

The Role of Nonverbal Communication in the Hadith of Jibril: Effective Arabic Language Teaching Strategies for Non-Native Speakers

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ABSTRACT

Nonverbal communication plays an important role in the teaching process, especially in the teaching of Arabic to non-native speakers. The Hadith of Jibril, which recounts the interaction between Prophet Muhammad (PBUH) and the Angel Jibril, provides a classic example of how nonverbal communication supports verbal messages. This article analyzes the nonverbal elements in the Hadith of Jibril, such as body posture, hand gestures, and nonverbal affirmation, and links these elements to pedagogical practices in Arabic language teaching. This study uses a content analysis approach, referencing nonverbal communication theories by Mehrabian, Argyle, and Hall. The results of the study show that nonverbal communication plays a role in reinforcing students' understanding and enhancing the effectiveness of teaching. The article also provides practical guidelines for applying nonverbal communication elements in the teaching of Arabic to non-native speakers.

Keywords: Nonverbal communication, Hadith of Jibril, Arabic language teaching, non-native speakers, pedagogy.

INTRODUCTION

In the field of language teaching, communication is not solely about conveying messages verbally; it also involves nonverbal communication that complements and strengthens the message being delivered. Nonverbal communication includes elements such as body language, hand gestures, facial expressions, and body posture. For non-native Arabic speakers learning the language, nonverbal communication is an essential tool to help them understand the language and the new cultural context. The Hadith of Jibril, narrated by Umar bin al-Khattab (RA), provides a classic example of how nonverbal communication can be used to effectively convey important messages. In this hadith, the interaction between Prophet Muhammad (PBUH) and the Angel Jibril illustrates several forms of nonverbal communication relevant to teaching, particularly in the context of language instruction. This article aims to examine the nonverbal elements present in the Hadith of Jibril and relate them to the teaching of Arabic for non-native speakers

Research Objectives

The main objectives of this article are:

1. To analyze the nonverbal communication elements found in the Hadith of Jibril.

2. To examine how these elements can be applied in the teaching of Arabic to non-native speakers.
3. To explore the role of nonverbal communication in accelerating the language comprehension process for non-native learners.

LITERATURE REVIEW

Albert Mehrabian's (1971) communication theory highlights the profound impact of nonverbal communication in face-to-face interactions, emphasizing that 55% of messages are conveyed through nonverbal signals, 38% through voice intonation, and only 7% through verbal language. This underscores the essential role of body language and other nonverbal cues in reinforcing spoken communication. For teaching Arabic to non-native speakers, particularly those with limited exposure to the language, nonverbal communication serves as a vital tool in elucidating challenging concepts and bridging linguistic gaps.

Michael Argyle's (1975) research further accentuates the role of nonverbal communication in interpersonal interactions. He posits that cues such as facial expressions, body posture, and hand gestures enrich verbal messages, making them more comprehensible. In the context of teaching Arabic, these nonverbal elements assist students in grasping complex language structures, enabling teachers to convey abstract or nuanced meanings effectively.

The study by Mohd Alauddin Othman (2020) underscores the significance of nonverbal communication in language learning. His work, "The Development of Nonverbal Communication Pedagogy Module from the Quran in Teaching Arabic," explores the use of gestures, facial expressions, and intonation as strategies to simplify the understanding of Arabic. He argues that these methods are particularly effective in addressing the challenges posed by complex linguistic structures, thereby enhancing student comprehension.

Edward Hall's (1966) concept of proxemics analyzing the role of physical distance in communication provides additional insights into nonverbal communication. Hall notes that close physical proximity often signifies trust and intimacy in Arab culture, an observation that is particularly pertinent in teaching Arabic. By fostering a closer teacher-student physical dynamic, educators can create an engaging and supportive learning environment, helping non-native speakers adapt to both linguistic and cultural nuances.

Nonverbal communication profoundly influences educational outcomes, as highlighted by Mansor Ahmad Saman, Ramli Mohamed, and Shawaluddin Alias (1984). Their research defines communication as the exchange of ideas, values, and attitudes, with nonverbal elements forming an integral part of this process. Tubbs and Moss (2000) corroborate this perspective, stressing that nonverbal cues enhance the effectiveness of teaching by conveying messages that transcend spoken language. These findings are reinforced by Nor Shafrin Ahmad, Fadzilah Amzah, and Rahimi Che Aman (2009), alongside Moore (2001), who emphasize the dual importance of verbal and nonverbal communication in facilitating a seamless and impactful teaching-learning experience.

