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DEMONSTRATION METHOD IN SCIENTIFIC KHITHABAH LEARNING FOR PBA UNNES STUDENTS

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Abstract: This study aims to analyze the need for the demonstration method in the teaching of *Khithabah Ilmiah* (Scientific Oration) for fourth-semester students of the Arabic Language Education program**.** Specifically, it seeks to analyze the necessity of developing new products (models, methods, media, teaching materials) and to assess the feasibility and requirements for such development.Product development can be initiated by identifying problems in existing or implemented products. Problems may arise because current or available products are no longer relevant to the target needs, learning environment, technology, learner characteristics, and so on.After analyzing the problem and the need for new product development, it is also necessary to assess the feasibility and prerequisites of the product development. These include: **Learning Effectiveness**: Developing a demonstration method can enhance learning effectiveness by providing students with a better understanding of the concepts or skills being taught. **Interactivity**: The demonstration method allows students to be actively involved in the learning process. They can observe, listen, and follow the steps shown by the instructor. **Practical Experience**: Demonstrations offer students practical experience, which helps them understand concepts or skills better than through theoretical learning alone. **Visualization**: Visual demonstrations can help students grasp abstract or difficult concepts that are hard to understand through words or images alone. **Motivation**: An engaging and interactive demonstration method can increase student motivation, as they can see the tangible results of what they are learning. **Diversified Learning**: Developing demonstration methods allows for variety in teaching, which can help students with different learning styles understand the material more effectively. **Performance Assessment**: Demonstrations can also serve as a tool for performance assessment, allowing students to demonstrate their ability to apply what they have learned. **Lecturer Engagement**: The demonstration method encourages lecturers to plan and present learning materials more effectively, which can also enhance their teaching skills. **Continuous Improvement**: The development of demonstration methods should be a continuous process. Evaluation and feedback from students and instructors should be used to consistently improve the method.The development of the demonstration method is an important way to improve the quality of education and help students better understand the subject matter. By designing and developing effective demonstration methods, we can create more meaningful learning experiences for students.

Keywords: Demonstration Method, Scientific Khithabah, Arabic Language Education.

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A. Introduction

The teaching of Arabic as a foreign language (TAFL) has undergone substantial transformation in recent decades, driven by both pedagogical innovation and technological advancement. Arabic, spoken by over 300 million people worldwide and serving as an official language in more than 20 countries, is increasingly relevant not only for religious and academic purposes but also for global diplomacy, international business, and intercultural communication. In Indonesia, Arabic language instruction is a fundamental component of Islamic education, particularly in institutions such as pesantren, madrasah, and higher education programs like Pendidikan Bahasa Arab (PBA). As learning objectives become more competency-based, the teaching of Arabic requires methods that go beyond rote memorization and grammatical drilling. Specifically, the ability to deliver *Scientific Khithabah* a structured, academic-style Arabic speech demands integrated mastery of language skills, critical thinking, and public speaking. *Scientific Khithabah* serves not only as a medium of expression but also as a pedagogical tool to train students in logical reasoning, persuasive communication, and confidence building.

However, traditional classroom methods often fall short in equipping students with the practical skills needed for effective oration. Students may understand the structure of a speech in theory but struggle to perform it confidently and coherently. This pedagogical gap calls for the incorporation of more interactive and experiential teaching methods, one of which is the ***demonstration method***. The demonstration method emphasizes learning by doing

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and observing. Instructors model a task or skill while students watch, analyze, and later replicate the process. This method has proven effective in skill-based education because it engages multiple senses, enhances learner motivation, and bridges the gap between theory and practice. When applied to *Scientific Khithabah* learning, demonstration enables students to observe real-time examples of speech delivery intonation, body language, and rhetorical strategies thus providing a concrete reference for their own performance.

This study aims to analyze the need, relevance, and feasibility of implementing the demonstration method in *Scientific Khithabah* learning for fourth-semester PBA students at Universitas Negeri Semarang (UNNES). It seeks to answer critical questions: To what extent is the demonstration method aligned with student needs and institutional goals? How do students perceive its usefulness? And what pedagogical benefits and challenges accompany its implementation? The findings are expected to contribute to the development of more effective, student-centered instructional strategies in Arabic language education. Arabic language teaching has undergone significant transformation due to global demands and technological advancements. As a foreign language, Arabic is spoken by over 300 million people and holds official status in more than 20 countries, making it increasingly relevant in fields such as business, diplomacy, education, and religion.

