

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pendekatan guru milenial dan generasi Z dalam meningkatkan kemampuan *Mahārah al-Kalām* pada santri kelas VIII di Salafiyah Wustho Islamic Centre Bin Baz (ICBB) Yogyakarta serta faktor pendukung dan penghambat yang memengaruhinya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan (field research). Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Informan penelitian terdiri atas guru milenial, guru generasi Z, dan santri kelas VIII. Analisis data menggunakan model Miles, Huberman, dan Saldana yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa guru milenial dan generasi Z menerapkan pendekatan komunikatif, pembiasaan berbahasa, pemanfaatan teknologi, dan pendekatan motivasional dalam pembelajaran *Mahārah al-Kalām*. Guru memberikan kesempatan kepada santri untuk berlatih berbicara melalui dialog, tanya jawab, muhādatsah, dan latihan percakapan secara berkelanjutan. Media pembelajaran yang digunakan meliputi video, audio, film berbahasa Arab, dan aplikasi pembelajaran. Faktor pendukung pembelajaran meliputi motivasi santri, lingkungan pesantren yang mendukung, ketersediaan media pembelajaran, dan kompetensi guru. Adapun faktor penghambat meliputi keterbatasan kosakata, kurangnya rasa percaya diri, kesulitan pelafalan, serta penyusunan kalimat bahasa Arab.

Berdasarkan hasil penelitian dapat disimpulkan bahwa pendekatan guru milenial dan generasi Z yang komunikatif, interaktif, dan berbasis teknologi mampu meningkatkan kemampuan *Mahārah al-Kalām* santri kelas VIII di Sekolah Salafiyah Wustho ICBB Yogyakarta.

Kata Kunci: Guru Milenial, Generasi Z, *Mahārah al-Kalām*, Pembelajaran Bahasa Arab.

## ABSTRAK

*This study aimed to identify the approaches used by Millennial and Generation Z teachers in improving Mahārah al-Kalām (Arabic speaking skills) among eighth-grade at Salafiyah Wustho Islamic Centre Bin Baz (ICBB) Yogyakarta and to determine the supporting and inhibiting factors affecting the learning process. This research employed a qualitative approach with a field research design. Data were collected through observation, interviews, and documentation. The participants consisted of Millennial teachers, Generation Z teachers, and eighth-grade students. Data were analyzed using the Miles, Huberman, and Saldana model, which includes data reduction, data display, and conclusion drawing.*

*The findings showed that Millennial and Generation Z teachers applied communicative, language habituation, technology-based, and motivational approaches in teaching Mahārah al-Kalām. Students were encouraged to practice speaking through dialogues, question-and-answer activities, muhādatsah, and continuous conversation exercises. Teachers also utilized learning media such as videos, audio materials, Arabic films, and learning applications. Supporting factors included students' motivation, a supportive boarding school environment, the availability of learning media, and teachers' competencies. Meanwhile, inhibiting factors included limited vocabulary, lack of self-confidence, pronunciation difficulties, and challenges in constructing Arabic sentences.*

*The study concludes that communicative, interactive, and technology-based approaches effectively improve the Mahārah al-Kalām of eighth-grade students at Salafiyah Wustho ICBB Yogyakarta.*

*Keywords: Millennial Teachers, Generation Z Teachers, Mahārah al-Kalām, Arabic Language Learning.*