

The Problematics of Arabic Language Learning at Islamic Boarding School

Agus Yasin¹, Muhamad Fadhlullah²

¹²Universitas Darussalam Gontor; Indonesia
Correspondence email; fadhel1706@gmail.com

Submitted: 12/08/2024

Revised: 07/09/2024

Accepted: 14/11/2024

Published: 21/01/2025

Abstract

This study aims to identify and analyze the challenges in Arabic language learning at Subulussalam Islamic Boarding School Kresek, Tangerang. Although Arabic is one of the core subjects taught intensively at the school, various obstacles in the learning process are still frequently encountered by both students and teachers. This study carefully examines these challenges and explores appropriate solutions to enhance the overall effectiveness of Arabic language teaching at the school. The research employs a qualitative method with a case study approach. Data were collected through in-depth interviews, observations, and documentation involving dedicated teachers and students actively engaged in Arabic language learning at Subulussalam Islamic Boarding School Kresek. The study population comprises 50 teachers and 200 students participating in Arabic language programs. A purposive sampling technique was used, selecting 5 teachers and 15 students from various class levels as research samples. The collected data were comprehensively analyzed using qualitative descriptive analysis to identify key issues and explore applicable solutions within the broader context of Arabic language learning. The findings indicate that the primary challenges include limited teaching materials, insufficient language interaction in learning, and a misalignment between teaching methods and students' needs.

Keywords

Arabic Language Learning, Challenges; Subulussalam Islamic Boarding School; Teaching.



© 2025 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

The learning of the Arabic language at Subulussalam Islamic Boarding School Kresek is an integral part of the pesantren's education system, where Arabic serves as the primary communication tool in Islamic and religious studies. However, despite the intensive teaching of Arabic, there are significant issues in the learning process. Based on observations and interviews, most students struggle to master Arabic speaking skills after years of study. This indicates a gap between the ideal objectives of Arabic language education and the actual learning practices in the pesantren. One of the main issues identified is the limited availability of relevant and in-depth teaching materials and the lack of direct interaction in Arabic, which could enhance students' speaking abilities.

According to research by Rahmat (2022), learning Arabic in a permanent environment tends to focus too much on theory and memorization, while speaking practice is rarely given sufficient attention. This causes students to struggle in communicating using Arabic in their daily lives, even though they have mastered the basic theories of the language. The study also highlights that the teaching methods are still very traditional and do not accommodate the need for active communication. Additionally, research by Amirudin (2017) reveals that the problems in learning Arabic in pesantren encompass linguistic and non-linguistic aspects. The linguistic aspects include difficulties in mastering phonetics, vocabulary, and sentence structure, while the non-linguistic aspects involve a lack of learning motivation, less varied teaching methods, and limited supporting facilities and infrastructure.

Another study by Nida et al., (2024) highlights the importance of implementing innovative and enjoyable learning methods to enhance students' motivation and participation in learning Arabic. Introducing the "fun learning" method in Islamic boarding schools has proven effective in improving students' speaking skills, as this method emphasizes direct practice and active interaction among students. Additionally, research by Rahmah et al. (2024) found that the students' educational background, whether from boarding school or non-boarding school environments, influences their ability to learn Arabic. Students with a non-boarding school background tend to experience greater difficulties in understanding the material and communicating in Arabic, highlighting the need for a more adaptive and inclusive teaching approach.

The main difference between previous studies and this research lies in its deeper focus on the problems of Arabic language learning at Subulussalam boarding school Kresek. This study not

only highlights general aspects but also pays special attention to the real conditions in the boarding school, including the challenges teachers and students face in implementing more communicative methods. Furthermore, this research aims to find more practical and contextual solutions to overcome these issues while considering the specific needs of the boarding school as an Islamic educational institution with its unique characteristics. The objective of this study is to comprehensively identify the problems in Arabic language learning at Subulussalam boarding school Kresek and to seek more effective solutions to enhance the quality of Arabic language education in the boarding school.

It is hoped that the results of this study can contribute to developing more effective and relevant Arabic teaching methodologies that meet the needs of boarding school students. Additionally, this research aims to provide valuable insights for teachers and boarding school administrators in designing learning programs that better align with the true goal of Arabic language education—achieving fluency and effective communication in Arabic.

METHOD

This study employs a qualitative approach with a case study method to explore and analyze Arabic language learning issues at Subulussalam Boarding School Kresek. The qualitative approach was chosen because it allows researchers to explore phenomena within the social and cultural context of the boarding school, which cannot be fully explained through quantitative methods. As stated by Kusnan (2017), The case study method provides a comprehensive understanding of Arabic language learning practices in the boarding school environment.