The link between teacher quality and student achievement is well-established in the works of Darling and Youngs (2002) and Smith and Gorard (2007). Their findings align with Walsh's (2001) assertion that effective teaching practices significantly influence student success. In this context, nonverbal communication emerges as a crucial pedagogical strategy, enabling teachers to establish rapport with students, maintain their engagement, and address their individual learning needs effectively.

Zulkifli Abdullah (1999) observes that the success of communication hinges on the communicator's ability to deliver the message and the receiver's capacity to comprehend it. Nonverbal communication fulfills six primary functions as outlined by Burgoon and Saine (1973): redundancy, substitution, accentuation, complementing, regulation, and contradiction. These functions collectively ensure that messages are delivered with greater clarity and depth. Richmond and McCroskey (2000) found that nonverbal behaviors are the most effective in fostering teacher-student relationships, a conclusion drawn from their extensive study involving over ten thousand teachers.

Hand gestures play a pivotal role in communication, serving as interpretative markers that enhance message clarity. Neill and Caswell (1993) emphasize their significance, particularly in educational settings, where they assist in conveying abstract or challenging ideas. Ainon Mohd and Abdullah Hassan (1999) discuss the concept of proxemics, identifying four interaction distances intimate, personal, social, and public each of which influences classroom dynamics. Strategic use of proxemics in teaching Arabic can foster a more interactive and focused learning atmosphere.

Kinesics, encompassing movements such as walking, standing, and sitting, adds layers of meaning to verbal communication (Bebe et al., 2011a; Burton & Dimlebey, 1995; Devito, 2007). These physical expressions, combined with paralinguistic features like intonation, stress, and pitch, significantly enhance message delivery. Studies by Hargie (2011) and Hill et al. (2007) explore the role of voice fillers and prosodic signals, while Nordin Halias (2016) highlights the effectiveness of varied intonation in capturing attention and emphasizing key teaching points.

The importance of using hand gestures to illustrate complex concepts in teaching Arabic is further emphasized by Goodal and Waagen (1995) and Indirawati Zahid (2007). These gestures not only clarify verbal explanations but also create visual associations that aid in memory retention. This is particularly valuable in teaching non-native speakers, as it bridges the gap between unfamiliar linguistic structures and students' existing knowledge.

Nonverbal communication plays a transformative role in teaching Arabic, where linguistic challenges often require innovative strategies for effective learning. By leveraging body language, gestures, and paralinguistic cues, educators can enhance comprehension, foster engagement, and build meaningful connections with students. These approaches ensure that Arabic language instruction transcends linguistic barriers, creating a dynamic and inclusive learning environment.

METHODOLOGY

The methodology of this study employs a content analysis approach to examine nonverbal communication elements in the Hadith of Jibril. The study focuses on aspects such as body positioning, hand gestures, physical touch, and nonverbal confirmation signals in the interaction between Prophet Muhammad (PBUH) and the Angel Jibril. This approach is appropriate as it helps uncover the implicit meanings behind nonverbal actions that are not explicitly stated but play a significant role in conveying the message.

The content analysis process involves several steps, including data collection from the text of the Hadith of Jibril, in-depth observation of the nonverbal interactions, categorization of these elements, and semantic analysis to understand the deeper meanings of each element. This analysis is conducted with reference to the cultural context of the Arabs and the Islamic religious context to enhance the understanding of the teachings of Prophet Muhammad (PBUH).

The study also includes the collection of secondary data from previous literature, encompassing studies on nonverbal communication theories by scholars like Mehrabian, Argyle, and Hall. Additionally, research on Arab culture by Rugh and a thesis on nonverbal communication in the teaching of Arabic by Mohd Alauddin Othman are referenced to support the analysis and conclusions drawn.

However, there are limitations, such as the restricted availability of primary sources and the interpretation of nonverbal elements, which may be influenced by modern cultural differences. To ensure validity and reliability, a data triangulation approach is employed, where the study's findings are compared with widely accepted nonverbal communication theories in academic research.

Data Analysis

The study of nonverbal communication elements in the Hadith of Jibril reveals key insights into their relevance in Arabic language teaching, especially for non-native speakers. These elements, including physical appearance, body posture, hand gestures, physical touch, confirmation signals, and silence, collectively enhance the learning environment. By incorporating these nonverbal cues into teaching strategies, educators can make lessons more

dynamic and foster a deeper understanding of the Arabic language. Each element plays a unique role in creating an engaging and supportive classroom atmosphere.

