

Teaching Innovation via Muhadharah to Enhance Rhetoric and Soft Skills

Alda Eky Nur Kholifah^{1*}, Maulid Agustin²

¹ Institut Ahmad Dahlan Probolinggo, Indonesia; aldaeky04@gmail.com

² Institut Ahmad Dahlan Probolinggo, Indonesia; maulidagustin95@gmail.com

ABSTRACT

This study aims to analyze and describe teaching innovations through the muhadharah method in improving rhetorical competence and soft skills of students at Islamic High School Model Zainul Hasan Genggong, Probolinggo. A qualitative approach with a case study method is used to explore the implementation of muhadharah activities in depth, starting from planning, implementation, to evaluation. The results of the study indicate that muhadharah, which is implemented systematically through two main models Muhadharah Kubro and Sugro is able to improve public speaking skills, critical thinking, self-confidence, and interpersonal skills of students in a bilingual context (Arabic and English). The role of teachers as facilitators, motivators, and innovators has proven crucial in assisting students through script guidance, performative training, and the use of artificial intelligence (AI)-based technology. These findings confirm that the integration of the muhadharah method in the learning process is able to form students who are communicative, adaptive, and ready to face global challenges. Thus, muhadharah becomes a contextual, effective, and relevant learning strategy in the development of modern Islamic education.

Keywords: Artificial Intelligence, Muhadharah, Public Speaking, Rhetorical Competence, Soft Skills

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INTRODUCTION

In the world of education, developing competence in rhetoric and soft skills are increasingly important aspects to support success participant educator in various fields of life. Ideally, formal education institutions should not only focus on academic achievement, but must also give attention to developing non-academic skills. This covers the ability to speak, listen, write in a way that is effective, functional as a means to convey ideas or messages clearly (Mukaromah et al., 2024), influence audience, think critically (Sulistyawati et al., 2023). The success of a speaker in this situation is also greatly influenced by soft skills such as empathy, communication, and interpersonal skills (Hamdani et al., 2022).

Mastery of rhetoric supports interactive learning and strengthening social connections in Education. Speaking skills in front of general allow participants to participate in discussions, presentations and activities collaboratively, so that increases understanding of material (Hilda, 2023). With proper rhetoric, they can put forward opinions, debates, and respond to social issues. Rhetoric, as art speaks play a role in developing self-confidence. Khoirunisa et al. (2024) confirm that an individual's belief in his competence is the main basis for his sense of self-confidence. Rhetoric training helps participants understand communicative potential, reduce anxiety, and increase courage speaking in front of the general.

On the other side, interpersonal skills or soft skills cover problem breakdown, team work, effective communication, and adaptation to changes. In education, skills This bridges academic knowledge with its implementation in real life (Khamalia et al., 2023). Mastery soft skills prepare participants facing the world of work, where communication and collaboration are highly valued (Khairiyah & Dewinda, 2022), and support innovation and environment conducive learning. Besides playing a role in professional development, soft skills are also important in social interaction. Education is not only oriented towards academics, but also towards the formation of character and interpersonal skills (Khamalia et al., 2023). Empathy for example, helping participants to understand other people's perspectives and building an inclusive environment (Mukaromah et al., 2024). Therefore, integration of rhetoric and soft skills in education becomes key in forming ready generation face social challenges. However, the low self-confidence in speaking in front of the general Still becomes constraints.

Learning in madrasahs is still focused on cognitive aspects with emphasis on theory and information, so that not enough give room for participants To develop speaking skills (Ambarwati et al., 2022). As a result, competence rhetoric and soft skills are often neglected, so innovation in the teaching system is required to overcome this challenge. One of the effective approaches is the muhadharah method, namely tradition speaking in front of general in Islamic education. Methods This Not only practice speaking skills, but also build confidence in yourself and improve the rhetorical abilities of participants. By integrating the law in curriculum, they are expected to communicate in a way that is effective and deliverable arguments with more skill (Aisyah et al., 2023).