The population in this study consists of all teachers and students involved in Arabic language learning at Subulussalam Boarding School Kresek. In total, 50 Arabic language teachers and 200 students are participating in the Arabic learning program at this boarding school. The sample selection was conducted using purposive sampling, a technique used to select informants with relevant experience or characteristics. This purposive sampling approach enables researchers to obtain more specific and in-depth data.

The data sources in this study were obtained from two main sources: primary data and secondary data. Primary data were collected through in-depth interviews with 5 Arabic language teachers and 15 students selected through purposive sampling, deemed to have relevant and representative experience related to Arabic learning. The interviews explored perspectives,

experiences, and challenges encountered in the Arabic learning process. In addition, direct classroom observations were also carried out to monitor teaching practices and Arabic language interactions occurring in the classroom. As Anggraini (2023) recommended, Direct observation provides a real depiction of learning dynamics.

Secondary data is obtained through documentation, such as teaching materials, learning curricula, and evaluation reports available at the boarding school. Document analysis is highly useful in providing additional in-depth context regarding the learning practices occurring in the field. This documentation data also complements findings from interviews and observations, offering a more comprehensive understanding of curriculum implementation and teaching materials.

Data is collected through three main techniques: interviews, observation, and documentation. In-depth interviews are conducted with teachers and students to understand better their experiences in learning Arabic. Observations are carried out in classrooms during the learning process to directly see the interaction between teachers and students in using Arabic. This aligns with the ethnographic approach, which focuses on direct observation. Documentation, in the form of learning notes and teaching materials used during the teaching process, is also analyzed to provide a more comprehensive picture of the taught materials and how they are applied in practice.

The data analysis technique used in this research is qualitative descriptive analysis. Data reduction is the first step in data analysis, which involves selecting and focusing on data relevant to the research objectives. The relevant data is then presented in the form of a narrative that describes the observed phenomena. Subsequently, conclusions are drawn by linking research findings with relevant theories in Arabic language education and comparing them with previous studies to understand better the issues being investigated. Through this approach, this study aims to provide a clearer and more in-depth understanding of the problems in Arabic language learning at Subulussalam Boarding School Kresek and to identify practical solutions that can be implemented to improve the quality of Arabic learning in the boarding school.

FINDINGS AND DISCUSSIONS

Findings

This study identified several key issues in Arabic language learning at Islamic Boarding School Subulussalam Kresek based on data collection through in-depth interviews, classroom

observations, and document analysis. These findings will be discussed in more detail in the following sub-sections.

Limited Variation in Teaching Methods

Most Arabic language instruction at Islamic Boarding School Subulussalam Kresek still relies on traditional methods prioritizing memorization and grammatical understanding over speaking skills. Only a few instructors apply more communicative approaches, such as task-based learning or communicative language teaching (CLT). One of the instructors, Zulfa Qurrotu Aini, stated: "Kami masih fokus pada hafalan kosa kata dan tata bahasa, dan belum bisa mengaplikasikan pembiasaan berbahasa Arab dalam kehidupan sehari-hari secara optimal." The interview results reflect a teaching tendency that focuses on the theoretical aspects of the Arabic language without providing room for the effective development of speaking skills or with less-than-optimal language practice in daily interactions.

Research by Kasim et al., (2023) shows that Arabic learning in Islamic boarding schools is mostly focused on mastering Nahwu (Arabic grammar) to understand classical Islamic texts (kitab kuning), so competency in speaking skills is less emphasized. In addition, Anjani et al., (2024) emphasize that using technology in learning Arabic, such as learning applications and interactive videos, can enhance students' speaking skills by providing a more varied and interactive practice platform. A similar finding was also observed by Devi and Sholeh (2023), Which states that the implementation of information and communication technology in Arabic language learning can create a more interactive and engaging learning environment for students.

These studies emphasize that the lack of communicative approaches and variation in teaching methods in Arabic language learning can hinder students' speaking skills development. Therefore, the application of more varied and interactive methods, including the use of technology, is crucial for enhancing students' Arabic speaking abilities.

Table 1. Arabic Language Teaching Methods at Subulussalam Islamic Boarding School Kresek

No	Teaching Method	Usage Percentage (%)	Description
1	Memorization and Grammar	70	Focuses on theory
2	Speaking Instruction	15	Occasionally implemented
3	Task-Based Teaching	10	Rarely used
4	Other Methods (Discussion, Debate)	5	Inconsistently applied

Source: Interview with Arabic language teachers at Subulussalam Islamic Boarding School Kresek,2024.