Physical Appearance and Its Influence in Teaching Arabic

Physical appearance, a critical component of nonverbal communication, conveys a range of subtle but impactful messages in educational settings. In the Hadith of Jibril, the angel appeared in clean, white attire, symbolizing purity, authority, and the significance of the message he delivered. This example highlights the importance of a teacher's appearance in influencing students' perceptions of credibility and professionalism. The neat and organized presentation of a teacher indirectly signals their seriousness and respect for the knowledge being imparted. This, in turn, motivates students to approach their learning with equal seriousness.

In Arab and Islamic cultural contexts, white clothing is associated with values such as purity and sincerity. The symbolic resonance of such attire underscores the significance of nonverbal cues in teaching. When educators mirror these cultural values through their appearance, they not only reinforce the sanctity of the lessons but also add clarity and weight to their messages. This approach can be particularly impactful when teaching Arabic to students who are new to the language or its cultural underpinnings.

A teacher's physical appearance is also pivotal in shaping students' confidence and trust. According to Mohd Alauddin Othman, a teacher's professional and neat appearance directly influences how students perceive their credibility. Students tend to respect and trust educators who present themselves with care, as this reflects a commitment to their teaching responsibilities. In the context of Arabic, which is often perceived as a challenging subject due to its complex grammar and vocabulary, a teacher's polished appearance fosters a disciplined and focused learning environment.

The significance of appearance extends beyond professionalism; it also serves as a medium for conveying respect for the subject matter. For instance, a teacher tackling complex Arabic grammar topics, such as nahw or sarf, benefits from maintaining a professional appearance. This nonverbal signal communicates to students that the lesson demands their full attention and respect. Conversely, an untidy or disheveled appearance could undermine the teacher's authority, causing students to question their credibility and disengage from the learning process.

Teacher credibility is further reinforced when appearance aligns with the cultural and moral dimensions of the subject being taught. In Arabic language instruction, which often intertwines with Islamic teachings, a modest and neat appearance conveys respect for both the language and its religious significance. This alignment not only strengthens students' trust in the teacher but also serves as a model for behavior and values that students are encouraged to emulate. A well-dressed teacher effectively embodies the principles of the knowledge they impart, creating a more holistic and impactful educational experience.

The learning environment is also influenced by the teacher's appearance. Neatly dressed educators foster respect and responsibility among students, which in turn boosts their motivation to learn. Arabic language teaching, which requires precision and a deep focus on linguistic rules, benefits from a structured and disciplined atmosphere. A teacher's well-maintained appearance sets the tone for such an environment, reinforcing the seriousness of the subject while instilling a sense of purpose and commitment in students.

Additionally, physical appearance serves as a subtle tool for managing classroom discipline. In Arabic instruction, where concepts often require repeated practice and attention to detail, a teacher's organized appearance communicates the importance of maintaining focus and rigor. This nonverbal cue can help steer students toward productive behaviors, even when they encounter difficulties in mastering new language structures. A disciplined and orderly classroom environment can thus motivate students to persevere in their learning journey.

Teachers also act as role models through their appearance, particularly in contexts where Arabic is taught alongside Islamic values. Students often look to their teachers for cues on behavior and ethics. A neat and modestly dressed teacher exemplifies respect for the sacred knowledge they are imparting, encouraging students

to adopt similar attitudes. This dynamic is especially important when teaching Arabic in religious settings, where the language serves as a gateway to understanding the Quran and Hadith.

Moreover, the moral message conveyed through a teacher's appearance reinforces the integration of ethical values into the learning process. For example, a teacher who dresses modestly while teaching Quranic lessons subtly communicates the sanctity of the content being discussed. This approach not only enhances students' respect for the teacher but also instills in them a reverence for the knowledge being shared. By embodying these values, educators create a positive and disciplined environment that supports effective learning.

Physical appearance, as a dimension of nonverbal communication, plays a multifaceted role in Arabic language instruction. Beyond signaling professionalism and credibility, it influences the learning environment, shapes student behavior, and conveys moral and cultural values. When educators present themselves thoughtfully, they not only enhance the delivery of their lessons but also inspire students to engage more deeply with the language and its associated cultural contexts. Through this holistic approach, teachers can elevate the overall effectiveness of Arabic language education for non-native speakers.

Body Posture in Teaching

Body posture is one of the crucial elements in nonverbal communication, playing a significant role in conveying messages without words. In the context of the Hadith of Jibril, Jibril sat very close to Prophet Muhammad (PBUH), with their knees almost touching, signaling closeness, seriousness, and respect. Jibril's body posture indicated that he was fully present in the interaction, with his close and respectful posture emphasizing the importance of the message he was delivering.