Besides that, muhadharah plays an important role in increasing social skills and forming character, participants. Learning model that emphasizes social aspects can be reinforced with utilization of digital media, which supports communication and work The same team in accordance with the objectives of the law (Wijaya & Arismunandar, 2018). Integration technology in this method can also increase participation, active participants. More continue innovation learning like the law contributes to the improvement of quality in academic and non-

academic. Rosa (2023) confirm that habit of speaking in front of general help participant to become more competitive, especially in matters communication skills and self-confidence. Thus, the implementation of the law as an innovative teaching method is a strategic step in increasing the quality of madrasah education. If applied optimally, this method No only increases participant speaking skill but also forms character, social skills, as well as their readiness in facing future challenges

This study was conducted at Islamic senior high school Model Zainul Hasan Genggong, Regency Probolinggo, East Java, which is under the auspices of the Zainul Hasan Education Foundation. This madrasa is known as an innovative Islamic education institution, emphasizing character and social development as well as academic. One of the effective methods in increasing rhetorical skills and soft skills of study participants at this madrasah is through muhadharah activity. Election location study based on availability of supporting facilities, such as large halls and environments conducive to learning, as well as experienced teacher power committed to develop participant. the law routine held every day Saturday For practice speaking skills in front of general in various languages. This program is in line with the purpose of the madrasah in print graduates who do not only have superior academics but also have communication skills and high self-confidence (Supriadi, 2023).

Besides that, Islamic senior high school Model Zainul Hasan Genggong has applied technology in the activity muhadharah, allowing participants to train and speak with the support of AI-based learning tools. Use of educational applications that are equipped with technology introduction, like Duolingo and Rosetta Stone, helps increase motivation as well as participant speaking skills (Kharis, 2024). A previously studied carried out by (Nurhaliza, 2024) researched the influence of the law to trust self-participant students of Muhammadiyah 48 Middle School in Medan. The results show that the law increases self-confidence in a way gradually, from grade 7 which is still doubtful until grade 9 which is more independent in participating. In addition, curriculum the law contributes to the formation of character, such as attitude independent, responsible, and disciplined. Next study (Hidayah & Rohman, 2024) analyze factors supporting and inhibiting the law as well as the impact on participants' soft skills. The findings were obtained from MTs Mamiyai Al-Ittihadiyah Bromo Medan. show that the law increases communication skills, work together, and trust myself, even though there are constraints such as low motivation, shame, lack of preparation, and absence of participant.

This previous study lies in its focus on influencing the law to improve soft skills, using qualitative descriptive methods, and an Islamic education framework that emphasizes beneficial activities based on Islamic values. Both research also

identified supporting factors and also hindering the effectiveness of muhadharah. Besides evaluating the effectiveness of muhadharah, this research develops a new method, like exercise speaking multimedia based, approach based on projects, and assessments based on constructive criticism. Focus research also includes strategy rhetoric, speech structure, as well as nonverbal aspects such as Body language and intonation. Besides that, this research integrates the law with further development of wide soft skills, including breakdown problems, leadership, and creative communication.

This study aims to explore the influence of activity to improve self-confidence and competence rhetoric of participantd in madrasah. Through speaking activity in front of common practice in a structured and sustainable way, participants are expected to overcome feelings of anxiety, doubt and lack of confidence themselves. Besides that, this activity also trains skills in compiling arguments, speaking logically, and conveying opinions in a convincing way. This research highlights the importance of developing rhetorical skills in the learning process. Muhadharah is viewed as a supportive approach character formation, courage, and communication skills. Thus, these activities can be one of the effective learning strategies in increasing the quality of education in madrasahs.

This study is expected to contribute in the development of learning models more muhadharah methodical and systematic with concrete recommendations For increasing its effectiveness in Islamic education. This approach not only makes the law a means of improving self-confidence, but also as a medium of strengthening communication skills. With more structured methods, participants can develop into competitive and superior communicators. In addition, integration of technology in the law can enrich experience as well as increase participation, active participant. Therefore, this learning model needs to be continuously developed to provide optimal impact for Islamic education.