Limited Relevant Teaching Materials

The teaching materials used in Arabic language learning at Islamic Boarding School Subulussalam Kresek are also one of the main issues. The textbooks often do not reflect the development of modern Arabic and focus more on classical language, which is less suitable for the students' daily communication needs. A student, Ergi Asdianda, stated: "Buku yang kami pakai sering kali membahas bahasa Arab yang sulit dipahami dan tidak relevan dengan percakapan sehari-hari."

Based on observations, the existing teaching materials place greater emphasis on classical texts, ultimately hindering the mastery of active and communicative Arabic. This aligns with the findings of Kasim et al., (2023) which revealed that Arabic language learning in Islamic boarding schools (pesantren) primarily focuses on mastering Arabic grammar (nahwu) to understand classical Islamic texts (kitab kuning), resulting in less attention being given to speaking skills.

Lack of Supporting Facilities and Learning Media

Arabic language learning at Islamic Boarding School Subulussalam Kresek is also limited by inadequate facilities. Although the pesantren has sufficient classrooms, no multimedia equipment supports a more interactive Arabic learning process. Some teachers reported relying solely on the whiteboard as their primary teaching medium. The lack of access to electronic devices such as projectors or computers makes learning monotonous and less engaging for students, particularly when introducing Arabic vocabulary and expressions in more realistic and dynamic contexts.

This is consistent with the study by Anjani et al., (2024), which indicates that the use of technology in Arabic learning, such as educational applications and interactive videos, can enhance students' speaking skills by providing more varied and interactive practice platforms. Without diverse learning media, students struggle to remember and apply new vocabulary in real-life situations. Furthermore, Devi and Sholeh (2023) added that implementing information and communication technology in Arabic language learning can create a more interactive and engaging learning environment for students.

Students' Difficulties in Using Arabic for Daily Communication

Students at Islamic Boarding School Subulussalam Kresek experience difficulties using Arabic for daily communication despite mastering basic grammar and vocabulary. This issue arises due to a lack of opportunities to practice speaking in real-life situations and the absence of an in-depth conversation-based learning approach.

Research indicates that one of the factors contributing to students' difficulties in communicating in Arabic is the lack of implementation of communicative and contextual teaching methods. According to Umi Baroroh and Syindi Oktaviani (2020), a communicative approach in Arabic language learning should be creative to foster an environment conducive to developing speaking skills. However, Arabic instruction often emphasizes grammatical aspects and provides limited space for students to practice speaking in real-life contexts.

The lack of teaching materials relevant to students' daily lives is also a challenge, as highlighted in the study by Salamah et al., (2024). For example, in several pesantren, students are not yet fluent in Arabic and exhibit weaknesses in writing skills due to the absence of appropriate teaching materials tailored to their needs. To address this issue, it is necessary to develop instructional materials based on themes related to students' daily activities, enabling them to understand and apply Arabic more easily in their daily lives.

Moreover, conducting Arabic language learning sessions daily positively impacts students' speaking skills. At Ma'had Darul Hikmah, for instance, Arabic lessons are held every day after the dawn Qur'an recitation (tadarus), significantly improving students' ability to speak Arabic when delivering short sermons (kultum) (Surur et al., 2018).

Table 2. Students' Difficulties in Speaking Arabic

No	Challenges Faced	Percentage of Students (%)	Description
1	Difficulty in speaking Arabic	65	Hindered by lack of practice
2	Difficulty in understanding conversations	25	Limited vocabulary
3	Difficulty in writing Arabic	10	Fairly proficient in writing

Source: Interviews with students at Subulussalam Islamic Boarding School Kresek, 2024

Discussion

The main issue in Arabic language learning at Islamic Boarding School Subulussalam Kresek is the mismatch between the teaching methods and the students' need to master Arabic speaking skills. This study found that many teachers still rely on traditional methods focusing on memorization and grammar mastery, while more communicative or conversation-based approaches are rarely implemented. This aligns with the findings of research by Nurul Daroeni et al., (2020) which stated that Arabic learning methods that do not prioritize speaking skills can hinder students' communicative competence development.

On the other hand, the limitation of teaching materials used is also a significant issue. The books used at Islamic Boarding School Subulussalam Kresek focus more on classical Arabic, which is no longer relevant to daily communication needs. Research by Nugraha (2024) also shows that outdated teaching materials can hinder Arabic learning in many Islamic educational institutions. Furthermore, another obstacle is the lack of adequate facilities, such as technology-based learning media. According to research by Halim and Qomaruddin (2023), interactive learning media are crucial for improving Arabic speaking skills, especially for students who do not have the opportunity to interact directly with native Arabic speakers.