In teaching, a teacher's body posture can significantly impact how students receive the lesson being delivered. An upright and open posture from a teacher indicates confidence, assertiveness, and a willingness to engage. This signals to students that the teacher is ready to interact with them and is serious about imparting knowledge. Conversely, a slouched or closed posture may suggest a lack of interest or unwillingness to engage with students, which can negatively affect students' motivation.

Moreover, good body posture helps create a supportive atmosphere in the classroom. For instance, a teacher who stands with a relaxed but energetic posture in front of the class projects confidence, signaling to students that the teacher is knowledgeable about the subject being taught. In teaching Arabic, which often involves complex vocabulary and grammar structures, an upright and engaged posture reflects the teacher's commitment to ensuring students understand the concepts being taught.

Body posture can also be used to show focus on individual students. For example, when a teacher leans slightly toward a student while they ask a question or provide an answer, this posture indicates that the teacher is giving full attention to that student. This conveys that every student's question and answer is important and valued, which in turn increases the student's confidence and motivation.

In the context of teaching Arabic, students often face challenges in understanding the structure of the language, which differs from their native language. A teacher who adopts a supportive and open body posture—such as standing upright, making eye contact, or moving toward students when they need clarification—can help facilitate the learning process more effectively.

Proxemics in Teaching

Proxemics is a concept introduced by Edward T. Hall (1966), referring to the study of how physical distance between individuals affects communication and interaction. Hall divides proxemics into several categories of distance: intimate, personal, social, and public. Each category carries specific meanings in interactions, and different uses of physical distance can significantly impact how messages are received and perceived by others.

In the context of the Hadith of Jibril, Jibril's very close proximity to Prophet Muhammad (PBUH) reflects an intimate personal distance. This demonstrates closeness, trust, and seriousness in the interaction. The close

distance also indicates that the message being delivered is very important and requires the full attention of both parties. In teaching, the physical distance between the teacher and students plays a similarly important role in creating a positive and effective learning environment.

In Arabic language teaching, the physical distance between the teacher and students can influence the level of interaction and student focus. A teacher who is physically closer to the students can increase their attention and create a more interactive environment. For example, a teacher walking among rows of students while teaching or standing close to them as they ask questions can help establish a closer connection between the teacher and students. This connection can enhance students' trust in the teacher and make it easier for them to interact and ask questions without fear or hesitation.

Proxemics is also closely related to the personal attention given by teachers to students. When a teacher moves closer to a student, it shows that the teacher is giving full attention to that student. In Arabic language teaching, a teacher who approaches students while providing explanations or helping them with grammar questions shows personal attention, which can increase the student's confidence to continue asking questions or attempting new challenges.

However, it is important for teachers to understand the balance in using proxemics. If a teacher gets too close to a student without considering the cultural context or the student's comfort, this can create discomfort or invade the student's personal space. Therefore, teachers must be sensitive to how students may feel about physical proximity and adjust their use of proxemics according to the individual needs of students and the classroom environment.

Additionally, Arabic language teaching, which often requires explaining complex grammar or sentence structures, can be facilitated by the proper use of proxemics. For instance, when explaining complex grammar structures like *fi'il majhul* (passive verbs), a teacher who moves closer to students can make understanding easier by giving direct examples in front of the students and closely observing their reactions to ensure their comprehension.

In modern teaching, especially in an interactive classroom setting, the teacher's physical movement within the classroom plays a key role in promoting two-way interaction. A teacher who moves from one area to another within the classroom, interacting with small groups of students or individuals in turns, shows that they are giving balanced attention to all students. This allows students to feel more appreciated and motivates them to engage more actively in learning.

Body posture and proxemics are two important elements in nonverbal communication that can have a significant impact on teaching and learning. A teacher's upright, open posture and active interaction with students signal that the teacher is serious about their delivery and focus on the students. Proxemics, or the physical distance between the teacher and students, can be strategically used to build closer relationships and enhance two-way interaction in the classroom.

In teaching Arabic to non-native speakers, both of these elements can be used to facilitate students' understanding of complex concepts and increase their confidence in interacting with the teacher. By using the correct body posture and appropriate physical distance, teachers can create a more dynamic learning environment that supports students' achievement in understanding and mastering the Arabic language.

Physical Touch and Hand Gestures in Language Teaching

The interaction described in the Hadith of Jibril, particularly the moment when Jibril's knees touched the knees of Prophet Muhammad (PBUH), illustrates a form of nonverbal communication that conveys full attention, seriousness, and pedagogical intimacy. Although such physical touch is not applicable in modern classrooms due to ethical and cultural boundaries, the communicative essence behind it can be preserved through nonphysical means that still signal focus and intentionality. Hand gestures, facial expressions, and purposeful body orientation serve as appropriate substitutes that fulfil the same instructional function. These forms of nonverbal behaviour allow teachers to demonstrate emphasis, indicate relational closeness, and highlight

important segments of a lesson without crossing professional limits. The communicative symbolism found in the hadith therefore becomes a guiding principle: meaningful physical presence can be translated into visual clarity, responsive gestures, and attentive positioning that support the learning process for non-native Arabic learners.