METHOD

This study uses qualitative approach with case study methods to analyze innovation teaching through the law in increasing competence rhetoric and soft skills of participants studied at Islamic high school Zainul Hasan Genggong Model. This study aims to understand in a deep way the implementation of muhadharah, the challenges faced, and the impact on communication skills and education. This research is descriptive qualitative in nature, where data is collected through observation, interviews, and documentation to obtain a comprehensive understanding about the effectiveness of the law as a strategy for learning.

Data collection techniques include observation and interview. Besides that, interviews were conducted with participants and the madrasah to obtain an outlook about the benefits and challenges of this program. Documentation is also

used to collect data from activity muhadharah. Data analysis was carried out with thematic analysis method covering data reduction, data presentation, and extraction conclusion (Hidayah & Rohman, 2024). Data reduction was carried out with select, summarize, and group data according to research focus. Next, the data is presented in narrative form to make it easier analysis, then drawn conclusions based on patterns, relationships, and impacts from the law to competence rhetoric and soft skills of participant. With this approach, the research is expected to provide a clear description about the effectiveness of the law in increasing competence rhetoric and soft skills of participants studied at Islamic senior high school Model Zainul Hasan Genggong.

RESULTS AND DISCUSSION

Implementation of the Muhadharah in Teaching at Islamic Senior High School Model Zainul Hasan Genggong

Islamic senior high school, The Zainul Hasan Genggong model is one of the middle school educational institutions that carries the slogan "Bilingual and Excellent School". Commitment to the implementation of this bilingual education Not only reflected in the formal curriculum, but also through various extracurricular activities that support strengthening competence in speaking foreigners, especially Arabic and English. One of the form activities is implementation of Muhadharah, a weekly program focused on developing speaking skills in front of general (public speaking). Findings show that this activity can practice participant in speaking in front of the general program and improve self-confidence (Chusna, 2021).

Activity Muhadharah at the Zainul Hasan Genggong Model Islamic senior high school designed in a systematic way to grow courage, ability rhetoric, as well as speaking skill. In line with bilingual school vision, this activity is implemented in two languages, namely Arabic and English. Based on the results of an interview with Mr. Agus The Great said, "the muhadharah that is packaged in the form of qissah, speech, sermon, storytelling, and monologue gives room for participants for expressing themselves in an active way, both in Arabic and English".

The Muhadharah activity becomes two focuses: speech and storytelling in Language English, as well as qisshah (story) and khiṭābah (speech) in Arabic. In this context, the head school as leader is expected to be able to provide adequate motivation and facilities For activities like Muhadharah, so that the results achieved can be more optimal (Febriyani & Hasanah, 2023).

Through this approach, participants are not only trained to be capable of conveying ideas and concepts coherently and convincingly in front of the public, but it is also expected to be capable of applying Arabic and English in a wider context, both in the academic realm and also in everyday life. This is become part

of the character and skills coaching strategy (Munandar & Solihutauafa, 2021), in particular in the aspect of communication and mastery of foreign languages. Thus, The Muhadharah activity becomes one of the important vehicles in developing competence participantd at Islamic senior high school Zainul Hasan Genggong Model, at the same time as a medium for integrating Islamic values, language skills, and public speaking abilities in an integrated and sustainable way.

Implementation Muhadharah activity at the Zainul Hasan Genggong Model MA has gone in a routine and systematic way. Activities This is held every Sunday one time and involves all over participants educating in a rotating way. Scheduling is done when the beginning of the semester, where each week has determined Who just participant who will be on duty for convey speech, story, or presentation in Arabic and English. Based on results observation and interview with Mr. Supriadi as the Advisor of Muhadharah said that "the implementation of muhadarah activity has been in progress in accordance with expectation. This is in line with opinion (Boonmoh & Jumpakate, 2019) which states that using Structured Instructions can in a way effectively increase participant education's speaking skills and self-confidence participant in speaking.

Implementation process of Muhadharah does not done in a spontaneous way, but through structured stages. Before appear in front general, participants required to compile script moreover previously in accordance with themes and languages that have been determined. The manuscript then consulted and corrected by the supervisor to ensure conformity structure language, truth content, and eligibility rhetoric before Finally presented. This process becomes very important because it involves evaluation of structure language, suitability of content, and eligibility rhetoric from the script (Fitriani, 2022). This is not only to write and think logically, but also forms discipline and responsibility answer participant in prepare maximum appearance.