As mentioned in the initial discussion, learning methods that still focus on memorization and grammatical aspects without strengthening communicative elements result in students' speaking skills being underdeveloped. This is supported by research by Irfan Syafii et al., (2025) As mentioned in the initial discussion, learning methods that still focus on memorization and grammatical aspects without strengthening communicative elements result in students' speaking skills being underdeveloped. This is supported by research by Baeha et al., (2025) also confirms that the bandongan and sorogan methods, despite their historical value, are less effective in building speaking competence. As a solution, the research by Wahyudin & Ali Mayo (2024) proposes implementing an immersion-based method, where students are required to speak Arabic in their daily lives, not just in the classroom. Additionally, (Qomariyah & Mufarrikoh, 2025) state that discussion-based and role-playing methods in real-life scenarios can increase students' confidence in speaking Arabic.

The key findings of this study indicate that several fundamental issues affect the effectiveness of Arabic learning at Islamic Boarding School Subulussalam Kresek. One of the most prominent problems is the lack of variation in teaching methods, prioritizing memorizing grammar and vocabulary while neglecting speaking skills. Based on the findings, most Islamic Boarding School Subulussalam Kresek teachers still rely on traditional teaching methods that focus on memorization and grammatical comprehension of Arabic. This is consistent with research by Nurul Daroeni et al., (2020) which found that many Islamic educational institutions in Indonesia tend to prioritize theoretical aspects of Arabic and pay less attention to developing speaking skills.

More communicative teaching methods, such as task-based learning or communicative approaches, which have been proven effective in improving speaking skills, are rarely implemented in this pesantren. For example, a teacher stated that they often focus more on teaching grammatical

rules than engaging students in daily conversations or more realistic speaking tasks. This shows that Arabic speaking practice in this pesantren is not encouraged through direct speaking exercises, which naturally impacts students' ability to communicate actively in Arabic. In this context, many studies have confirmed that the lack of interactive and communication-based teaching methods hinders students' mastery of Arabic speaking skills. A study by Lubis et al., (2024) found that a communicative approach in the classroom can improve students' speaking abilities as they interact more in the target language. Without opportunities to practice speaking in real situations, such as conversations or discussions, students will struggle to master Arabic speaking skills, even if they have memorized many grammar rules and vocabulary. Research by Halim and Qomaruddin (2023) also emphasizes the importance of conversation-based learning in effectively facilitating Arabic speaking skills.

On the other hand, improving Arabic teachers' competencies is crucial in enhancing learning quality at the pesantren. Research shows that low pedagogical skills and monotonous teaching methods often become major obstacles to effective Arabic learning in pesantren (Ruhendi & Kosim, 2022). Therefore, continuous training is needed for teachers to apply more innovative and communicative teaching methods (Hanifansyah et al., 2024). Additionally, Retno Kuspiyah et al., (2023) affirm that mentoring and training for teachers are key strategies in improving their pedagogical competence. Nurhuda (2022) also found that students often struggle with learning because teaching methods are not diverse and do not meet students' needs.

One method proven to enhance learning effectiveness is the Communicative Language Teaching (CLT) approach, which helps students quickly understand and use Arabic daily (Wahyu Pratama et al., 2024). Furthermore, implementing an intensive Arabic program for teachers significantly improves their teaching skills, directly impacting students' competence development (Ma'arif et al., 2023). Additionally, teachers' mastery of technology is important in increasing learning interactivity. The use of multimedia and technology-based applications in Arabic teaching has been proven to enhance students' engagement in learning (Ahmad Barnabas et al., 2024). Moreover, teachers who deeply understand modern text-based and journalistic curricula can create a learning environment that is more relevant to current students' needs (Yakin et al., 2024). Other studies also highlight the importance of optimizing learning organization to improve the competence of educators in pesantren, including a more effective time allocation for Arabic learning (Ma'arif et al., 2023). Azwa et al., (2024) emphasize that madrasas and pesantren need to adopt

periodic training programs to enhance teachers' abilities. Additionally, the peer tutoring approach as a collaborative method in Arabic learning has improved students' understanding and engagement in the learning process (Hanifansyah & Mahmudah, 2024). Therefore, investing in teacher competency development—whether in teaching methods, technology utilization, or improving their language skills—is a key factor in building a more effective and sustainable Arabic learning system in pesantren.