Hand gestures become particularly valuable because they extend this principle into a visually accessible teaching technique that supports comprehension of concepts often difficult to grasp through words alone. Arabic contains a wide range of vocabulary and verb forms that carry different meanings depending on context, and gestures provide learners with a concrete representation of these abstract elements. Demonstrations of movement when teaching action verbs, directional gestures when explaining sentence structure, and contrasting hand motions when differentiating subjects and objects help students internalize the logic of the language. Gestures also assist in maintaining attention, emphasizing key grammar rules, and reflecting authentic patterns of Arab communication. Such multimodal reinforcement enables learners to follow the teacher's message through both visual and auditory channels, allowing for a deeper processing of vocabulary, grammar, and cultural expression. The pedagogical value of gestures therefore echoes the communicative clarity exemplified in the Hadith of Jibril, transforming symbolic nonverbal cues into practical strategies that enhance understanding and engagement in contemporary Arabic language classrooms.

Hand Gestures as a Learning Tool

In teaching Arabic, hand gestures can be an effective tool to help students understand concepts or words that may be difficult to grasp verbally. Arabic is a language rich in vocabulary, and many words have multiple meanings depending on the context or the verb form used. Teachers who use hand gestures while explaining these concepts can help students visualize the meaning of words or phrases, especially when it involves verbs describing actions.

For example, when teaching verbs like "run" (يسعى) or "jump" (يقفز), the teacher can use hand gestures to clearly demonstrate the action of running or jumping. These gestures not only help students who may struggle to understand the meaning of the words verbally, but they also provide a more concrete depiction of the action. This is particularly important for students who learn through visual or kinesthetic styles, as they tend to understand a concept better when they see or mimic it, rather than simply hearing an explanation.

Additionally, hand gestures can be used to emphasize important ideas in a lesson. For instance, when the teacher explains complex grammar structures such as passive verbs (fi'il majhul), hand gestures can be used to differentiate between the subject and object in a sentence. This way, students can observe the teacher's hand movements separating the two main elements of the sentence, thus clarifying the grammar being taught. This is particularly effective in teaching grammar, which may seem abstract to non-Arabic-speaking students.

Hand gestures can also help depict the direction of movement, such as when teaching transitive verbs involving objects. For example, when explaining a phrase like "Zayd gives the book to Ali" in Arabic (زيد أعطى الكتاب لـعلي), the teacher can use hand gestures to show the movement of the book from Zayd to Ali. This helps students visualize the sentence structure and understand how Arabic grammar works, where the subject, object, and verb are arranged differently than in other languages.

Using Hand Gestures to Capture Students' Attention

In addition to helping clarify word meanings or concepts, hand gestures also serve as a tool to capture students' attention during the teaching process. In the classroom, students may lose focus if the teacher speaks too much without using nonverbal communication. Well-planned and meaningful hand gestures can redirect students' attention to key aspects of the lesson.

For example, when teaching difficult grammar topics such as *jins al-isim* (types of nouns) or *harf jar* (prepositions), hand gestures combined with the explanation can help students focus on the main points the teacher is explaining. Dynamic gestures like raising a hand to emphasize a keyword, or pointing to the

whiteboard or other teaching materials, can serve as visual cues for students to pay attention to those parts. This way, students are more likely to associate the hand movements with the lesson content being discussed.

Furthermore, in Arab culture, hand gestures are often used to reinforce verbal messages. In social interactions, hand gestures are used to express emotions, clarify meaning, or emphasize points. An Arabic teacher who uses hand gestures in the classroom not only mirrors an important aspect of Arab culture but also helps non-native speakers better understand the cultural context and communication style that often accompanies hand gestures. This provides students with not only an understanding of Arabic in terms of grammar and vocabulary but also an appreciation of Arab communication culture.

Hand Gestures in Vocabulary and Grammar Teaching

Arabic vocabulary and grammar often pose challenges to non-native students due to differences in language structure compared to their native language. In these cases, hand gestures can be a useful tool to help students understand and remember the meanings of words or more complex grammatical concepts. For example, when a teacher wants to explain the difference between transitive and intransitive verbs, hand gestures can be used to show how transitive verbs require an object to receive the action, while intransitive verbs do not.

