



Video-Mediated Role Play and Simulation: Enhancing Arabic Communicative Skills in Tahfiz Boarding Schools

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Abstract

This study aims to examine the effect of the Role Play and Simulation model assisted by interactive video media on improving the listening and speaking skills of tenth-grade students at SahabatQu *Tahfidz* Islamic Boarding School Yogyakarta. The study is motivated by the dominance of one-way, translation-oriented Arabic instruction, which limits the development of students' communicative oral skills. This creates a gap between linguistic knowledge and real language use, particularly in a *Tahfidz* environment that emphasizes understanding the Qur'an. This research employs a quantitative approach with a pre-experimental one-group pre-test and post-test design. The sample consists of 56 students selected through total sampling. Data were collected through listening and speaking tests administered before and after treatment and analyzed using the Shapiro-Wilk test, paired sample t-test, N-Gain, and Cohen's d. The results show a significant improvement (Sig. $0.000 < 0.05$) with a mean increase of 16 points. The N-Gain (0.51) is moderate, and the effect size (2.364) is very large, indicating strong effectiveness. This model offers an innovative approach to teaching Arabic.

Keywords: *Role Play & Simulation, Interactive Video Media, Listening and Speaking Skills, Arabic Language Learning, Tahfidz Islamic Boarding School*

Introduction

Arabic has a very important role in *tahfidz* activities of the Qur'an because it is the main key in understanding the meaning, message, and value contained in the memorized verses. Through understanding Arabic, memorization is not only maintained on the accuracy of pronunciation, but develops into a deeper appreciation process, so that students are able to feel the relationship between sounds, meanings, and divine messages in each verse. Mastery of listening and speaking in Arabic also builds sensitivity to the structure and context of the meaning of the Qur'an, which ultimately strengthens the quality of memorization while fostering reflective awareness of the content of the verses (Arifin et al., 2023; Rudiamon & Maja, 2023). Thus, Arabic functions as a means that connects memorization activities with the understanding and

practice of Qur'anic values, making *tahfidz* activities more meaningful, lively, and influential in the formation of daily attitudes and behaviors of students (Mahyaddin, 2022).

Based on the results of observations and interviews conducted by researchers at the SahabatQu *Tahfidz* Islamic Boarding School, several main challenges were found in the implementation of Arabic language learning, especially in the aspect of oral skills. The learning process is still dominated by the use of the translation method and one-way delivery of material, making active Arabic interaction relatively limited. This condition has an impact on the lack of practice and habituation of students to the use of Arabic in a real and communicative context (Dodi et al., 2021). In addition, the lack of applicable learning materials and activities causes students to have difficulties when invited to communicate using Arabic, and are not able to understand the meaning of the speech conveyed by the teacher optimally. These findings show that there is a gap between theoretical mastery of language knowledge and the ability to use Arabic communicatively, which needs attention in the development of Arabic learning models and strategies in the *tahfidz* boarding school (Alzahrani & Al-Baity, 2023; Hasanah et al., 2021).

Based on these findings, the researcher sees an opportunity to answer various challenges of learning Arabic in *Tahfidz* Islamic Boarding School through the application of the Role Play & Simulation model supported by interactive video media (Ahmad Mustofa et al., 2025; Putri et al., 2025). This model provides a wider space for students to be actively involved in the learning process, construct meaning independently, and express their understanding of Arabic through contextual communication practices (Shannon, 2019). The use of interactive video as a supporting media is relevant in the digitalization era because it is able to present material in an audio-visual manner that is dynamic, contextual, and easily accessible, thereby increasing the attention, motivation, and active involvement of students in the process of listening, responding, and practicing Arabic (Ibrahim, 2019; Yoke et al., 2024).