Activity Muhadharah at the Zainul Hasan Genggong Model Islamic Senior High School is not only designed as an event to develop participants' speaking ability but also implemented with a systematic approach and directed methodology. In implementation, this activities shared became two main forms, namely The Muhadharah Kubro and Muhadharah Sugro, each of which own characteristics and scope different participants. The Muhadharah Kubro is a large scale activity involving all over level classes, namely participants from Class X, XI, and XII. This activity is usually implemented at the beginning of the month and becomes a shared forum all over participants such as skills giving speeches, telling stories, and bringing presentations in two languages, Arabic and English. In implementation, Muhadharah Kubro not only functions as a training medium for public speaking, but also as a periodic evaluation event to develop rhetorical abilities as participant in a collective cross class way. This activity also works as a

form of implementation from an inter-cohort learning approach (Lestari et al., 2024).

Temporary that, Muhadharah Sugro is activities carried out in a way weekly and periodically more limited, namely only involving One force in One room. In this activity the instructor can give more directed feedback to participants. Sugro activity allow mentor to pay attention to the learning process participants in a more close way, starting from compilation script, and pronunciation, to technique delivery. This approach supports the principle of scaffolding in learning, where the teacher or mentor gives customized assistance to participants' needs and capabilities (Daryati, 2024). The activity is implemented with similar procedure guidance, namely every participant required For make script more over first, then checked and corrected by the supervisor before displayed in front of the audience. This stage reflects implementation method writing-speaking integration method, where the abilities of writing and speaking are developed in a way simultaneously For strengthen participants' communication competence in a way t (Inayah & Rahayu, 2022).

With implementation of two activity models This Islamic high school Zainul Hasan Genggong model provides balanced space between personal development and collective skills in the realm of oral communication. This is in line with efforts to create a supportive learning environment learning active, reflective, and based on real practice, appropriate to contemporary pedagogy principles. In the context of improving muhadharah's effectiveness, the role of the teacher as mentor is very important to achieve the expected learning objectives. Teachers have not quite enough answers main in to form environment supportive and motivating learning participant For participate actively in muhadharah. Various studies show that learning effectiveness can be influenced by teaching techniques and communication skills possessed by teachers (Hapsari et al., 2021).

From the results interview with Mrs. Agus as the deputy head of curriculum at MA Model Zainul Hasan Genggong said, one of the roles is main teacher or mentor as facilitator who helps participant in selecting and developing themes appropriate speech. This process starts from the script writing stage, where participant directed To compile text speech, story, or appropriate presentation with structure Arabic or Good and correct English. The teacher then carries out the correction (editing) and revision process together participant, which does not only increase the quality of the text, but also enriches vocabulary and structure sentences used participant. By giving guidance and input, teachers can increase understanding of the participants to the material to be conveyed. In research, it was found that quality learning can increase when the teacher is actively involved in helping participant design and prepare their presentations (Aurina &

Zulkarnaen, 2022)&(Ramadan, 2024). Here, the teacher's expertise in direct discussion and help participant in organizing ideas very well required.

Besides that, teachers also function as a motivator. The motivation given by the teacher also plays an important role in increasing participant participation in educating in muhadharah. This is done through giving appreciation, positive reinforcement, and humanistic individual approach. Extrinsic motivation like awards, as well as intrinsic motivation in the form of support from proven teachers capable of reducing public speaking anxiety. Research by Afifah and Utami confirms that effective communication between teacher and participants can increase motivation and understanding of participants (Afifah & Utami, 2024). Finally, teachers also have not quite enough answers in developing innovation learning, such as integrating technology or creative methods in exercise Muhadharah. Use of digital media, presentation applications, or video recording becomes strategies that can enrich experience Study participant (Chusna, 2021; (Bariyah et al., 2024). Through this innovation, Muhadharah not only becomes a routine activity, but also a container for the actualization of 21st century skills, such as critical thinking, communication, and collaboration.