For instance, in the sentence "Ali hits Zayd" (علي ضرب زيد), the teacher can use hand gestures to show Ali as the subject performing the action of hitting, and Zayd as the object receiving the action. A gesture mimicking the act of hitting can provide students with a clearer understanding of how transitive verbs work. This can also be used to teach *bina' fi'il majhul* (the passive form of verbs), where the object of the sentence becomes the subject in the passive sentence. By demonstrating the hand movement from the object to the subject, students can better understand how the passive form functions in Arabic.

Using Hand Gestures to Reinforce Nonverbal Communication

In the broader context of nonverbal communication, hand gestures can be used to reinforce verbal messages and make teaching more effective and interactive. Hand gestures synchronized with the teacher's speech can help create the perception of focus and seriousness in the teaching process. When students see that the teacher is not only speaking but also using hand gestures to emphasize key ideas, they are more likely to follow the lesson because their attention is drawn to both the visual and auditory elements.

For example, when explaining verses from the Qur'an that contain deep meanings, a teacher can use soft and rhythmic hand gestures to reinforce the sense of appreciation for the meaning of the verses. Slow and structured hand gestures can help students understand the contextual meaning more deeply, especially when the verses involve abstract meanings or concepts that are difficult to explain with words alone. These rhythmic gestures can create a profound emotional impact, helping students not only understand but also feel the message being conveyed.

In conclusion, physical touch and hand gestures are important elements in teaching Arabic that can help students grasp difficult concepts, enhance their attention to the lesson, and strengthen the verbal message delivered by the teacher. While physical touch may not be appropriate in modern teaching contexts, the principle behind the touch in the Hadith of Jibril can be translated through the effective use of hand gestures in the classroom. Hand gestures not only make it easier for students to understand grammar and vocabulary, but they also help connect the teaching of Arabic with Arab communication culture, which often involves nonverbal gestures. By using well-planned and meaningful hand gestures, teachers can enrich the learning process and help students master Arabic more effectively.

Confirmation Signals in Language Teaching

Confirmation signals are a crucial element of nonverbal communication that provide immediate feedback to individuals, indicating that they are understood and accepted. In the Hadith of Jibril, each time Prophet Muhammad (PBUH) gave an answer, Jibril provided verbal confirmation such as "You are correct." This confirmation was likely accompanied by nonverbal cues such as a nod or a change in facial expression to indicate

agreement. Such confirmation signals play a major role in reinforcing confidence and communicating that the individual is on the right track. In a teaching context, especially in Arabic language instruction, nonverbal confirmation signals can be effectively used to motivate students and foster a more positive and interactive learning environment.

Confirmation in the Context of Nonverbal Communication

In nonverbal communication, confirmation refers to actions that signal to another person that they are understood and their message has been well received. These signals can take the form of nodding, smiling, positive facial expressions, or strong eye contact. In the Hadith of Jibril, the verbal confirmation "You are correct" was likely accompanied by nonverbal cues such as a nod or smile to reinforce the message of agreement. By providing these confirmation signals, Jibril indicated that the answer given by Prophet Muhammad (PBUH) was accurate and that he was on the right track in delivering his response.

In teaching, both verbal and nonverbal confirmation play a vital role in providing positive feedback to students. When students receive confirmation from the teacher, they not only realize that their answer is correct but also feel that their efforts are appreciated. This has a direct impact on the students' self-confidence, particularly for those who are new to learning Arabic and may face challenges in mastering the language.

For example, when a student answers a question correctly, a teacher who nods and says, "Correct!" or offers a sincere smile sends a signal to the student that their answer is accurate and their effort is recognized. This in turn encourages the student to be more active in responding and engaging in class discussions. Mohd Alauddin Othman emphasized that nonverbal confirmation signals are an important element in creating a positive and supportive learning environment. Students who receive positive feedback through nonverbal signals are more likely to feel confident in the learning process and more active in asking questions and participating in classroom discussions.

Nonverbal Confirmation in Teaching Arabic

In the context of teaching Arabic, nonverbal confirmation signals play a key role in building students' confidence and ensuring that they feel valued in the learning process. Arabic, with its complex grammatical structures and extensive vocabulary, may cause students, particularly non-native speakers, to feel uncertain about their answers. Using nonverbal confirmation signals such as smiles, nods, or supportive eye contact can help alleviate students' uncertainty and boost their confidence in giving answers.

For instance, when a student answers a complex grammar question, such as on passive verbs (fi'il majhul), a teacher who nods and smiles confirms that the student's answer is correct. This nonverbal confirmation not only provides positive feedback but also gives the student the emotional encouragement needed to continue learning and to ask questions if they are confused. Teachers who consistently provide nonverbal confirmation signals create a supportive learning environment where students are not afraid to make mistakes and are more confident in asking questions when they are unsure.