There have been many previous studies that have discussed the application of role-playing methods in Arabic language learning, especially in the development of students' oral skills. Thethematically, these findings show that role-playing is effective in improving speaking skills through communication practices that are contextual and resemble real situations, thereby encouraging fluency, pronunciation accuracy, and confidence of students (Abdulhafid et al., 2024; Fauzah, 2025). In addition, this method is also reported to contribute to strengthening vocabulary mastery and readiness to actively communicate in learning Arabic at the secondary education level (Ghifari et al., 2024). From the affective and interactional aspects, role-playing has been proven to increase learning motivation, interaction intensity, and students' courage in expressing ideas orally through cooperation and role simulation (Abdelhafid et al., 2024; Saja et al., 2023). Overall, these studies confirm that role-playing is a relevant and effective pedagogical strategy in building communicative, participatory, and meaningful Arabic language learning.

Although previous research has shown that role-playing methods are effective in improving oral skills and affective aspects of Arabic language learning, these studies generally still focus on the development of speaking skills partially and have not integrated listening and speaking skills in a single learning design. In addition, most of the research was conducted in the context of general formal education and has not specifically examined the application of role-playing in the *Tahfidz* Islamic Boarding School environment which has the characteristics of learning based on the meaning of the Qur'an. The use of interactive video media as a support for the Role Play & Simulation model is also still limited in Arabic language learning (Arifin et al., 2023; Rudiamon & Maja, 2023). Therefore, research that integrates the Role Play & Simulation model assisted by interactive videos in the learning of listening and speaking skills at *tahfidz* boarding schools is needed to strengthen the Arabic language competence of students in a communicative and meaningful manner.

Based on the background and previous research studies, this study is directed to examine the application of the Role Play & Simulation model assisted by interactive video media in learning listening and speaking skills in class X of the SahabatQu *Tahfidz* Islamic Boarding School and its effect on improving students' oral skills. This study departs from the hypothesis that the application of the Role Play & Simulation model supported by interactive video media has a positive effect on improving students' Arabic listening and speaking skills. Thus, the focus of this study includes to determine the improvement of the learning outcomes of listening and speaking skills of class X students before and after the implementation of the learning model.

Method

This study uses a quantitative approach with a pre-experimental design in the form of one group pre-test&post-test design. The research was carried out in class X of the SahabatQu *Tahfidz* Islamic Boarding School Yogyakarta with a focus on learning listening and speaking skills through the application of the Role Play & Simulation model assisted by interactive video media during eight meetings (Pregoner, 2024). The research sample this time amounted to 56 students which were determined using the total sampling technique, which involves all students in one class who have relatively homogeneous Arabic language skills. The selection of this technique is carried out to minimize the potential for selection bias and ensure that the changes in abilities that occur can be directly related to the learning treatment given. Before and after treatment, students were given initial tests and final tests to measure the development of Arabic listening and speaking skills (Subhaktiyasa, 2024).

Data collection was carried out through listening and speaking skills skill tests given to grade X students in the form of pre-test and post-test. The data obtained was analyzed quantitatively using descriptive statistics to determine the average value, standard deviation, minimum value, and maximum. Before the hypothesis test is carried out, the data is first tested for normality using the Shapiro-Wilk test to ensure that the data distribution meets the parametric assumptions. Furthermore, the paired sample t-test was carried out with the help of SPSS 27 software to determine the significance of

differences in students' abilities before and after the application of the learning model (Candra Susanto et al., 2024).

To strengthen the analysis of the improvement of learning outcomes, the N-Gain value was also calculated to determine the category of improvement (low, medium, or high), and Effect Size (Cohen's d) to measure the magnitude of the influence of the application of the learning model on the improvement of listening and speaking skills (Henson et al., 2020). The results of the analysis were used to determine the level of effectiveness of the learning model based on the difference in pre-test and post-test scores statistically, as well as the involvement of students in communicative and contextual Arabic language learning. Meanwhile, observation data was analyzed descriptively to describe the implementation process of the Role Play & Simulation model as well as the response and participation of students during learning. The results of the data analysis were used to reveal the effectiveness of the application of the learning model in improving the skills of listening and speaking skills students in a communicative and contextual manner (Aida D., & Norlaila., 2025).

