

Optimizing Arabic Speaking Skills Through Learning Methods In Islamic Boarding Schools

M. Fadil Muafaq^{1*}, Vebri Putri Mutniati², Jannatul Firdausi Nuzula³, Aliffany Pualam Ariarta⁴, Ulfaturrahmah⁵, Muhammad Sabri Latif⁶

Universitas Islam Negeri Maulana Malik Ibrahim Malang^{*1, 2, 3, 4, 5, 6}

¹email: 230101210079@student.uin-malang.ac.id

²email: vebriputrimutniati@gmail.com

³email: jannatulfirdausinuzula18@gmail.com

⁴email: aaliffany21.com@gmail.com

⁵email: ulfaturrahmah.m@gmail.com

⁶email: muhammadsabrilatif@gmail.com

Abstract: This research aims to explore how the Arabic Language Learning Curriculum at the Al-Irsyad 07 Islamic Boarding School in Batu City, as well as the implementation of Arabic Language Learning Methods at the Al-Irsyad 07 Islamic Boarding School in Batu City uses a qualitative approach with a case study method. Data collection techniques include participant observation, in-depth interviews and documentation studies which are analyzed using the Miles and Huberman model through data processing, data presentation and verification. The research results show that learning Arabic includes writing, speaking and listening skills, which are useful for understanding and communicating religious texts in Islamic boarding schools. Effective Arabic language learning methods are very important for improving students' speaking skills. This research emphasizes the importance of optimizing Arabic speaking skills through Islamic boarding school learning methods. As well as providing practical recommendations regarding Arabic speaking skills using learning methods at Islamic boarding schools.

Keywords: Speaking Skills; Islamic Boarding School Learning Curriculum; Arabic.

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Abstrak: Penelitian ini bertujuan untuk mengeksplorasi bagaimana Kurikulum Pembelajaran Bahasa Arab di Pesantren Islam Al-Irsyad 07 Kota Batu, serta Implementasi Metode Pembelajaran Bahasa Arab di Pesantren Islam Al-Irsyad 07 Kota Batu menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data meliputi observasi partisipatif, wawancara mendalam dan studi dokumentasi yang dianalisis menggunakan model Miles dan Huberman melalui proses data, penyajian data dan verifikasi. Hasil penelitian menunjukkan bahwa pembelajaran bahasa arab meliputi keterampilan menulis, berbicara, dan mendengarkan, yang berguna untuk memahami dan mengomunikasikan teks keagamaan di pesantren, metode pembelajaran bahasa arab yang efektif sangat penting untuk meningkatkan

keterampilan berbicara santri. Penelitian ini menegaskan pentingnya optimalisasi keterampilan berbicara bahasa arab melalui metode pembelajaran dipesantren. Serta memberikan rekomendasi praktis tentang keterampilan berbicara bahasa arab dengan metode pembelajaran di pondok pesantren.

Kata Kunci: Keahlian berbicara; Kurikulum Pembelajaran Pondok Pesantren; Arab

A. Introduction

Learning in Arabic is called ta'lim which comes from the word 'allama. As the saying goes, “alima” means “to understand” or “to receive guidance”. Ta'lim is a process of learning activities to increase knowledge, currently these activities are carried out in class using various educational media (Ainin & Asrori, 2019). Arabic is the language used by Muslims in understanding the Al-Quran and Al-Hadith and both are sources of Islamic law. Arabic is a powerful language of life that is always evolving. In the Middle Ages, science and technology developed in Arabia and the introduction of culture to nations in Europe. Modern Arab culture is much more developed than European culture itself. Arabic is also an inspiration for the Islamic world to eradicate ignorance and grow and prosper. Studying Arabic involves emphasizing language skills including writing, speaking and listening skills (Umro'atin, 2020). Receptive abilities can be used to understand reading carefully and can be used to understand speech produced by other people. The ability to utilize language as a tool is called the ability to productively communicate through written and oral means (Latif et al., 2023). Arabic language proficiency and disposition have a positive view of the Arabic language which is very important to facilitate understanding. The Qur'an, Al-Hadith, and Arabic literature are therefore the origins of Islamic doctrine about Islam for students.