Nonverbal confirmation can also be used when students are attempting to answer more difficult questions. In this case, even if the student's answer is not entirely correct, the teacher can still provide temporary confirmation signals such as a slight nod or eye contact, indicating that the student is on the right track. This signals to the student that they are close to the correct answer, and with a bit more effort, they can give the right response. This temporary confirmation provides psychological encouragement for students not to give up easily and to keep trying.

Confirmation Signals in Building Teacher-Student Relationships

Nonverbal confirmation not only helps students to feel more confident in the learning process but also strengthens the relationship between the teacher and students. When teachers consistently provide positive feedback, whether through verbal or nonverbal signals, students feel more comfortable and open to interacting with the teacher. This is especially important in teaching Arabic, where students may feel shy or hesitant to

speak in a language that is not their mother tongue. By providing nonverbal confirmation, the teacher sends the message that every effort made by the student is valued, no matter how small, which strengthens the bond between teacher and student.

For example, when a student answers a grammar question with an almost correct answer, the teacher can offer a supportive smile while correcting the student's answer. This confirmation signals that the student has made progress and that the teacher appreciates the effort put forth by the student. Teachers who provide feedback in this manner build a classroom environment of trust, where students are not afraid to make mistakes because they know their efforts will always be appreciated.

Research by Mohd Alauddin Othman shows that students who consistently receive nonverbal confirmation from teachers are more likely to actively participate in class discussions and ask more questions. This is because nonverbal confirmation creates a comfortable and supportive learning environment where students feel valued and heard. This, in turn, increases student engagement in the learning process, which is essential for a subject like Arabic that requires active participation to master the language.

Confirmation in Shaping Motivation-Based Learning

One of the key aspects of teaching Arabic, especially for non-native speakers, is the need to develop students' internal motivation to continue learning even when faced with difficulties. Nonverbal confirmation signals, such as nodding or smiling, help create a sense of achievement within the students, which in turn builds intrinsic motivation to learn. When students feel that they are on the right path and that their efforts are appreciated, they are more eager to continue learning and overcome the challenges that arise in mastering Arabic.

For example, when students successfully answer a complex grammar question such as i'rab (grammatical analysis), a teacher who provides positive nonverbal confirmation helps reinforce the students' sense of accomplishment. This creates a positive cycle of motivation, where students will continue to strive for correct answers because they know that every effort is valued. Frequent and positive nonverbal confirmation can create an environment where students feel capable of achieving success even in a difficult subject like Arabic.

Nonverbal Confirmation as a Tool for Correcting Mistakes

Nonverbal confirmation also serves as a tool for gently and supportively correcting students' mistakes. In teaching Arabic, students often make errors, particularly in the complex aspects of grammar. In such situations, teachers can use nonverbal confirmation that is more guiding in nature to help students correct their answers without causing embarrassment or lowering their self-esteem.

For example, when a student provides an incorrect answer, the teacher might give a small nod accompanied by a facial expression suggesting that the student should try again. This signals to the student that they are on the right track but need to make some corrections. In this way, nonverbal confirmation is used to guide students towards the correct answer without making them feel like they have failed. This helps reduce pressure among students and fosters a more positive and supportive learning environment.

Overall, nonverbal confirmation signals play a vital role in the teaching process, especially in the instruction of Arabic to non-native speakers. Nonverbal confirmation, such as smiles, nods, and eye contact, not only provides positive feedback to students but also builds their confidence and increases their motivation to continue learning. The consistent use of confirmation signals by the teacher creates a supportive and motivation-based learning environment where students feel appreciated and encouraged to ask questions and actively participate in class discussions. By using nonverbal confirmation signals, teachers can reinforce verbal messages, strengthen relationships with students, and ensure that students achieve ongoing success in mastering the Arabic language.

Silence as a Reflection Tool in Language Learning

Silence is often an overlooked element of nonverbal communication, yet it plays an important role in the learning process. In the Hadith of Jibril, after Jibril posed important questions and received answers from the Prophet

Muhammad (PBUH), there was a period of silence immediately after Jibril left the discussion. This silence allowed the companions who were present to reflect and process what had been taught. This situation demonstrates that silence is not merely a pause but a crucial tool for deeper reflection and understanding.