Result

Descriptive Analysis of Research Data

The learning process in this study was carried out on 56 students of class X of the *Tahfidz SahabatQu* Islamic Boarding School in Yogyakarta. Learning activities took place in stages in eight meetings with reference to the learning tools that had been prepared. The materials taught include the themes "المستشفى" (hospital), "الأخبار العربية" (Arabic news), and "الأعمال أو المهنة" (work) and other materials delivered through systematic learning stages, starting from the introduction, core, to closing activities. In each meeting, students are directed to actively participate in the learning process through listening, understanding, and practicing the use of Arabic orally in a simple and communicative context.

During the learning process, students are involved in various interactive activities such as listening to dialogues, imitating pronunciation, discussing, and simulating conversations through the Role Play & Simulation model supported by interactive video media. The activity aims to help students understand the material more contextually while improving listening and speaking skills. To see the development of students' abilities, measurements were taken before and after the learning process through pre-test and post-test. The results of the two measurements were then analyzed to find out the improvement in the abilities obtained by the students after participating in the learning. The data on the results of the pre-test and post-test of students is presented in the following table.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Variable	N	Minimum	Maximum	Mean	Gain Score
Pre-test Scores	56	60	86	71.93	—
Post-test Scores	56	74	100	86.29	+14.36

Based on the table of pre-test and post-test results above, it can be seen that there is an increase in the ability of students after participating in the learning process. This is shown from the increase in the average value (mean) from 71.93 in the pre-test to 86.29 in the post-test, with a difference of 14.36 points. In addition, the minimum score also increased from 60 to 74, as well as the maximum score from 86 to 100, which shows that the increase did not only occur in some students, but evenly in all participants. In general, the data indicates that there are positive changes in the learning outcomes of students after being given learning treatment. Furthermore, to ensure whether the data meets the requirements for statistical analysis, a prerequisite test in the form of a normality test is carried out before proceeding to hypothesis testing.

Data Feasibility and Fulfillment of Analysis Assumptions

Before the hypothesis test using parametric statistics, a normality test is first carried out to ensure that the pre-test and post-test data are distributed normally. This normality test uses the Shapiro-Wilk test because the sample size is less than 100 respondents (N = 56). This test aims to determine whether the data meet the basic assumptions of using the paired sample t-test.

Table 2. Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Results of Class X	.125	56	.030	.959	56	.057
Post-test Results of Class X	.118	56	.051	.971	56	.195

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk test in Table 2, the significance value (Sig.) of the pre-test was 0.057 and the post-test of 0.195. Since both significance values are greater than 0.05 (Sig. > 0.05), it can be concluded that the pre-test and post-test data are normally distributed. Thus, the assumption of normality is met and the analysis can be continued using the parametric paired sample t-test. These results show that the data distribution does not experience significant deviations so that the average comparison before and after treatment can be analyzed inferentially.

Changes in Learning Outcomes Before and After Treatment

Once the data is declared to be normally distributed, the next step is to conduct a hypothesis test using a paired sample t-test to find out if there is a significant difference between the results of the pre-test and post-test after the application of the Role Play & Simulation model assisted by interactive video.

The hypotheses tested are:

- Ho: There is no significant difference between pre-test and post-test scores.

- H₁: There is a significant difference between the pre-test and post-test scores.

Table 3. Paired Samples Test

	Red	Paired Differences				t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test & Post-test Results of Class X	-16.018	6.776	.905	-17.832	-14.203	-17.691	55	.000

Based on Table 3, the Sig. (2-tailed) value of $0.000 < 0.05$ was obtained. This indicates that H₀ is rejected and H₁ is accepted. Thus, there is a significant difference between pre-test and post-test scores. The mean difference of -16.018 indicates an increase in score of 16 points after the treatment was given. The t-value of -17.691 with df = 55 further reinforces that the increase is statistically significant.