Moreover, the limitation of teaching materials used in Arabic learning at Islamic Boarding School Subulussalam Kresek is also a significant issue. The teaching materials focus more on classical texts and are oriented toward grammar comprehension rather than active communication. This aligns with research conducted by Nugraha, (2024), which states that Arabic teaching that solely focuses on classical texts without integrating modern Arabic will make it difficult for students to speak in daily-life situations. The research by Jibril et al., (2024) highlights that teaching materials that are too focused on classical Arabic and traditional texts are considered less relevant to modern communication needs. This is also emphasized by Qurrotu A'yun et al., (2025) who studied the effectiveness of contemporary text-based curricula and suggested integrating digital media into Arabic learning. In Halim & Qomaruddin (2023), study found that students who were provided with learning materials that included modern texts and everyday conversations mastered speaking skills more quickly than those who only studied classical texts. Therefore, pesantren need to start adopting more contextual textbooks, including materials based on journalism, academia, and popular culture.

Another factor affecting Arabic learning at Islamic Boarding School Subulussalam Kresek is the limited facilities and learning media. Most Arabic classes at this pesantren are not equipped with adequate learning media, such as projectors or computers that could facilitate more interactive learning. This limits teachers' ability to use various digital resources or multimedia methods that could make learning more engaging and effective. In this context, Halim and Qomaruddin (2023) explain that using technology-based learning media is crucial for creating more dynamic and interactive learning, which ultimately enhances students' speaking skills.

The limitation of facilities is also related to findings by Halim and Qomaruddin (2023), who revealed that interactive learning media can accelerate Arabic language

comprehension and mastery because students can interact directly with the learning materials and target language. Furthermore, the limited facilities and learning media indicate that Arabic learning at Islamic Boarding School Subulussalam Kresek has not fully utilized the potential of existing technology to enhance education.

Research indicates that integrating technology into Arabic language learning can enhance the efficiency and effectiveness of the teaching-learning process (Nurhayati et al., 2022). For instance, smartphone applications and e-learning platforms provide broader access to learning resources, allowing students to engage with materials, exercises, and quizzes specifically designed to improve their understanding of grammar, vocabulary, and Arabic speaking skills Ramli et al., (2024). Additionally, technology enables better learning supervision, facilitates virtual interactions with native speakers, eliminates spatial and temporal limitations, and introduces variety in instructional material delivery (Makruf, 2020).

Technology implementation also contributes positively to learning evaluation, such as setting time limits for test completion, preventing cheating, and designing evaluation questions incorporating audio and video elements (Ritonga et al., 2016). These findings highlight the crucial role of technology in driving innovation and efficiency in Arabic language education, providing deeper insights into how technology can enrich students' learning experiences and enhance the quality of Arabic language instruction in Indonesia (Suib et al., 2022).

However, technology adoption in Arabic language learning at Islamic boarding schools, particularly at Islamic Boarding School Subulussalam Kresek, still faces various challenges. Several studies indicate that teachers' ability to create and implement technology-based media remains inadequate (Ridho, 2018). Training and mentoring programs are necessary to enhance teachers' competence in utilizing digital technology for Arabic language instruction (Ritonga et al., 2016). Furthermore, limited technological infrastructure in some Islamic boarding schools poses an obstacle to optimal technology integration (Fahrurrozi, 2014). Therefore, collaborative efforts between the government, educational institutions, and other stakeholders are required to provide adequate facilities and training to support the integration of technology in Arabic language learning at Islamic boarding schools.

According to Yuniar et al., (2024), using technology-based learning applications, such as e-learning, Arabic language podcasts, and interactive videos, has proven to improve students' phonetic and verbal communication skills. Moreover, Achmad Aldyansyah & Siti Sulaikho (2025)

found that utilizing social media platforms like Instagram and TikTok for Arabic language learning yields positive results, particularly in enhancing spontaneous speaking skills. This aligns with the findings of Arsianto and Yusuf (2025) which indicate that multimedia-based methods are more effective than conventional methods in increasing students' active participation.

Thus, optimizing the use of technology in Arabic language learning at Islamic Boarding School Subulussalam Kresek can serve as a solution to overcome existing limitations in facilities and instructional media. Steps such as improving teachers' competencies through training, developing technological infrastructure, and selecting appropriate learning media that cater to students' needs are expected to enhance the quality of Arabic language education at Islamic boarding schools.

CONCLUSION

Learning Arabic at Islamic Boarding School Subulussalam Kresek still faces various challenges, particularly in developing speaking skills. The teaching methods remain traditional, focusing more on vocabulary memorization and grammar than oral communication practice. Additionally, the teaching materials used tend to be oriented towards classical texts, making them less relevant to the modern communication needs of the students. These limitations make it difficult for students to apply Arabic in daily life, even though they may understand its structure well. Another factor influencing the learning process is the limited availability of facilities and learning media. The minimal use of technology, such as interactive media and digital tools, makes learning less dynamic and reduces students' opportunities to practice speaking actively. Therefore, innovation is needed in more communicative teaching methods, the use of teaching materials that align with practical needs, and the integration of technology to help students develop their Arabic speaking skills more effectively and naturally.