By operating various roles in a consistent and professional way, teacher or mentor own significant contribution in increasing effectiveness activity. It is concluded that activity Muhadharah at the Zainul Hasan Genggong Model MA is an integral part of strategy purposeful bilingual learning to increase competence in speaking foreign and speaking skills in front of general. Its structured implementation through two models, namely The Muhadharah Kubro and Sugro, shows a systematic approach and development - oriented methodology individual and also collective competence. The role of teachers is very crucial in accompanying participants to starting from the script compilation stage, training delivery, up to giving bait back to the constructive one. Teachers also work as facilitators, motivators, and innovators in creating interactive and supportive learning environments. With Thus, the activities of The Muhadharah No only increase ability rhetoric and language literacy participants, but also strengthen character, self-confidence, and skills.

Innovation in The Muhadharah to Improve Rhetoric Competence and Soft Skills

Innovation in Muhadharah at the Zainul Hasan Genggong Model MA has experienced significant development, especially in the frame of increasing rhetorical skills and educating participants' soft skills. Innovation not only focus on aspect content, but also includes methods and approaches applied during the learning process. Based on results interview with Mr. Supriadi as Muhadharah's mentor, delivered that "one of the main innovations is focus on individual

participant abilities, where they are given the opportunity to select and develop text speech based on their ability to speak well in Arabic and English."

This is in line with research that shows that when participant feel comfortable with the language used, then there will be improvement in speaking skills in a significant way (Puspitasari et al., 2024). In practice, the supervisor still gives example speech as references, but participants conduct independent searching, writing, and compiling text speech themselves. This process covers search relevant themes, writing text speech, as well as grammar check before delivery in front of the audience. (Naimah, 2024) States that giving a clear example from the teacher can make it easier for participants in imitating and adopting effective rhetoric techniques, so that they are capable of formulating arguments and organizing ideas systematically.

However, the implementation of this innovation is no exception to the challenges, especially related to the need for consistent practice and support in use of foreign languages. Although there are participant students who have their own high level of self-confidence, they still can experience obstacles such as forgetting material when speaking in front of the public. Therefore, training speaking in front of general in the context of two languages becomes very important to grow self-confidence at a time understanding to speech material. Trust self and material mastery are two components main contributors to successful participant in activity The Muhadharah (Puspitasari et al., 2024).

One of the significant innovations in Muhadharah at the Zainul Hasan Genggong MA Model is utilization of technology, in particular intelligence artificial intelligence (AI), which provides a big contribution to improving linguistic abilities and performative aspects of participant when giving a speech. This aims to support the development of speaking and communication skills in educating participants, which is increasingly important in the context of modern learning. AI can be utilized in analysis ability Language participant through various tools that provide verse come back in real-time regarding pronunciation, grammar, and vocabulary. With this more personal guidance, participants can improve their speaking skills in an independent and structured way. Study by (Tiara, 2022) show that use technology in learning Language is capable of increasing skills participant in a significant way Because they can practice and accept verse come back in a way directly. Besides that, AI also helps in compiling text speech with providing suggestions for improving grammar and structure sentences, as expressed by (Indriani & Wirza, 2020), which has a positive impact on the quality of the resulting speech.

As stated in research by (Puspita et al., 2024) participant's involvement in the learning process also increases through utilization of online platforms. participants can look for speech themes, compose scripts, and discuss through

virtual forums, which expand access to Power learning sources. This is not only encouraging exploration of ideas and new perspectives, but also improving critical power and creativity participants in compiling and delivering speech. Besides improvement in linguistic aspects, technology also supports the development of performative aspects. Participants can record their appearance the moment they give a speech and use AI based tools to evaluate their performance based on indicators such as intonation, body movement, and clarity of delivery. According to (Rupilele & Lahallo, 2022) this process encourages constructive self-reflection and sustainable improvement in speaking skills. In matter assessment, innovation in activity the law as means improvement skills speak measured through a number of compiled indicators in a systematic way. Performative aspects, such as facial expression, mastery transition, intonation sound, and courage. For appear in front of the audience, to be attention main in the evaluation process.