The religious education curriculum includes learning Arabic. The teaching materials used are in accordance with the 2013 Curriculum. The aim of learning Arabic is to guide, support and improve skills and foster a good perspective on Arabic. Learning Arabic has the following objectives: (Arsyad, 2019) (1) Gain proficiency in written and vocal Arabic communication. The four language skills are writing (kitabah), speaking (kalam), listening (istima'), and reading (qira'ah), (2) By researching the

origins of Islamic beliefs, increasing awareness of the importance of learning Arabic as a foreign language, become the main resource for education in particular, (3) Gaining knowledge about how to interact with each other with a foreign language, broadening one's culture and perspective towards it. Therefore, students must be fully engaged and have an understanding of cross-culture and diversity within cultures. From the description above, it can be concluded that Arabic is an important element in understanding Islamic religious law (Ariarta, Mu'in, et al., 2024). In learning Arabic, it is hoped that students or students will not only be able to speak actively in Arabic but also have the ability to read and write well and correctly (Baroroh & Tolinggi, 2020).

Improving Arabic speaking skills in Islamic boarding schools is crucial, considering that many Islamic boarding schools function as centers for Islamic religious and scientific learning (Pramiji & Ilmie, 2021). Therefore, implementing effective learning methods is very necessary so that students can master Arabic speaking skills well. Regulation of the Minister of Religion of the Republic of Indonesia number 02 of 2008 states that classes at madrasah ibtida'iyah have started teaching Arabic to students in grades IV to VI. The four Competency Standards (SK) that Madrasah Ibtidaiyah have identified for learning Arabic are: listening, speaking, reading and writing. In fact, of these four skills, writing and reading are used more often than speaking and listening (Zainuddin, 2020). Arabic speaking skills play a central role in understanding religious texts. Implementing appropriate learning methods in Islamic boarding schools can be a crucial step in enriching the students' speaking skills, which in turn will deepen their understanding of Islamic teachings (Hidayati et al., 2024).

In this article, it is important to go in depth about improving Arabic speaking skills through the implementation of learning methods in Islamic boarding schools. Some of the articles published include the implementation of Arabic language discipline and its impact on maharah al-kalam abilities in foreign language development institutions, the implementation of the Arabic language curriculum in Islamic religious universities (PTAI) in Indonesia, the implementation of giving rewards and punishments in improving speaking skills. This article does not explain the basis for developing a model for improving Arabic speaking skills. This research is based on an

effective Islamic boarding school learning process so that it is able to produce graduates who have the skills to speak actively, read and write Arabic well and correctly. Therefore, this article raises three main arguments. First, a very supportive environment is a major factor in the student's learning process. Second, teachers must provide a good example to the students of something we will build. Third, there needs to be a basis for developing a curriculum about language in learning at school as a basis for students to grow awareness about language. The curriculum foundation must have a strong foundation, not easily collapse and be able to provide comfort and convenience for students.

Several studies have examined the optimization of Arabic speaking skills through learning methods in Islamic boarding schools, from several studies such as (Atabik, 2021) with the title "Arabic Language Learning Model in Islamic Boarding School-Based Madrasahs", this research explores the Arabic language learning model in Islamic boarding school-based schools. boarding school. The focus is on integrating religious activities with formal education in improving students' speaking skills. Furthermore, research conducted by (Anwar & Mauludiyah, 2022) with the title "Informal Methods for Improving Students' Senior High School Arabic Language Skills" this research examines the life skills approach in learning Arabic in Islamic boarding school-based madrasah aliyah, and how this approach helps improve students' speaking skills through methods that are relevant to everyday life. Further research was conducted by (Ritonga, M., Sobhan, S., Bambang, B., Khadidja, 2022) with the title "Utilizing Technology to Improve the Quality of Learning in Indonesia: Challenges and Consequences for Arabic Teachers". technology in learning Arabic in Indonesia, including Islamic boarding schools. The focus is on the challenges and impact of using technology on students' speaking skills. Furthermore, research from (Ritonga, M., Widodo, H., Lahmi, A., Budiarti, M., Annova, F., Dah, 2021) with the title "Arabic Learning Orientation in Ma'had and Islamic Boarding Schools, and its Relevance to the Need for Human Resources with Language Skills in the Globalization Era", This research analyzes the orientation of Arabic language learning in ma'had and Islamic boarding schools and its relevance to human resource needs in the era of globalization. The findings show the

significant contribution of Islamic boarding school learning methods in developing students' speaking skills.

