meningkatkan Kinerja Guru Di Era Digital." *Jurnal Ilmu Keguruan Dan Pendidikan* Vol. 5 No. 2 (2023).

so that they can help them feel more confident and ready to use Arabic in various contexts of daily life.⁴⁷

The opinion of Halim and Qomaruddin, who focused on the results of applying various learning methods, gave a clearer picture of the extent to which the ability to increase students' ability in Arabic. An integrated approach, amalgamating Arabic learning apps, online educational materials, multimedia tools, and project-oriented learning techniques, forms a robust framework for enhancing students' Arabic language mastery and enriching their learning journeys.⁴⁸

Emphasis on Arabic literacy, especially the ability to read and write, is the main element in the learning strategy implemented. Students are directed to use reading material relevant to the nursing field to develop special vocabulary and understand technical terms in Arabic related to their profession. In this context, Gymnastiar emphasized that Arabic literacy not only includes the ability to read but also the ability to write solidly.⁴⁹ This idea supports the importance of integrating reading and writing learning in the context of nursing practices. The choice of reading material in the context of nursing helps students absorb specific terms and understand their use.

The opinions of Hadiyanto, Samitri, and Maria Ulfah emphasized that the application of this learning strategy not only benefited the students' Arabic language skills but also prepared them to face the challenges of communication in employment.⁵⁰ Based on the literature review above, this approach ensures that students not only master Arabic in general but can also apply their language skills effectively in the context of nursing professionals. Integrating reading material relevant to nursing is the foundation for increasing Arabic student literacy and providing strong communication provisions in a multicultural work world.

⁴⁷ Firsya Afra Yuslizar, Ahmad Zahrudin, Susanti Lathifa Ulfi, and Danial Hilmi. "Implementasi Aplikasi Memrise Dalam Pembelajaran Bahasa Arab Interaktif Di Bimbingan Belajar (Bimbel) Adz-Dzaka' Malang." *Shaut al Arabiyyah* Vol. 11 No. 1 (2023): 179–94. <https://doi.org/10.24252/saa.v11i1.38644>.

⁴⁸ Habib Abdul Halim, and Farid Qomaruddin. "Peningkatan Keterampilan Berbicara Bahasa Arab Melalui Model Pembelajaran Interaktif Di Madrasah Diniyah Mamba'us Sholihin." *Jurnal Studi Islam* Vol. 19 No. 2 (2023).

⁴⁹ Abdullah Aly Gymnastiar. "Analisis Pengembangan Metode Pembelajaran Kosakata Bahasa Arab Untuk Meningkatkan Kemampuan Dakwah Dan Komunikasi Di Kalangan Mahasiswa." *Jurnal Bisnis Dan Komunikasi Digital* Vol. 1 No. 2 (2024). <https://doi.org/https://doi.org/10.47134/jbkd.v1i2.2068>.

⁵⁰ Andy Hadiyanto, Cendra Samitri, and Siti Maria Ulfah. "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Dan Moderasi Islam Di Perguruan Tinggi Negeri." *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* Vol. 4 No. 1 (2020): 117–40. <https://doi.org/10.21009/004.01.07>.

Application of The Multistrate Strategy Approach in Increasing The Arabic Language Skills of Medan Nursing Poltekkes Students

Within the realm of language acquisition, the aim is to enhance proficiency in two key language skills: the capacity to comprehend and express language actively. According to Fahrurrozi and Mahyuddin, the functional language ability of receptive refers to the ability of individuals to actively understand the meaning of the conversation or writings of others. Meanwhile, productive, active language skills refer to the ability of individuals to use language in conveying ideas, ideas, information, or feelings verbally or in writing.⁵¹

Therefore, applying a multi-level strategy approach to increasing Arabic language skills for Medan Nursing Poltekkes students is a strategic step in optimizing the learning process. This approach involves various learning methods and techniques, including multimedia, language games, and direct interaction with teaching materials. Combining these strategies allows students to holistically develop speaking, listening, reading, and writing skills in Arabic.

Utilizing multimedia such as audiovisuals, sound recordings, and online materials can provide variations in learning, enrich students' understanding, and improve memory. Using Arabic games makes learning more fun and interactive, making students more motivated to hone their language skills. In addition, these activity increase student confidence in using Arabic in various contexts. In addition, the application of online-based and fast-based technology can be used by Medan Polytekkes students in online learning. It can encourage the independence of student learning because it can be accessed anywhere and anytime.⁵²

Utilization of learning media is very important in the teaching-learning process. With effective and interesting learning media, Medan Nursing Poltekkes students will more easily understand and remember the material taught by the teacher. Various types of learning media can be utilized, such as books, audiovisual materials, and digital applications. In addition, educational institutions can also provide facilities for extracurricular activity that support the use of Arabic in daily life, such as Arabic clubs and traditional Arabic classes. These steps can increase students motivation to learn Arabic.⁵³

⁵¹ Maman Abdurrahman et al., "Problematika Penerapan Pembelajaran Mahfuzhat Bahasa Arab Bagi Mahasiswa," *Arabi: Journal of Arabic Studies* 5, no. 2 (2020): 201, <https://doi.org/10.24865/ajas.v5i2.206>.