Evaluation to speaking skills is done in an independent and systematic way, as well as part of the summative evaluation recorded in digital report card. This innovation allows educators to record and monitor development skills speak participant in a more accurate and structured way. If there are participant students who have not reached the minimum standards that have been set, then the system will automatically recommend implementation of remedial teaching. Thus, each participant is given the opportunity to improve their performance, so that the results of learning can be inclusive and adaptive to each individual's needs. Through this approach, measuring the success of activity is not only based on value end, but also considers the improvement process ability to speak participant ongoing education in a sustainable way. This process is supported by the utilization of technology, accurate and transparent digital evaluation.

Thus, it can be concluded that innovation in activity does not only focus on material content, but also includes adaptive learning strategies, integration technology, as well as a psychological approach. Third aspect in a synergistic way plays an important role in helping participant overcome obstacles speaking in front of general as well as develop their rhetorical skills optimally and appropriately with the context of learning needs.

Innovation impact of The Muhadharah to educate Rhetoric Competence and Soft Skills of participants

Muhadharah activities in the madrasa environment have a strategic role in forming participants' communication skills to be taught. Significant changes also appear in the aspect of trust participant self. Mr Supriadi as mentor the law states that self-trust grow along with obligation that drives participant readiness. Although at first participants experience nervousness, in general gradually they can overcome the matter. Besides that, in the muhadharah process, participants faced speaking activities in front of general which requires them to formulate ideas

and arguments with clear and structured (Zain Syaifudin Nakrowi et al., 2024). For example, one of the topics raised was about “ghosob” practice in the Islamic boarding school, which was then criticized from the side of faith and ethics. This is a show that participant Not only just memorize, but also practice For thinking critically as well as conveying opinions in a systematic and coherent way.

Besides that, the law activity participates in other forms of soft skills such as Work together, leadership, and ability to solve problems. This Activity Not only just exercises speaking in front of the general, but also an integrated learning method that supports the development of interpersonal skills that are important for future generations. In practice, muhadharah often involves Team work, for example moment prepare appearance qissah, where the participant must Work The same prepare costumes, make-up, and scenario show. Activities of this kind become collaborative which is direct practice, not quite enough responsibility, coordination, and ability. To take a leadership role among group members.

Study (Rosidah et al., 2022) show that collaboration in group can help participants to communicate in a way more effective as well as understand other people's views, which is an essential component in team work In this context, participants discuss ideas, share roles, and mutually give bait back, as part of relevant learning processes in to form foundation skills social needs, both in advanced education and also in the world of work (Bisschoff & Massyn, 2024). Besides that, involvement participant as speakers in activity muhadharah also trains them to lead the way presentation, building trust audience, as well as facilitating discussion. Ability This in a way No direct to form quality reflective and adaptive leadership (Maulana, 2023).

Muhadharah activities also strengthen participants' ability in settlement problems, especially when they are faced with unexpected questions or face technical constraints during the presentation process. This type of situation demands participant to think fast, take the right decision, and show creativity in finding solutions (Jamaludin et al., 2022). The madrasah implements two delegation systems, namely the selection system and general participation system. The selection system is implemented based on weekly evaluation to appear participants in activity muhadharah, which is next curated by the mentor to determine the best participant. selected participants will undergo intensive coaching together guarantor answer field performance before following customized competition with levels and criteria organizers, such as race level province. This system is designed to develop participant students who have competitive readiness and are capable of achieving achievements outside the madrasah environment. However, the implementation of muhadharah is also faced with various challenges. Based on the results of an interview with one of

Muhadharah's activity mentors, it was found that there were a number of frequent obstacles faced in the process of implementation.

One of the main challenges is the absence of participant students who have scheduled to appear. This absence, which is generally due to health reasons like Sick or permission, requires a teacher or mentor to do scheduling repeat or rolling other participants in a way suddenly. This condition bother smooth running of the event, as well as need flexibility and readiness from mentor and also participant substitute. Challenge This shows the need for an adaptive scheduling system and strategy effective backup For anticipating conditions not unexpected. Second, challenge related to mastery vocabulary and materials by participants. No all participants own ability adequate language, especially in selecting and arranging appropriate vocabulary in their text speech. This impacts on delivery lack of effective material, and potential lower quality presentation muhadharah. Therefore, intensive mentoring in compiling scripts and pronunciation exercises becomes very important to increase participants' linguistic competence.