Thus, this research will not only provide a comprehensive overview of effective strategies, but will also provide practical recommendations for optimizing Arabic speaking skills through learning methods in other Islamic boarding school educational institutions. Therefore, this research aims to explore the Arabic Language Learning Curriculum at the Al-Irsyad 07 Islamic Boarding School, Batu City, as well as the Implementation of Arabic Language Learning Methods at the Al-Irsyad 07 Islamic Boarding School, Batu City. This research will explore various strategies used by schools in Arabic speaking skills through learning methods available at Islamic boarding schools.

B. Method

The approach used in this research is a qualitative approach with a case study type. Research subjects: School management at Al-Irsyad 07 Islamic Boarding School, Batu City, school administrators and instructors. Data collection techniques used participant observation, interviews and documentation studies. Participatory observation where the researcher observes. This observation is used to assess how well students' skills are in communicating using Arabic and implementing it in everyday life. To obtain information regarding Arabic language learning methods at the Al-Irsyad 07 Islamic Boarding School in Batu City, interviews were also conducted with the school, school administrators and instructors. Interview to reveal information about the school's efforts at the Al-Irsyad Islamic Boarding School 07 Batu City. Documentation is in the form of data taken from books, scientific journals and articles spread on websites so that it can support this research. The data analysis technique used in this research is the Miles and Huberman model. This data analysis is carried out interactively through data reduction, display and verification processes.

C. Result And Discussion

1. Arabic Language Learning Curriculum at Al-Irsyad Islamic Boarding School 07 Batu City

In general, language learning will not show maximum results if the teaching is combined with teaching in other fields of study. Students' results or products will not be visible once the teaching process has been completed, their abilities will not be tested and reliable. These results have become real not only at the elementary school level but at every level of learning. In light of the above facts, there is a need for a deeper investigation into more imaginative and enlightening methods of teaching Arabic, which produce not only native speakers but also specialists in writing, reading and understanding the language. The importance of always paying attention to the principles of language teaching and having the ability to gather ideas to turn the ordinary into the extraordinary can develop new approaches in teaching Arabic. And to do this, it is necessary to apply the best and most relevant strategies and techniques to each lesson presented. There are several aspects that Islamic boarding schools really pay attention to in supporting Arabic language learning in Islamic boarding schools, these four aspects are listening (Maharat al-Istimai), speaking (Maharat al-Kalam), reading (Maharat al-Qiraat), and writing (Maharat al-Kalam). -Kitabah). By adhering to these four aspects, the Islamic boarding school carries out the learning process, as all Islamic boarding school subjects use Arabic, the teaching and learning process in class is required to use Arabic, giving assignments such as summarizing books in Arabic.

This Islamic boarding school has 2 curricula, the Islamic boarding school curriculum and the government curriculum. This Islamic boarding school curriculum refers to the curriculum used in schools in Saudi Arabia, so it is not surprising that all subjects are in Arabic. While the government curriculum is limited to general subjects such as mathematics, science, English and Indonesian, the rest of the subjects here use the Islamic boarding school curriculum. The head of the Islamic boarding school said that this Islamic boarding school has also been accredited by the Saudi Arabian government, so it is not surprising that the Al-Irsyad Islamic Islamic Boarding School receives assistance from the Saudi Arabian government in the form of development funds and teaching staff once a year, totaling 2 sheikhs sent by the government. Saudis

to teach Islamic boarding schools which are paid directly by the Saudi Arabian government. The principals of MTs and MA schools also said that one of the factors that supports students' Arabic speaking skills is that when in class, every teacher who teaches is obliged to explain lessons in Arabic, except for general subjects. This is done as a habituation process for students so that each student can start to get used to listening to Arabic using good and correct pronunciation and pronunciation of words. The role of the language teacher at Al-Irsyad 07 Islamic Boarding School, Batu City, is to help students understand language theory and language layout, such as memorizing mufrodat (vocabulary), nahwu and shorof. The rest of the students in their daily practice will be directly monitored by Jamiyah Thalabah (OSIS).