REFERENCES

- Achmad Aldyansyah, & Siti Sulaikho. (2025). Pemanfaatan Konten Nahwu Melalui Media Sosial Instagram untuk Meningkatkan Kemampuan Berbahasa Arab Siswa Tingkat MA. *Pediaqu: Jurnal Pendidikan Sosial dan Humaniora*, 4, 973–988. <https://publisherqu.com/index.php/pediaqu>
- Ahmad Barnabas, R., Failasuf, C., Rahmat Bahtiar, I., Anggara, A. S., Febiyanti, S., & Rahmani, G. (2024). Pelatihan Pembelajaran Bahasa Arab Berbasis Multimedia pada Yayasan Islamic Boarding School Ayyam Wahdi Pondok Gede Bekasi. *Community Development Journal*, 5(6), 12322–12326. <https://doi.org/https://doi.org/10.31004/cdj.v5i6.36516>
- Amirudin, N. (2017). Problematika Pembelajaran Bahasa Arab. *Tamaddun: Jurnal Pendidikan Dan Pemikiran Keagamaan*, 1–12. <https://doi.org/http://dx.doi.org/10.30587/tamaddun.v0i0.66>

- Anggraini, V. (2023). Peran Guru Al-Qur'an Hadits dalam Peningkatan Minat Hafalan Al-Qur'an Siswa di Mti Canduang. *SURAU: Journal of Islamic Education*, 1(2), 171. <https://doi.org/10.30983/surau.v1i2.7543>
- Anjani, U., Farkhanah, A., Karimaturrizqi, P., & Nurul Huda, M. (2024). Peran Teknologi dalam Pembelajaran Bahasa Arab Maharah Kalam Mahasiswa Program Studi Pendidikan Bahasa Arab. *Muhadasah: Jurnal Pendidikan Bahasa Arab Institut Agama Islam Sunan Kalijogo Malang*, 6, 232–249. <https://doi.org/https://doi.org/10.51339/muhad.v6i2.3242>
- Azwa, N., Widya Ulfa, S., Rizkia Hsb, A., & Hafizhah, M. (2024). Analisis Kualitas Pembelajaran Bahasa Arab di Madrasah Aliyah Islamic Centre. *Jurnal Pendidikan Tambusai*, 8, 2587–2597. <https://doi.org/https://doi.org/10.31004/jptam.v8i1.12780>
- Baeha, J. S., Rahmawati, A., Hidayat, M. Y., & Nasution, S. (2025). Inovasi Pembelajaran Bahasa Arab: Analisis Metode Tarkib Terjemah di Islamic Boarding School Tahfidz Al Habibi. *Indo-MathEdu Intellectuals Journal*, 6(1), 608–616. <https://doi.org/10.54373/imeij.v6i1.2491>
- Fadhli Arsianto, D., & Yusuf, I. (2025). Fenomenologi Pembelajaran Bahasa Arab Pada Mahasiswa Lulusan Non Islamic Boarding School di STAI Balikpapan. *Sabda: Jurnal Sastra Dan Bahasa*, 4(1), 70–77. <http://jurnal.anfa.co.id/index.php/sabda>
- Fahrurrozi, A. (2014). Pembelajaran Bahasa Arab: Problematika dan Solusinya. *Arabiyat: Journal of Arabic Education and Arabic Studies*, 1, 162–180. <https://doi.org/https://doi.org/10.15408/a.v1i2.1137>
- Halim, H. A., & Qomaruddin, F. (2023). Peningkatan Keterampilan Berbicara Bahasa Arab melalui Model Pembelajaran Interaktif di Madrasah Diniyah Mamba'us Sholihin. *MIYAH: Jurnal Studi Islam*, 19, 238–264. <https://ejournal.unkafa.ac.id/index.php/miyah/article/view/786>
- Hanifansyah, N., Mahmudah, M., & Syakur, A. (2024). Peer Tutoring as a Collaborative Approach in Arabic Language Learning. *Lahjatuna: Jurnal Pendidikan Bahasa Arab*, 4(1), 27. <https://doi.org/10.38073/lahjatuna.v4i1.2181>
- Irfan Syafii, M., Astina, C., & Pendidikan Bahasa Arab Fakultas Ilmu Tarbiyah dan Keguruan, M. (2025). LINCA. In *Jurnal Kajian Bahasa* (Vol. 2, Issue 2).
- Jibril, M., Imron, K., & Nurani, Q. (2024). Pengembangan Bahan Ajar Nahwu dan Kitabah Berbasis Integratif di Islamic Boarding School Masdarul Ulum. *Arabic Teaching and Learning International Conference (ATALIC)*, 550–576.
- Kasim, A., Ilyas, H., & Rahim, A. (2023). Strategi dan Tipologi Pengajaran Bahasa Arab di Pesantren. *Shaut al Arabiyyah*, 11(2), 496–502. <https://doi.org/10.24252/saa.v11i2.43906>
- Kusnan, K. (2017). Metode Pembelajaran Bahasa Arab (Studi Kasus di Pondok Modern Zam-Zam Muhammadiyah Cilongok Banyumas). *Jurnal Kependidikan*, 5(1), 135–150. <https://doi.org/10.24090/jk.v5i1.1258>
- Linur, R. (2022). Problematika Pembelajaran Bahasa Arab di Islamic Boarding School Darul Mursyidi Sialogo. *Al-Waraqah: Jurnal Pendidikan Bahasa Arab*, 3(1), 11–21. <https://doi.org/10.30863/awrq.v3i1.2946>
- Lubis, M. A., Wahyudi, H., & Utami, D. I. (2024). The History of Arabic Language Teaching Development. *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam*, 7(1), 70–83. <https://doi.org/10.26555/insyirah.v7i1.10146>
- Ma'arif, M. A., Mumtahana, L., Sunarno, Mansyuri, A., & Nasith, A. (2023). Developing Pesantren Educator Resources through Optimizing the Learning Organization. *Nazhruna: Jurnal Pendidikan Islam*, 6(3), 475–491. <https://doi.org/10.31538/nzh.v6i3.4415>
- Makruf, I. (2020). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah Kabupaten Sukoharjo. *Arabi: Journal of Arabic Studies*, 5(1), 79. <https://doi.org/10.24865/ajas.v5i1.93>

