



Improving Arabic language speaking skill of non-Arabic students in Karabuk University

Riza Ashari ^{a,1}, Jaziela Huwaida ^{a,2}, Flora Nikaso ^{b,3,*}, Rihan Nur Aini ^{c,4}

^a Islamic Education Department, Faculty of Education, Universitas Darussalam Gontor, Perumahan Buyut Makah, Jln Gontor, mlarak, Ponorogo 63472, Indonesia

^b Islamic Economic Department, Faculty of Economic and management, Universitas Darussalam Gontor, Desa Beringin Makmur 2, Kecamatan Rawas Ilir, Kabupaten Musi Rawas Utara, Sumatera Selatan, 31655, Indonesia

^c Islamic Economic Law, Faculty of Shariah, Universitas Darussalam Gontor, Jln Masjid Al Makmur 06/08 No 3A, Pasar minggu, Jakarta Selatan, 12510, Indonesia

¹ riza.ashari@unida.gontor.ac.id, ² jazielahuwaida@unida.gontor.ac.id, ³ flora.nikaso3027@mhs.unida.gontor.ac.id, ⁴ rihannrl03@gmail.com

*Corresponding author

ARTICLE INFO

Article history

Received: 2024-03-17

Revised: 2024-09-06

Accepted: 2024-12-04

Published: 2024-12-05

Keywords

Arabic Language

Arabic learning methods

Direct methods

Language skill

ABSTRACT

The lack of understanding of Arabic among non-Arabic students at the Faculty of Divinity at Karabuk University is one of the factors that hinder them from understanding lessons, especially in courses such as qira'ah, tafsir, hadith, and others. This lack of language mastery causes difficulties in comprehending materials that requires a deep understanding of Arabic texts. Thus, this project aims to conducting several activities to improve and broaden the knowledge of students at Karabuk university. The subjects of this activity were 40 students from Karabuk University. The methods used implemented were direct methods and question and answer methods, through several stages of implementation, namely preparation, implementation, and monitoring and evaluation. The results of the implementation of this activity show that the students managed to gain a deeper understanding of the Arabic language learning methods applied in Gontor. This insight is not only limited to theory, but also involves direct practice as shown through the active interaction between Santri and Turkish presenters during the teaching process. This interaction is an important element, as it allows santri to experience teaching approaches from different perspectives and interact with international teachers, which enriches their learning experience. Thus, this activity not only increases the santri's knowledge of teaching methods, but also builds cross-cultural communication abilities and strengthens their Arabic language skills through hands-on practice and guidance from experienced presenters.

Kata Kunci

Bahasa Arab

Metode pembelajaran Bahasa Arab

Arab

Keterampilan berbahasa

Peningkatan kemampuan berbicara bahasa Arab bagi Siswa non penutur bahasa Arab in Karabuk University Kurangnya pemahaman bahasa Arab di antara mahasiswa non-Arab di Fakultas Ilahiyat di Universitas Karabuk adalah salah satu faktor yang menghambat mereka dari memahami pelajaran, terutama dalam kursus seperti Qira'ah, Tafsir, Hadis, dan lainnya. Kekurangan dalam penguasaan bahasa ini menyebabkan kesulitan dalam mengikuti materi yang membutuhkan pemahaman mendalam tentang teks-teks Arab. Maka, kegiatan ini bertujuan untuk melakukan beberapa kegiatan untuk meningkatkan dan memperluas pengetahuan siswa di Universitas Karabuk. Subjek dari kegiatan ini adalah 40 siswa dari Universitas Karabuk. Metode yang digunakan dalam melaksanakan kegiatan pembelajaran bahasa Arab ini adalah metode langsung dan metode tanya jawab, dengan beberapa tahap implementasi, yaitu persiapan, implementasi, dan pemantauan dan evaluasi. Hasil implementasi kegiatan ini menunjukkan bahwa siswa berhasil mendapatkan pemahaman yang lebih dalam tentang metode pembelajaran bahasa Arab yang diterapkan di Gontor. Wawasan ini tidak hanya terbatas pada teori tetapi juga melibatkan praktik langsung seperti yang ditunjukkan melalui interaksi aktif antara presenter Santri dan Turki selama proses pengajaran. Interaksi ini merupakan elemen penting, karena memungkinkan Santri untuk mengalami pendekatan pengajaran dari berbagai perspektif dan berinteraksi dengan guru internasional, yang memperkaya pengalaman belajar mereka. Dengan demikian, kegiatan ini tidak hanya meningkatkan pengetahuan Santi tentang metode pengajaran tetapi juga membangun kemampuan komunikasi lintas budaya dan memperkuat keterampilan bahasa Arab mereka melalui praktik langsung dan bimbingan dari presenter yang berpengalaman.