In Indonesia, Arabic is primarily taught within Islamic institutions and higher education programs like PBA (Arabic Language Education). Teaching methods have evolved from traditional grammar-translation models to more communicative and learner-centered approaches. The integration of technology and active learning strategies, such as demonstrations, is essential to adapt to diverse learner profiles and contextual needs.Scientific Khithabah, or scientific oration, is one of the core competencies that PBA students must master. It requires not only linguistic proficiency but also public speaking skills, logical argumentation, and confidence. Hence, an appropriate instructional strategy is needed to foster these multidimensional competencies.

B. Literature Review

1. The Demonstration Method in Language Education

The demonstration method is an instructional strategy that emphasizes showing rather than merely telling. According to Joyce, Weil, and Calhoun (2000), it is a model-based teaching approach where instructors perform a task or skill while students observe, analyze, and replicate. This method is particularly effective in developing procedural and psychomotor skills, as it integrates observation, imitation, and practice in a structured sequence.In language learning, demonstration provides learners with concrete examples of language use, enabling them to internalize pronunciation, intonation, vocabulary application, and non-verbal communication cues (Brown, 2001). It is especially useful in teaching skills that require active performance, such as speaking and listening.

2. Scientific Khithabah as a Pedagogical Focus

Scientific Khithabah is a structured, formal, and intellectual form of Arabic speech. Unlike general speaking practices, it demands mastery of formal language, logical flow, content organization, and public speaking ethics. Delivering a scientific speech in Arabic requires advanced proficiency in vocabulary, syntax, rhetorical devices, and cultural pragmatics (Nunan, 2003). Given its complexity, *Scientific Khithabah* cannot be effectively taught through passive or text-based instruction alone. It demands experiential learning, peer modeling, and guided rehearsalMall of which are characteristics embedded in the demonstration method.

3. Relevance of Demonstration in Arabic Language Education

The incorporation of the demonstration method in Arabic language instruction has been explored by several scholars. Harmer (2007) emphasizes that modeling spoken language through demonstration helps learners bridge the gap between input and output. Richards and Rodgers (2014) argue that performance-based teaching methods are essential in fostering communicative competence, especially in foreign language contexts where learners have limited exposure to authentic language environments.In the Indonesian context, Susanto (2013) notes that many Arabic learners in Islamic education institutions are capable of reading texts but lack expressive oral skills. This gap underscores the need for dynamic teaching strategies like demonstration, particularly in tasks such as Khithabah which require oral fluency and confidence.

4. Instructional Design and the ADDIE Framework

To ensure effective integration of the demonstration method, structured instructional design is necessary. The ADDIE model Analysis, Design, Development, Implementation, and Evaluation provides a comprehensive framework for educational intervention (Dick & Carey, 1996). Through ADDIE, educators can analyze student needs, design appropriate demonstration scenarios, develop materials, implement guided practice, and evaluate outcomes for continuous improvement.Applying the ADDIE model to Scientific Khithabah instruction allows educators to tailor demonstration sessions to learners' proficiency levels, monitor their performance, and refine pedagogical strategies based on feedback and assessment.

The demonstration method, as defined by Joyce and Weil (2000), involves the teacher showing how a task or skill is performed while learners observe, imitate, and later practice it independently. It combines elements of modeling, guided practice, and interactive learning. Research by Gagne (2005) suggests that demonstrations are particularly effective in procedural learning and skill acquisition.In the context of language learning, demonstration methods are beneficial for enhancing speaking, listening, and pronunciation skills. Brown (2001) argues that when students observe language use in real contexts, it supports cognitive and affective engagement. In Scientific Khithabah, this method becomes essential because students need to practice how to deliver ideas clearly and convincingly in front of an audience.Studies in teacher education programs (e.g., Richards & Rodgers, 2014) also highlight the role of demonstration in scaffolding learner autonomy and building confidence—two critical aspects for future educators and speakers.

C. Methodology

This research employs a **developmental approach** using the **ADDIE model** (Analysis, Design, Development, Implementation, Evaluation), a widely recognized instructional design framework. The study focuses on fourth-semester students of the PBA program at UNNES, who are enrolled in the Scientific Khithabah course. **Data Collection: Instruments**: Questionnaire and interviews. **Participants**: 32 PBA students. **Sampling Technique**: Purposive sampling. **Analysis**: Quantitative data were analyzed using percentage analysis; qualitative data were coded thematically.