- Munir, A. S., & Muassomah, M. (2021). Pembelajaran Bahasa Arab di Era Pandemi: Implementasi E-Learning di Sekolah Dasar Islamic Global School Kota Malang. *Lisanul Arab: Journal of Arabic Learning and Teaching*, 10(1), 93–102. <https://doi.org/10.15294/la.v10i1.43719>
- Nida, N., Nurohman, N., Fatimah, T. S., Azhari, F., & Riyadi, A. (2024). Pengenalan Metode Pengajaran Bahasa Arab Fun Learning di Islamic Boarding School. *Prima Abdika: Jurnal Pengabdian Masyarakat*, 4(3), 424–434. <https://doi.org/10.37478/abdika.v4i3.4176>
- Nugraha, M. (2024). Tradisi Semantik Arab Klasik dan Modern. *Jurnal Pendidikan Tambusai*, 8, 41043–41056. <http://jptam.org/index.php/jptam/article/view/20058>
- Nurhayati, Fidri, M., & Saputra, D. (2022). Pembelajaran Bahasa Arab Berbasis Teknologi Informasi dan Komunikasi di Kota Batam. *Ta'limuna: Jurnal Pendidikan*, 1–9. <https://e-journal.institutabdullahsaid.ac.id/index.php/jurnal-ta-limuna/article/view/113>
- Nurhuda, A. (2022). Analisis Kesulitan Belajar Bahasa Arab pada Santri Nurul Huda Kartasura. *Al-Fusha: Arabic Language Education Journal*, 4(1), 23–29. <https://doi.org/10.36835/alfusha.v4i1.749>
- Nurul Daroeni, Walfajri, & Khotijah. (2020). Metode Pembelajaran Keterampilan Berbicara Bahasa Arab di MAN 1 Metro, Lampung. *Al-Ma'rifah*, 17(2), 127–138. <https://doi.org/10.21009/almakrifah.17.02.03>
- Qomariyah, F., & Mufarrikoh, Z. (2025). Analisis Big Data dalam Peminatan Mahasiswa Baru: Pendekatan Ekologis untuk Inovasi Pembelajaran Bahasa. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*. <https://doi.org/10.19105/ghancaran.vi.17929>
- Qurrotu A'yun, V., Permana, D., & Bahrudin, U. (2025). Application of Teaching Arabic Using the Hassani Method with the Integrated Approach to Understanding the Holy Quran. *Jurnal Pendidikan Bahasa Dan Sastra Arab*, 7(1), 269–283. <https://doi.org/10.21154/tsaqofiya.v5i1.439>
- Rahmah, M., Utami, D., & Fanirin, M. H. (2024). Problematika Pembelajaran Bahasa Arab Pada Mahasiswa Dengan Latar Belakang Berbeda di Institut Agama Islam Al-Zaytun Indonesia. *Sindoro: Cendikia Pendidikan*, 3(11), 91–102.
- Ramli, K., Pendidikan Bahasa Arab, J., Parepare, I., Amal Bhakti No, J., Harapan, B., Soreang, K., Parepare, K., & Selatan, S. (n.d.). Penggunaan Media Teknologi Artificial Intelligence Dalam Meningkatkan Kemampuan Berbahasa Arab Di PPM Rahmatul Asri. *Journal on Education*, 07(01), 3922–3933.
- Retno Kuspiyah, H., Kurniati, N., Novanda, Y., & Wahyuni, W. (2023). Pendampingan Peningkatan Kompetensi Guru dalam Berbahasa Asing pada Proses Pembelajaran. *Prosiding Seminar Nasional Penelitian Dan Pengabdian Kepada Masyarakat Universitas Muhammadiyah Metro*, 249–256. <https://prosiding.ummetro.ac.id/index.php/snppm>
- Ritonga, M., Nazir, A., & Wahyuni, S. (2016). Pembelajaran Bahasa Arab Berbasis Teknologi Informasi dan Komunikasi di Kota Padang. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 3(1). <https://doi.org/10.15408/a.v3i1.2879>
- Ruhendi, A., & Kosim, N. (2022). Developing Arabic Language Teachers' Competence and Performance through Teacher Profession Education. *Jurnal Pendidikan Islam*, 8(1), 37–50. <https://doi.org/10.15575/jpi.v8i1.18243>
- R. Umi Baroroh, & Syindi Oktaviani R. Tolinggi. (2020). Pembelajaran Bahasa Arab Berbasis Pendekatan Komunikatif di Madrasah Non-Pesantren. *IJAZ ARABI: Journal of Arabic Learning*, 3, 64–88. <https://doi.org/10.18860/ijazarabi.v3i1.8387>
- Salamah, U., Jailani, M., & Daroini, S. (2024). Model of Development of Teaching Materials for Arabic Language Skills At Al Maahira Iibs Malang "Al-Hiwarat Al-Yaumiyah." *Kitaba*, 2(3), 174–180. <https://doi.org/10.18860/kitaba.v2i3.27621>
- Suib, M., Saputra, D., Fidri, M., & Nurhayati. (2022). Strategi Pembelajaran Berdasarkan Unsur-Unsur Bahasa Arab. *Jurnal AS-SAID*, 2. <https://e-journal.institutabdullahsaid.ac.id/index.php/jurnal-as-said/article/view/113>