Speaking ability often tests a person's ability to speak fluently and spontaneously in the language they are learning (Pradita & Jayanti, 2021).). Of course, this refers to communicating with others in a way that is acceptable in society. One of the competencies or skills that can be achieved in learning Arabic, especially Modern Arabic, is speaking ability (Ali et al., 2022). Speaking serves as a mediator in communication, and to foster mutual understanding and interests among lecture competitors. Speaking practice must be based on (Zhang, Y., Beckmann, 2020): (1) Listening ability, (2) Pronunciation ability, (3) Mastery of (relative) vocabulary which expresses the possibility that students can communicate intentions or thoughts. In teaching a foreign language, a teacher or educator must have various techniques or approaches that can increase student learning motivation (Safaringga et al., 2022). One possible method is that using this method can increase student enthusiasm in the learning process (Magdalena et al., 2021). Of course, educational materials must also be modified according to the student's circumstances. Several problems arise in the process of teaching Arabic which involve sociology, engineering and linguistics. The right approach to students can increase content acceptance and improve student learning outcomes. Apart from improving learning outcomes, technical accuracy can influence student interest and encouragement (Sawitri, 2023).

Expressing Arabic for non-Arabs requires mastering four language skills: speaking (maharah al-kalam), writing (maharah al-kitabah), reading (maharah al-

qira'ah), and listening (maharah al-istima'). Thus, speakers of the language can understand the linguistic content and context when they use the language as a communication tool. Speaking ability (Maharatul Kalam) is a person's ability to pronounce phrases based on Arabic grammar and sounds (ashwath 'arabiyyah). Use of language (qawa'id an-nahwiyyah wa as-sharfiyyah) to communicate (Alghamdi, 2020). The ability to communicate sounds or words intended to convey ideas, opinions, desires, or feelings towards other people is called maharah al-kalam. In addition, the ability to use language at a certain level of complexity is the essence of maharah al-kalam. To produce fluent discourse, speaking ability requires the use of thoughts, feelings and listening skills. The name "kalam" comes from the Arabic term "al-kalam", which means "words or sayings". Etymologically, kalam is an accurate pronunciation of Arabic sounds that can be pronounced well according to linguistic sound laws. Maharah al-kalam then refers to the ability to speak clearly and fluently without being monotonous.

2. Implementation of Arabic Language Learning Methods at Al-Irsyad Islamic Boarding School 07 Batu City

The implementation of Arabic language learning methods at the Al-Irsyad 07 Islamic Boarding School in Batu City uses a comprehensive and varied approach, especially in the Islamic boarding school environment. One of the missions written in the profile of the Al-Irsyad 07 Islamic Boarding School is to create graduates who actively master religion and Arabic, English and Indonesian. Apart from learning at this Islamic boarding school, there are several learning methods outside the classroom in an effort to improve the students' skills in speaking Arabic actively well and correctly. Some of the learning methods used include:

- a. Memorization method, after every morning and evening prayers, the students will form a halaqoh-halaqoh (study group) and one supervisor, every student is required after the morning prayer to memorize the Al-Quran and the Arabic mufrodat in the book "Najwa Tsuraya". This halaqoh time starts after the morning prayer until 06.15 and students are required to complete their memorization if they have not deposited, then they cannot

leave the halaqoh. Meanwhile, the halaqah at night starts after the Maghrib prayer until the Isha prayer. During the halaqah tonight, the students are only asked to repeat their memorization, either the Al-Qur'an or the Arabic mufrodat. This halaqoh is done every day except Friday, which is a holiday. Apart from that, there is a program created by the Jam'iyah Thalabah (OSIS) Language section for MTs and IL students (I'dad Lughawi) every Tuesday afternoon to memorize several Arabic mufrodat that have been written by the language section and pasted on the wall magazine (Mading) and students are required to provide example sentences for each word that has been written and then collect them into the language space.

- b. Practice stage, at this stage the students and the entire Islamic boarding school community are required to use Arabic in their daily lives, especially the students and the ustadz, this is done to get the students used to listening and speaking Arabic. Students who do not use Arabic will receive punishment from Jam'iyah thalabah, students are required to use Arabic every day except holidays, namely from Thursday after school until Friday when the Maghrib call to prayer, on holidays students are allowed to speak Indonesian. There is one activity that MTs and IL students must take part in which is held by the Jam'iyah thalabah language section called "Hiwar Jama'i" or Arabic conversation together, this activity is held only on Fridays starting from after morning prayers until midnight. 06.00 which is led directly by members of the Jam'iyah thalabah language section, the aim of this activity is to foster a sense of enthusiasm for Arabic in each student, strengthen the Arabic language mufrodat that has been memorized and correct the good and correct way of pronouncing Arabic.