Stages of Developing the Demonstration Method in the Teaching of *Khithabah Ilmiah* for Fourth-Semester Arabic Language Education Students

1. **Analysis**
   In the research model, the first stage is to analyze the need for the development of new products (models, methods, media, teaching materials), as well as the feasibility and requirements for product development. The development of a product can begin by identifying problems in the existing or implemented product. These problems may arise because the current or available product is no longer relevant to the need sof the target group, learning environment, technology, learner characteristics. After analyzing the problems and the necessity of developing a new product, we also need to assess the feasibility and the requirements for product development. The analysis process can be carried out by asking several key questions, such as: Can the new product solve the learning problems faced? Does the new product have the necessary facility support for implementation? Are lecturers or teachers capable of implementing the new product? Analyzing the new product is essential to determine its feasibility when applied.

2. **Design**
   Design activities in the research model refer to a systematic process that begins with designing the concept and content of the product. The design is written for each product component. Guidelines for implementing the design or creating the product should be written clearly and in detail. At this stage, the product design is still conceptual and will serve as the foundation for the development process in the next phase.

3. **Development**
   The development stage in the research model includes activities to realize the previously designed product. In the prior stage, a conceptual framework for the application of the new product was established. This conceptual framework is then actualized into a product ready for implementation. At this stage, it is also necessary to create instruments to measure the product's performance.

4. **Implementation**
   The implementation of the product in the research model for developing the demonstration method in *Khithabah Ilmiah* instruction is intended to obtain feedback on the product that has been created or developed. Initial feedback (preliminary evaluation) can be obtained by inquiring about aspects related to the product development objectives. The implementation is carried out based on the product design that has been made.

5. **Evaluation**
   The evaluation stage in the research on the development of the demonstration method in *Khithabah Ilmiah* instruction is conducted to provide feedback to product users, so that revisions can be made according to the evaluation results or to address needs not yet met by the product. The ultimate goal of evaluation is to measure the achievement of objectives.

D. Results and Discussion

Needs Analysis for the Development of the Demonstration Method in the Scientific Khithabah Learning for 4th-Semester Arabic Language Education Students:

1. Students have previously studied Arabic before entering university. Answered *Yes*: 16 (100%) because they attended Madrasah Tsanawiyyah and Madrasah Aliyah where Arabic wastaught. *No one answered No (0%).*

2. Students have used Arabic in daily life before entering university. Answered *Yes*: 5 (31.3%) because they lived in pesantrens (Islamic boarding schools) where using Arabic was mandatory. Answered *No*: 11 (68.8%) because their environment did not support the use of Arabic except during class hours.

3. Students had Arabic language skills before entering university. Answered *Yes*: 11 (68.8%) due to interest in reading and speaking Arabic and having been taught and guided in school Answered *No*: 5 (31.3%) because they studied at general high schools (SMA), not Islamic schools (MA).

4. Students were aware of Arabic language skills before entering university. Answered *Yes*: 12 (75%) they learneda boutit in pesantrens or schools. Answered *No*: 4 (25%) they only learned vocabulary and limited material explanation from teachers at MAN.

5. Students had learn ed Arabic listening skills before university. Answered *Yes*: 13 (81.3%) from school or pesantren. Answered *No*: 3 (18.8%) they only studied speaking, reading, and writing skills.

6. Students had learned Arabic speaking skills before university. Answered *Yes*: 13 (81.3%) from pesantren and school. Answered *No*: 3 (18.8%) due to lack of Arabic-speaking environment.

7. Students had learned Arabic reading skills before university. Answered *Yes*: 16 (100%) from pesantren and school. *No one answered No (0%).*

8. Students had learned Arabic writing skills before university. Answered *Yes*: 16 (100%) from pesantren and school. *No one answered No (0%).*

9. Students had learned to speak Arabic before entering university. Answered *Yes*: 13 (81.3%) from pesantren and school. Answered *No*: 3 (18.8%) learned Arabic but had limited speaking practice.

10. Students had learned how to speak Arabic correctly and properly. Answered *Yes*: 12 (75%), because they were required to do so at school and pesantren. Answered, *No*: 4, (25%), had learned but were not yet proficient.

11. Students used specific teaching materials in learning Arabic speaking skills (*Khithabah Ilmiah*). Answered *Yes*: 6 (43.8%) often watched Arabic speech/oration videos and practiced at home. Answered *No*: 10 (62.8%) developed speaking skills during school and sought references on social media.