These findings indicate that the application of the Role Play & Simulation model assisted by interactive video media has a positive influence on the improvement of students' listening and speaking skills.

Ability Enhancement Effectiveness Rate

To determine the level of effectiveness of improving learning outcomes in a more measurable manner, an N-Gain analysis was conducted. This analysis aims to categorize improved learning outcomes into low, medium, or high categories.

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Red	Std. Deviation
NGain_Score	56	.08	1.00	.5126	.21271
NGain_Persent	56	8.33	100.00	51.2638	21.27122
Valid N (listwise)	56				

Based on Table 4, an average N-Gain of 0.5126 or in the form of a percentage of 51.26% was obtained. Based on the N-Gain interpretation criteria, the value was included in the moderate category ($0.3 \leq g \leq 0.7$). This shows that the learning model applied has a strong enough effectiveness in improving the ability of students.

The maximum value of N-Gain reached 1.00 which indicates that there are students who have experienced a very high increase, while a minimum value of 0.08 indicates a variation in individual improvement. Overall, the average increase was at a moderate and consistent level.

The Influence of Learning Models

In addition to looking at the significance and level of improvement, this study also calculated the Effect Size using Cohen's d and Hedges' correction to find out how strong the learning model is on improving learning outcomes.

Table 5. Paired Samples Effect Sizes

		Standardizer	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pair 1	Pre-test&Post-test Results of Class X	Cohen's d	6.776	-2.364	-1.848
		Hedges' correction	6.822	-2.348	-1.836

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Based on Table 5, Cohen's d value is -2.364 and Hedges' correction is -2.348. If referring to the interpretation of Cohen (1988), the effect size value > 0.8 is included in the large effect category. Thus, the effect size value of 2.364 indicates that the effect of the application of the Role Play & Simulation model assisted by interactive video is in the very large category.

A negative value on the effect size indicates the direction of comparison (pre-test – post-test), which means that the post-test score is higher than the pre-test. Substantively, these results indicate that the learning model has a strong impact practically, not just statistically significant.

Dynamics of Implementation and Response of Students

To complete the results of the quantitative analysis, observations were made during the learning process to directly describe the dynamics of model implementation and the response of students in the classroom. Based on the results of observations, the application of the Role Play & Simulation model assisted by interactive video media in learning listening and speaking skills showed real effectiveness in improving students' listening and speaking skills (Salahuddin et al., 2021). During the eight meetings, learning activities were designed in stages: students listened to and practiced digitally designed Arabic conversation videos, then practiced reading and presenting texts as MCs and news anchors in a simple broadcast format, to designing short drama scripts in groups and displaying them in front of the class as performative tasks (Rochmat et al., 2024). This series of activities creates a communicative and contextual learning atmosphere, so that students are used to using Arabic in situations that resemble everyday reality.

The results of the observations showed an increase in verbal and non-verbal involvement, the use of a more varied vocabulary, and the courage to deliver speech

spontaneously. The majority of students showed high enthusiasm and admitted that there was an increase in confidence in speaking Arabic. The use of interactive video media also strengthens the understanding of the context of the conversation and helps students capture meaning more comprehensively through visual-auditorial stimulus. From the aspect of participation, more than 70% of students were actively involved in simulation activities and classroom performances, which shows that this model is effective in building motivation, social interaction, and a dynamic and meaningful learning atmosphere.

Table 6: Observation of Student Participation and Response in Learning

Observation Aspect	Observation Results Before Learning	Observation Results After Learning	Increase (%)
Confidence speaks	40% of students feel anxious and hesitant	85% of students feel more confident	25%
Active involvement in simulations	50% of students rarely participate	70% of students are active in the simulation	20%
Use of new vocabulary	Limited vocabulary usage	Vocabulary is more varied	35%
Understand the context of the conversation situation	Limited to text comprehension	Increased contextual comprehension	40%

Table 6 shows a comparison of the results of observations before and after the application of the Role Play & Simulation model assisted by interactive video media. It can be seen that there is a significant increase in confidence, active engagement, the use of new vocabulary, and the understanding of the context of the conversation by students. These observational findings reinforce the results of statistical tests that the increase is not only reflected in numbers, but also in changes in learning behavior, communicative interaction, and students' courage in using Arabic contextually.