In this study there are several methods of learning Arabic: There are many levels in listening training, namely listening and imitation. Speaking and listening activities are very simple to use to create hearing. However, if special education emphasizes understanding what is heard, then learning kalam, namely speaking skills, becomes the main focus (Ariarta, Latif, et al., 2024). Superior speaking skills require careful, mature

observation and careful thinking in selecting strategies and identifying learning techniques (Hadi, Latif, et al., 2024). There are approaches that can be used to determine strategies for learning speaking skills. actually there are several of them, including the sam'iyah-syafāwiyah approach, sam'iyah-bashariyyah approach, madkhal insāny, and so on (Akasahtia, 2021). There are several reasons that are used as a reference for using this approach: (1) The direct interpretation that may be made of the image is associated with it. Use as little mother tongue as possible, (2) This method teaches students to think and concentrate in using the target language from an early age by paying attention to visuals. (3) Because the shape of the model image is clear, making it easier for students to interpret the meaning of the image, this method encourages students at the writing stage, where they have to provide an explanation. (4) This teaching method emphasizes the use of hearing, sight and pronunciation as senses. Students can develop fluency in speaking practice by using these senses regularly and consistently in acceptable ways (Hadi, Abidin, et al., 2024).

So, in undergoing the process of improving Arabic speaking skills there must be factors that support the implementation. Al-Irsyad Islamic Boarding School 07 Batu City implements the situation or conditions of the Islamic boarding school with bi'ah lughawiyah or language environment, so everything there uses Arabic, such as the learning process in class uses Arabic, subject books use Arabic, announcements and All activities are in Arabic. The factors above play an important role in habituating and improving students' skills in speaking Arabic well and correctly, indirectly they will digest and understand both listening, reading, writing and speaking, these four skills must always be tested and honed to get the best and most reliable results.

D. Conclusion

The Arabic language learning curriculum at the Al-Irsyad 07 Islamic Boarding School is designed to optimize the students' mastery of the Arabic language through a comprehensive and diverse approach. This Islamic boarding school implements two curricula: the Islamic boarding school curriculum which refers to educational standards in Saudi Arabia and uses Arabic entirely, and the government curriculum which includes general subjects such as mathematics, science, English and Indonesian.

Learning Arabic at this Islamic boarding school focuses on four main skills, namely listening (Maharat al-Istima'), speaking (Maharat al-Kalam), reading (Maharat al-Qira'ah), and writing (Maharat al-Kitabah). All learning activities, both inside and outside the classroom, use Arabic, where every teacher is required to teach in Arabic except for general subjects, so that students get used to listening and speaking in Arabic every day.

Islamic boarding schools also implement various learning methods outside the classroom to improve students' speaking skills. These methods include the memorization method where after morning and evening prayers, the students are divided into halaqoh (study groups) with a guiding ustadz to memorize the Al-Qur'an and Arabic mufrodat from the book "Najwa Tsuraya." Apart from that, at the practical stage, students and the entire Islamic boarding school community are required to use Arabic in daily communication. Activities such as "Hiwar Jama'i" (group Arabic conversation) are held every Friday to strengthen mastery of the Arabic language. This approach aims not only to produce fluent Arabic speakers, but also specialists in Arabic writing, reading and comprehension. The teacher's role is very important in helping students understand language theory and Arabic layout, including memorizing vocabulary (mufrodat), nahwu, and shorof. With support from the Saudi Arabian government, both in the form of funds and teaching staff, the Al-Irsyad 07 Islamic Boarding School has succeeded in creating a learning environment that is conducive to mastering the Arabic language. The approach used emphasizes regular and consistent listening, speaking, reading and writing practice. In addition, the use of appropriate learning techniques and strategies, such as the sam'iyah-syafawiyah approach and the sam'iyah-bashariyyah approach, helps increase students' motivation and learning outcomes. Overall, the curriculum and Arabic language learning methods at Islamic Boarding School Al-Irsyad 07 show success in creating graduates who are not only able to communicate in Arabic fluently but also understand the underlying linguistic and cultural context. This is important in forming a generation that is able to apply Arabic actively and effectively in various aspects of life.

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