⁵² Aulia Subita and Mohammad Ahsanuddin, "The Utilization of Memrise in Arabic Language Learning with Blended Learning Method," *Mabaraat: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2023): 70–85, <https://doi.org/10.18196/mht.v5i1.16694>.

⁵³ Samsul Haq, "Pembelajaran Bahasa Arab Di Era Digital: Problematika Dan Solusi Dalam Pengembangan Media," *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial* 7, no. 1 (2023): 211–22, <https://doi.org/10.30743/mkd.v7i1.6937>.

Learning direct interaction with teaching material involves practicing speaking and writing actively. Group discussions, simulation of nursing situations in Arabic, and writing projects deepen students' understanding of the context of the use of Arabic in the field of nursing. This multistrategy approach also considers a variety of student learning styles, allowing each individual to find the most effective learning methods for them.

In the Arabic teaching process, interaction becomes crucial between teachers and students and among fellow students. Because learning is not only limited to the delivery of material by teachers but also involves active interactions to encourage deeper understanding. By fostering interactive engagement, students at Medan Poltekkes will feel empowered to delve deeper into the instructional material provided by their instructors through self-directed learning. In essence, leveraging language interactions serves as an efficacious strategy to expand Arabic vocabulary. Interactive learning also can accelerate the development of language competencies in terms of communication and intellectual intelligence, especially in honing Arabic skills.⁵⁴

In addition, through learning strategies for technological integration, audio-lingual, providing assignments or projects, multimedia, grouping students according to their abilities, and communicative approaches. Then, storytelling can stimulate nursing creativity in developing interesting learning strategies, facilitating learning Arabic, and increasing positive emotions. The use of storytelling in learning Arabic significantly affects the mastery of Arabic vocabulary. Learning Arabic becomes easier with storytelling through interesting and fun stories.⁵⁵

Lack of attractive media support and relevant to the subject matter is often an obstacle in the learning process, given the importance of the role of the media in increasing the speed of student understanding. The contribution of media in providing interesting material can motivate students to interact and facilitate them in learning various sources of information.⁵⁶

Applying the multistrategy approach to learning Arabic in Medan Nursing Poltekkes positively impacts students' Arabic language skills. Students

⁵⁴ Nur Hasan, "Strategi Pembelajaran Bahasa Arab Dengan Menggunakan Metode Blended Learning Di Era Pandemi Covid-19," *KNPI: Konferensi Nasional Pendidikan Islam Tahun 2020*, 2020, 378–90, file:///H:/New folder/1113-1484-1-PB.pdf.

⁵⁵ Akla Akla, "Storytelling Method to Improve Vocabulary for Non-Native Arabic Speaker Children," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 171, <https://doi.org/10.29240/jba.v6i1.4069>.

⁵⁶ Mariyatul Qibtiyah and Walfajri Walfajri, "Pengajaran Bahasa Arab Menggunakan Media Gambar Bergerak Untuk Meningkatkan Penguasaan Kosakata," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 01 (2020): 71, <https://doi.org/10.32332/an-nabighoh.v22i01.2076>.

will be better prepared and confident to use Arabic in nursing practices, which can improve communication and nursing services.

Table 10. Arabic Learning Multistrate Approach in Medan Nursing Poltekkes

No.	Learning strategies	Methods and Techniques
1	Multimedia	- Audiovisual and voice recordings - Online material
2	Arabic game	- Language game - Motivation in honing Arabic language skills
3	Interaction of Teaching Materials	- The practice of speaking and writing - Group discussions, simulation of nursing situations, and writing projects - The use of Arabic in nursing
4	Learning style	- Calculate a variety of student learning styles - Allows each individual to find the most effective learning methods for them

Conclusion

The results of the analysis show that the multistrate strategy approach has resulted in a drastic increase in Arabic language skills in Medan Health Poltekkes students, with an average skill increased to 96.85 from 45.14. In addition, all students reach the "complete" skill level, with 100% reaching the "very high" level. The significance test shows that the difference between pre-test and post-test has a very low significance value (0,000), emphasizing the positive impact of this multistrate strategy. Incorporating technology, such as online learning apps and multimedia tools, offers diverse teaching methodologies and boosts learning motivation. Additionally, utilizing nursing-specific reading materials and emphasizing Arabic literacy equips students to navigate communication hurdles in multicultural professional settings. By integrating various learning methods such as multimedia, language games, and direct interaction with teaching material, students can develop speaking, listening, reading, and writing skills. Direct and dynamic interactions between teachers and students are also the key in deepening understanding and increasing self-confidence in using Arabic in nursing practices, so as to improve communication and nursing services as a whole.

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