Silence as a Time for Reflection

In the learning context, silence after a teaching session or explanation of a concept provides students with time to reflect and think about what has been taught. This process helps students organize the newly acquired information and attempt to understand and connect it with their existing knowledge. In the Hadith of Jibril, the silence that occurred after the interaction between the Prophet Muhammad (PBUH) and Jibril provided the companions with an opportunity to reflect on the answers given by the Prophet, particularly regarding the core tenets of religion such as Islam, Iman, and Ihsan.

Research shows that reflection is an essential process in learning, helping students to evaluate and understand information more effectively. Schon (1983), in his study on reflection in learning, states that "reflection in action" is a critical tool that allows individuals to think deeply about their actions or what they have recently learned, thus altering or improving their understanding based on that reflection. Therefore, silence after learning can be seen as an important tool in supporting this process, providing students with time to think and connect new information with the concepts they already know.

Silence in Teaching Arabic

In the context of teaching Arabic to non-native speakers, silence can be strategically used by teachers as a pedagogical tool. Arabic often has complex grammatical structures and vocabulary that differ from the students' native language. When students are faced with these complicated concepts, such as the use of verbs in various forms or sentence structures unfamiliar to them, a period of silence after the explanation allows students time to process the new information.

For example, when teaching *kalimah fi'il* (verbs) that involve various changes based on subject and tense, the teacher can first provide the explanation, followed by a period of silence that allows students to process the information. This silence gives students time to think about what has been taught, construct sentences in their minds, or relate the new information to their prior knowledge. During this time, students may arrive at conclusions or additional questions that can help strengthen their understanding of the concept.

A study by Walsh and Sattes (2005) found that silence, or "wait time," after teachers ask a question or explain a concept, enhances the effectiveness of learning. They demonstrated that giving students time to think before answering or asking questions leads to more accurate and thoughtful responses. In Arabic language instruction, this means that students can think about the correct grammatical forms or vocabulary before responding, thereby enhancing the overall language learning process.

Silence as a Cognitive Management Tool

In addition to providing time for reflection, silence also aids in managing cognitive load. Language teaching, particularly for a complex language like Arabic, requires students to process large amounts of information simultaneously—including grammar, vocabulary, intonation, and cultural aspects. Silence after the explanation of a new concept helps reduce students' cognitive load by allowing them to focus on one thing at a time.

For instance, when a teacher explains Arabic grammar, students may struggle to understand verb changes or the use of certain particles. If the lesson is delivered continuously without a period of silence, students may feel overwhelmed and unable to absorb the information fully. Silence provides the brain with time to adjust and digest the material, enabling students to understand the concepts more clearly.

Sweller (1988), in his study on cognitive load, emphasized that effective learning requires good cognitive load management, where information is presented in an organized manner with time for students to process it. In the

context of teaching Arabic, silence after complex explanations allows students to organize the newly received information and reduces the likelihood of them feeling overwhelmed or confused.

Silence and Student Engagement in the Classroom

Silence can also serve as a tool to encourage student engagement in the classroom. In many cases, students may hesitate to ask questions or provide immediate feedback after the teacher's explanation, particularly if they need time to digest the information. By providing a period of silence, the teacher gives students the space to organize their thoughts and decide whether they need further clarification or are ready to respond.

In the context of the Hadith of Jibril, the silence following the interaction between Jibril and the Prophet Muhammad (PBUH) may also have served as a signal that the teaching session had concluded and the companions could take time to reflect or ask additional questions if needed. This can also be applied in the classroom, where silence gives students time to ask questions or express their confusion without feeling rushed.

For example, in Arabic instruction, after the teacher explains a challenging concept such as *i'rab* (grammatical analysis) or *nahu* (syntax), students may need time to formulate questions or requests for further explanation. Silence not only allows students to process the information but also encourages them to feel more confident in asking questions or sharing their thoughts, which in turn enhances their engagement in the learning process.

In the Hadith of Jibril, the silence that occurred after the teaching session between Jibril and the Prophet Muhammad (PBUH) provides a clear example of how silence can function as a tool for reflection and deep understanding. In the context of teaching Arabic, silence plays a crucial role in giving students time to digest information, reduce cognitive load, and encourage student engagement. By strategically applying silence in the classroom, Arabic language teachers can help students not only understand the language better but also build the confidence to communicate and ask questions about concepts they do not yet understand.

CONCLUSION

The analysis of the Hadith of Jibril demonstrates that nonverbal communication plays a crucial role in conveying religious and educational messages. In the context of teaching Arabic to non-native speakers, elements of nonverbal communication such as hand gestures, body posture, and confirmation signals can enhance students' comprehension and accelerate the learning process. The use of nonverbal communication not only aids in delivering information more clearly but also fosters a closer relationship between teachers and students, which is vital in language education.

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