Next, the psychological aspect of participant education also becomes an obstacle itself. One of the most prominent difficulties is building trust-self participant to appear in front general. Many students still feel nervous, shy, or even only convey speech in a formal manner without showing proper expression and appreciation. This is a show that participants' courage and self-confidence Still need to grow in a way gradually through supportive approach, exercises routine, and giving sustainable motivation. Thus, the challenges become important notes in implementing muhadharah in the madrasa environment. Needed appropriate pedagogical strategy, including flexible planning, mentoring intensive material, as well as empathetic psychology approach use create atmosphere conducive and encouraging learning growth potential participant optimally.

Siti Hafiatul Husna as one of the participants at MA Model Zainul Hasan Genggong said "One of the obstacles faced is difficulty in compiling text or script, especially because of limited vocabulary in language foreigners". Many participants feel not having understanding about the material that must be delivered, so that they feel not ready enough. This shows the importance of adequate training and support from teachers to help participant in their preparation (Mahmud et al., 2022). A number of studies indicate that support provided, such as guidance and feedback come back constructive, can in a way significantly increase participants' ability in speaking in front of general (Nor Aida, Noorazmah Hidayati, 2024).

Besides that, some of the participants at first question the relevance of this activity. However, as time goes by, they start to understand its benefits, especially in the aspect of developing communication skills. With through repeated and practiced experience, a lot of participants start developing a sense of self-

confidence and appreciation for the importance of speaking ability in front of the general (Cahyadi et al., 2022). A study shows that participant students involved in public speaking training often report improvements in their self-confidence and their abilities to communicate (Wijayanto & Mutia Qana'a, 2024). Sabita as a participant at MA Model Zainul Hazan Gong argues that "the activities of the law become more interesting and useful, some technical aspects need to be improved, such as accuracy of pronunciation, intonation, facial expressions, and movement a suitable body with Contents text". Aspects This contributes in increasing the quality of message delivery and making the law's activities more alive and effective as a means of education.

Thus innovation in activity muhadharah in the madrasa environment is proven to give a significant contribution to developing rhetorical competence and soft skills of participants. Through an integrated approach involving exercise routines, work with the same team, and sustainable coaching, participants show improvement in communication skills, critical thinking, and self-confidence when speaking in front of the general. Besides that, active involvement in compiling scripts and group discussions encourages formation of systematic argumentative abilities as well as social skills such as leadership and resolution problems. Challenges that arise, such as limited vocabulary, nervousness, and absent-mindedness, can be overcome through adaptive and supportive pedagogical strategies. In overall, the law activities become an effective learning medium in to build skills and strengthen readiness participant in face global challenges in general communicative and collaborative.

CONCLUSION

This study demonstrates that muhadharah activities, particularly through the Kubro and Sugro models, are not merely cultural traditions but innovative pedagogical strategies that significantly enhance students' rhetorical competence and soft skills in a bilingual context. The novelty of this research lies in framing muhadharah as a systematic approach that integrates public speaking, character formation, and technology-assisted learning, contributing new insights to the field of modern Islamic education. This distinguishes the study from previous works that tended to focus solely on linguistic or cognitive outcomes.

The findings also provide important practical implications. For educators, muhadharah can be adopted as a structured platform for fostering confidence, critical thinking, and leadership, while also enabling teachers to play active roles as facilitators, motivators, and innovators. Institutions may integrate muhadharah into their curriculum as part of a holistic education strategy that prepares students with both academic excellence and 21st-century soft skills. For policymakers, these results underscore the relevance of muhadharah as a contextualized learning

model that supports national goals of producing competitive and globally adaptive graduates.

Nevertheless, the study has limitations, particularly in its reliance on a single case study and a qualitative descriptive design, which limits the ability to measure the impact quantitatively. Future research should not only expand to different types of schools but also employ mixed-method approaches that measure specific variables such as speech fluency, argumentation quality, audience engagement, and long-term character development. By doing so, further studies can provide more generalizable and comprehensive evidence of the effectiveness of muhadharah as a means of advancing rhetorical competence and soft skills.

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