Discussion

The Final Result of Effectiveness

The findings of this study demonstrate that the implementation of the Role Play & Simulation model assisted by interactive video media significantly improved the listening and speaking skills of tenth-grade students at the SahabatQu *Tahfidz* Islamic Boarding School in Yogyakarta. This effectiveness is evidenced by the statistically significant difference between the pre-test and post-test scores (Sig. 0.000 < 0.05), the moderate N-Gain score (0.51), and the very large effect size (Cohen's *d* = 2.364). These results indicate that the learning intervention not only produced measurable academic

improvements but also generated a substantial pedagogical impact in practical classroom contexts. The increase in students' mean scores from the pre-test to the post-test confirms that communicative and simulation-based learning strategies are capable of enhancing Arabic oral proficiency more effectively than conventional teacher-centered instruction (Sanusi et al., 2024).

The increase in students' oral performance can be interpreted as the result of repeated communicative exposure facilitated through contextual simulations and multimodal learning experiences. Students were not only asked to memorize vocabulary or grammatical structures, but were also required to actively use Arabic in meaningful situations such as conversations, news presentations, and role-playing performances. This process allowed learners to internalize language expressions more naturally through practice and repetition. Such findings support previous research emphasizing that language acquisition develops more effectively when learners are involved in authentic communicative interaction rather than passive reception of linguistic information (Qasserras, 2023; Saja et al., 2023).

Compared to earlier studies, this research offers a broader contribution because it integrates listening and speaking skills simultaneously within a single instructional design. Previous studies on role play in Arabic learning have mostly focused on speaking confidence, vocabulary enrichment, or classroom participation separately (Abdulhafid et al., 2024; Fauzah, 2025) In contrast, this study combines receptive and productive language skills through interactive video-assisted simulation activities. Students first listened to Arabic dialogues and visual scenarios presented through interactive videos, then reproduced and modified the language through communicative performances. This integrated process reflects the natural sequence of language acquisition in which listening comprehension becomes the foundation for spoken production.

In addition, the role of interactive video media appears to have strengthened the learning experience significantly. Interactive videos provided contextual visual and auditory input that helped students understand pronunciation, intonation, gestures, and communicative situations more comprehensively. This finding aligns with multimedia learning theory, which argues that learners understand information more effectively when verbal and visual information are presented simultaneously. Through video-assisted simulations, students were exposed to more realistic language situations, making the learning process more meaningful and engaging. As noted by (Ibrahim, 2019), audiovisual simulations create immersive learning experiences that increase students' motivation and communicative responsiveness in foreign language learning contexts.

Role Play, Interaction, and Student Confidence

One of the most important findings of this study is the increase in students' confidence and classroom participation during Arabic learning activities. Observation data showed that before the implementation of the model, many students experienced anxiety and hesitation when speaking Arabic. However, after participating in simulation-based learning activities, students demonstrated greater courage in expressing ideas, responding spontaneously, and participating actively in classroom interactions. This

transformation suggests that communicative learning environments can reduce psychological barriers in foreign language acquisition.

The increase in self-confidence can be attributed to the supportive and collaborative nature of role-play activities. Through simulations, students practiced language use in small groups before performing in front of the class, enabling them to receive peer support and teacher guidance. Such collaborative interaction created a safer learning atmosphere in which students felt less afraid of making mistakes. This finding supports Vygotsky's social constructivist perspective, which emphasizes that learning occurs through social interaction and collaborative meaning-making processes. The Zone of Proximal Development (ZPD) becomes visible when learners accomplish communicative tasks with the assistance of peers and teachers before independently mastering the skills (Khadidja, 2020).