12. Students are happy if Arabic speaking skills in the *Khithabah Ilmiah* course use the demonstration method. Answered *Yes*: 13 (81.3%) because it helps train public speaking skills and builds courage. Answered *No*: 3 (18.8%) felt neutral.

13. Students agree with the development of the demonstration method in Arabic speaking skills for the *Khithabah Ilmiah* course. Answered *Yes*: 15 (93.8%) because the method is suitable for teaching speaking skills. Demonstration allows students to model objects, events, rules, and sequences either directly or using appropriate media. Answered *No*: 1 (6.3%) because they have never tried it.

14. Students agree that the development of the demonstration method in Arabic speaking for the *Khithabah Ilmiah* course aligns with the vision and mission of UNNES. Answered *Yes*: 15 (93.8%) because the goals of a course should align with the university's vision and mission. Answered *No*: 1 (6.3%).

Design and Implementation of the Demonstration Method in Scientific Khithabah (Scientific Oratory) Learning PBA Students.

Effective Steps to Improve Understanding and Public Speaking Skills

Below are the steps you can follow to design and implement the demonstration method in scientific khithabah learning:

1. Lesson Planning:

- Define clear learning objectives. For example, the main goal of the lesson is to train students to develop public speaking skills and to organize a scientific oration effectively.
- Identify the scientific khithabah topics that will be used as learning material. Ensure that these topics align with the fourth-semester PBA curriculum.

2. Material Preparation:

- Prepare relevant and informative materials on scientific khithabah. These materials can include guides, examples of good scientific orations, and supporting reading sources.
- Create examples of scientific orations that will be used in the demonstration. These examples can be in the form of recorded videos or text transcripts.

3. Designing the Demonstration:

- Determine the demonstration format to be used. This may include multimedia presentations, video recordings, or live speaking in front of the class.
- Design a scenario or plan for the demonstration. Explain the steps to be followed in the scientific oration, such as the introduction, idea development, and conclusion.
- Ensure all necessary equipment and materials are available for the demonstration, such as a projector, computer, or whiteboard.

4. Conducting the Demonstration:

- During the demonstration session, show the necessary steps to properly prepare and deliver a scientific oration. Provide clear explanations and in-depth examples.
- Encourage student participation by asking questions and giving them opportunities to practice speaking in front of the class.
- Provide constructive feedback when students attempt to speak in front of the class.

5. Student Practice:

- After the demonstration, give students time to practice individually or in groups. Provide support and guidance as they practice.
- Assign individual or group tasks/projects involving the creation of a scientific oration. Set a deadline for task completion.

6. Evaluation and Feedback:

- Evaluate the students' progress in developing public speaking skills.
- Provide individual feedback to each student, both written and oral, regarding their strengths and areas for improvement.

7. Continuous Improvement:

- Use feedback from students and evaluation results to continually improve your demonstration method in scientific khithabah learning.
- Give students the opportunity to suggest how the learning process can be enhanced.
- Remember that mastering scientific khithabah requires time and consistent practice. With a well-planned demonstration method, you can effectively support the students' learning process.

E. Conclusion

The demonstration method emerges as an effective instructional strategy for teaching Scientific Khithabah. **Learning Effectiveness:** The development of the demonstration method can enhance learning effectiveness by providing students with a better understanding of the concepts or skills being taught. **Interactivity:** The demonstration method allows students to actively engage in the learning process. They can see, hear, and follow the steps demonstrated by the instructor. **Practical Experience:** Demonstrations provide students with practical experience that helps them understand concepts or skills more effectively than through theoretical learning alone. **Visualization:** Visual demonstrations can assist students in understanding abstract or difficult-to-grasp concepts that may not be easily conveyed through words or images. **Motivation:** An engaging and interactive demonstration method can increase students' motivation to learn, as they can observe the tangible results of what they are learning. **Diversified Learning:** The development of the demonstration method allows for variation in the learning process, which can help students with different learning styles understand the material more effectively. **Performance Assessment:** Demonstrations can also be used as a tool to assess students' performance, where they can showcase their ability to apply what they have learned. **Lecturer Engagement:** The demonstration method encourages lecturers to plan and present learning materials more effectively, which can also enhance their teaching skills. **Continuous Improvement:** The development of demonstration methods should be an ongoing process. Evaluations and feedback from students and instructors should be used to continuously refine and improve the method. The development of the demonstration method is an important way to improve the quality of education and help students better understand the material. By designing and developing effective demonstration methods, we can create more meaningful learning experiences for students.

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