journal.institutabdullahsaid.ac.id/index.php/AS-SAID/article/view/88/43

- Surur, A. M., Rohmah, A. N., Permana, I. P., Sari, L. S. F., & A'yun, Q. (2018). Peningkatan Kemampuan Khatabah (Public Speaking Skill) Santri Ma'had Darul Hikmah Iain Kediri. *Ijaz Arabi: Journal of Arabic Learning*, 1(2), 128–137. <https://doi.org/https://doi.org/10.18860/ijazarabi.v1i2.5402>
- Wahyudin, & Ali Mayo, A. (2024). Pelatihan dan Pengayaan Keterampilan Berbahasa Arab pada Siswa Madrasah Tsanawiyah Madaniyah Desa Gunung Silanu Kecamatan Bangkala Kabupaten Jeneponto. *Jurnal Ilmiah Islamic Resources*, 21(2), 135–144. <https://doi.org/10.33096/jiir.v17i2.xx>
- Wahyu Pratama, A., Mahliatussikhah, H., & Murtadho, N. (2024). Opportunities and Challenges of Common European Framework of Reference for Language (CEFR) Standardization in Arabic Language Learning. *Journal of Arabic Studies*, 9(1), 33–42. <https://doi.org/10.24865/ajas.v9i1.774>
- Yakin, W. F., Maskud, & Madi, F. N. bin. (2024). School Policy and Teacher Competency to Prepare Literacy Teaching Materials for Early Children Based on Local Stories. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(2), 173–184. <https://doi.org/10.31538/munaddhomah.v5i2.985>
- Yuniar, Sabana, R., & Paristia, R. (2024). Penguatan Literasi Membaca Melalui Pembelajaran Berbasis Projek Based Learning (PJBL) Di SMP Ilmu Al-Qur'an Syuhratul Islam Gelumbang. *Arabic Teaching and Learning International Conference (ATALIC)*, 247–261