Furthermore, the use of performative activities such as acting as MCs, news anchors, or drama performers contributed to students' communicative confidence because these activities encouraged spontaneous speech production in realistic situations. Unlike traditional memorization-based learning, role-play activities require students to negotiate meaning, interpret contexts, and respond dynamically to interactional cues. Consequently, students became more accustomed to using Arabic communicatively rather than merely reproducing isolated sentences. This finding is consistent with the argument of Communicative Language Teaching (CLT), which positions language as a tool for social interaction rather than merely a system of grammatical rules.

The observational findings also reveal that students' vocabulary usage became more varied after participating in the learning activities. The interactive videos exposed learners to authentic lexical expressions and contextual dialogues, enabling them to acquire vocabulary in meaningful communicative contexts. Students were then encouraged to apply the vocabulary in simulations and discussions, reinforcing retention and practical use. Such contextual vocabulary learning is considered more effective than decontextualized memorization because learners directly associate language forms with communicative purposes and social situations.

Integration of Interactive Video Media in Arabic Learning

The integration of interactive video media constitutes one of the central novelties of this study. In many Arabic language classrooms, particularly in traditional Islamic educational institutions, learning activities still rely heavily on textbooks, grammar explanations, and translation exercises. Such approaches often limit opportunities for oral communication practice and reduce students' exposure to authentic language use. This study demonstrates that interactive video media can bridge this limitation by providing contextual audiovisual input that supports listening comprehension and speaking practice simultaneously.

Interactive videos functioned not only as supporting media but also as communicative stimuli that guided the entire learning process. Through videos, students observed pronunciation models, communicative gestures, conversational contexts, and

social interactions represented in Arabic. This multimodal exposure enabled learners to process linguistic information more comprehensively than through text-based learning alone. According to cognitive multimedia learning theory, combining auditory and visual channels enhances learners' comprehension because information is processed through multiple sensory pathways.

The findings also indicate that interactive videos increased students' motivation and attention during learning. Students appeared more enthusiastic and engaged when learning materials were presented audiovisually rather than solely through teacher explanations. This supports previous research showing that technology-enhanced language learning creates more dynamic and learner-centered classroom environments (Ritonga et al., 2022; Rosa Bustam et al., 2024). In the context of digital-era education, students are already familiar with multimedia-based communication in daily life; therefore, integrating digital media into Arabic learning makes instruction more relevant to their learning preferences and technological experiences.

Moreover, the interactive nature of the videos encouraged active rather than passive learning. Students did not simply watch videos; they were required to imitate dialogues, interpret meanings, answer questions, and perform communicative tasks based on the video scenarios. This active engagement contributed to deeper cognitive processing and language internalization. Thus, the role of interactive videos in this study extends beyond supplementary visualization and becomes an integral component of communicative learning design.

Relevance to the Context of Tahfidz Islamic Boarding Schools

Another important contribution of this study lies in its application within the context of a *Tahfidz* Islamic Boarding School. Arabic learning in many *tahfidz* institutions is often associated with reading comprehension and religious text interpretation rather than communicative language use. Consequently, students may possess basic grammatical or vocabulary knowledge but still experience difficulties in oral communication. This study demonstrates that communicative and technology-assisted approaches can be implemented effectively without eliminating the Islamic identity and Qur'anic orientation of the institution.

The integration of communicative Arabic learning with Qur'anic understanding is particularly relevant because Arabic in *tahfidz* education should not function merely as an academic subject but also as a medium for understanding Islamic values and meanings. Through communicative simulations, students not only practiced language structures but also developed contextual understanding and expressive abilities that may support deeper appreciation of Arabic as the language of the Qur'an. This finding reinforces previous arguments that Arabic learning in Islamic institutions should integrate linguistic competence with meaningful communication and religious understanding (Mahyaddin, 2022).

Furthermore, the successful implementation of digital and communicative learning strategies in a *tahfidz* environment challenges the assumption that Islamic boarding schools are resistant to educational innovation. On the contrary, the findings

indicate that pedagogical innovation can coexist harmoniously with traditional Islamic educational values. The use of interactive videos and role-play activities did not reduce students' religious orientation; instead, it enhanced their engagement and participation in Arabic learning. Therefore, this study contributes to the growing discourse on the modernization of Islamic education in the digital era.

Theoretical and Pedagogical Implications

Theoretically, this study strengthens the Communicative Language Teaching (CLT) framework by confirming that language acquisition develops more effectively when learners engage in authentic communication and contextual interaction. The findings support the view that listening and speaking should not be taught separately because communicative competence emerges through the integration of receptive and productive skills (Nurpadilah et al., 2026). By combining interactive listening activities with performative speaking tasks, the learning model reflects authentic communication processes found in real-life interaction. This study also reinforces social constructivist learning theory, particularly the importance of collaboration, scaffolding, and interaction in language development (Ridhlo, A., & Haq, 2024). Students learned not only from teachers but also from peers through group simulations, collaborative script writing, and classroom performances. The classroom became an interactive learning community where meaning was negotiated collectively rather than transmitted unidirectionally from teacher to student.

For its empirical implications, this study provides a concrete example that Arabic learning can be designed in a contextual, interactive, and technology-based manner without eliminating the typical characteristics of *Tahfidz* Islamic boarding schools (Iskandar & Widyastrri, 2020). Interactive video-assisted Role Play & Simulation models can be used as role models in Arabic language learning, especially to improve oral skills in an integrated manner. The successful implementation of this model shows that planned pedagogical innovations are able to transform learning that was previously one-way to more participatory, communicative, and meaningful (Sanusi et al., 2020). Therefore, this research can be a practical reference for Arabic teachers and Islamic boarding school managers in developing learning strategies that are adaptive, effective, and relevant to the demands of the digital era.

Limitations and Future Research Directions

Despite its significant findings, this study has several limitations that should be acknowledged. First, the research employed a pre-experimental one-group pre-test-post-test design without a control group. Although the results demonstrate significant improvement, future studies using true experimental or quasi-experimental designs would provide stronger evidence regarding the effectiveness of the learning model. Second, the study was conducted within a single *Tahfidz* Islamic Boarding School involving only 56 students, limiting the generalizability of the findings to broader educational contexts.

Future studies may also investigate the long-term effects of Role Play & Simulation learning on students' communicative competence and language retention. Additional research could explore the effectiveness of this model at different educational levels or compare its implementation across various Islamic educational institutions. Moreover, qualitative investigations focusing on students' perceptions, emotional experiences, and interactional patterns could enrich understanding of how communicative learning influences Arabic language acquisition processes.

Overall, the findings of this study confirm that the Role Play & Simulation model assisted by interactive video media represents an innovative, communicative, and contextually relevant approach to Arabic learning. The model not only improves students' listening and speaking abilities statistically, but also transforms classroom interaction into a more participatory, meaningful, and engaging educational experience.

Conclusion

Based on the overall quantitative analysis and observational findings, it can be concluded that the application of the Role Play & Simulation model assisted by interactive video media has a real and strong effect on improving the skills of listening and speaking skills students of class X of the SahabatQu *Tahfidz* Islamic Boarding School Yogyakarta. The results of statistical tests showing significant differences between pre-test and post-test, N-Gain values in the medium category, and very large effect sizes confirm that the increase that occurred was not just a fluctuation in scores, but a systematic impact of communicative, contextual, and interaction-based learning designs. Thus, the formulation of research problems regarding the influence of the Role Play & Simulation model assisted by interactive videos on improving students' oral skills was empirically answered: this model was effective in strengthening the ability to listen and speak in an integrated manner, increasing participation and confidence, and being able to bridge the gap between the mastery of linguistic theory and real communication practices in the *tahfidz* Islamic boarding school environment.

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