Copyright© 2024, Ashari et al

This is an open access article under the CC-BY-SA license



How to cite: Ashari, R., Huwaida, J., Nikaso, F., & Aini, R.N. Improving Arabic language speaking skill of non-Arabic students in Karabuk University. *Journal of Community Service and Empowerment*, 5(3), 580-588. <https://doi.org/10.22219/jcse.v5i3.32739>

INTRODUCTION

The ability to communicate in a foreign language, especially Arabic, is a highly sought-after skill in today's globalized world, both in academic, professional, and social contexts (Nurhanifah, 2021; Rochmat et al., 2024). Particularly in studying the Quran, Arabic is one of the most important languages to learn (Yunita, 2023). Arabic plays a significant role in the fields of science, culture, religion, and international relations, especially in the Middle East (Agung, 2020). For non-native Arabic-speaking students, mastering the ability to speak this language often presents a unique challenge, especially when the language is not used in everyday life (Silmy et al., 2024).

Arabic has a great history and literature, in addition to its religion. Arabic has produced many great works that have been recognized internationally or universally (Annisa & Safii, 2023). One very important component to understanding the rich and very diverse Arab culture is an understanding of the Arabic language (Baroroh & Rahmawati, 2020). Stated that if you want to learn it, you have to start by studying it. In this era of globalization, there is no doubt that learning Arabic, which is increasingly developing with the times, is very important (Sauri, 2020). In addition, language is very important in the Middle East as a means of communication. However, it can also increase access to knowledge originating from books, culture, and global trade (Aulia & Anggraeni, 2023).

Arabic is also important because it can help everyone study and learn more (Almelhes, 2024). Researchers expand our understanding of the Islamic religion and strengthen intercultural relations with the Arabic language (Firdausy et al., 2024). Therefore, studying Arabic is not only to improve language skills. However, it is a step towards a deeper and more limited understanding of the world in which we live (Ritonga & Nurdianto, 2022; Mufidah et al., 2019). Because Arabic is the language of Muslims and the language of the Islamic religion, as Muslims, we are required to learn and understand Arabic (Hasibuan & Hasibuan, 2023).

The importance of learning Arabic can also be seen in formal and informal educational contexts. Many Islamic and non-Islamic educational institutions offer Arabic language learning programs to meet the needs of Muslims in understanding the teachings of their religion very well (Shidqi & Mudinillah, 2021). Apart from that, the rapid globalization and rapid growth of Muslim communities throughout the world, Arabic language skills have become very valuable in many fields such as trade, diplomacy, and so on (Huda & Afrita, 2023).

Learning Arabic also has many benefits and an important function of the learning process is to develop skills and abilities, then apply them in everyday life (Abdallah & Noor, 2023). Although Arabic has many different structures and grammar, it requires commitment and patience to learn it regularly and effectively (Aflisia & Harahap, 2019). Additionally, there are resource limitations and a lack of access to high-quality teachers, which can be a barrier for those who wish to study independently (Septiani & Asyrofi, 2023). With these advantages, it is very important for everyone who studies Arabic with strong enthusiasm and adequate facilities to take advantage of it (Anggian, 2022).

Involvement in the Arabic language learning community should also help the development of active Arabic learning and encourage and support other people (Amirullah et al., 2022). Therefore, learning Arabic is a long, interesting, and very beneficial journey for Muslims, as well as everyone in this world (Mar'ah et al., 2024). Through consistent efforts, patience, and high dedication in providing understanding and experience in exploring new windows of knowledge in exploring the rich culture, religion and history of the Arab and Islamic world (Ulhaq & Lubis, 2023).

This research focuses on speaking skills in Arabic as a second language, a complex and vital macro skill for effective communication, socialization, and academic success. Despite its importance, learners often face challenges in mastering speaking skills, particularly in secondary schools and higher education (Bohra, 2020). At Karabuk University, which hosts a diverse international student body, some non-native Arabic speaking students are interested in improving their Arabic speaking skills. However, limited resources, inappropriate teaching methods, and lack of opportunities to interact directly with native speakers are common obstacles in the learning process (Fadilah & Innayati, 2024). Hence, there is a need for a community service programme designed to assist these students in improving their Arabic speaking skills through a more effective and contextual approach.

And as part of the effort to support the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education) (Almaliki et al., 2023), this community service programme is designed to assist non-Arabic speaking students at Karabuk University in improving their Arabic speaking skills. Through interactive approaches such as group discussions and conversation simulations, as well as the use of technology-based learning media, this programme seeks to build participants' confidence in using Arabic in daily communication (Bin Md. Noor et al., 2023). In addition, the programme also seeks to raise awareness of the importance of mastering Arabic in supporting future careers as well as creating more inclusive and quality access to language education.

Additionally, in line with SDG 10 (Reduce Inequalities), the programme aims to address gaps in access to language skills for international students, who often face barriers in learning languages not used in everyday life. As such, the programme seeks to provide equal opportunities for all students, regardless of their language background. Finally, through collaboration between teachers, students and universities, the programme also supports SDG 17 (Partnerships to Achieve Goals), creating educational partnerships that can contribute to improving the quality of language learning in the future (Khattab et al., 2023).

METHOD

This community services aims to assist student teachers and Arabic teachers in providing an extracurricular for students at Karabuk university. The implementation methods used in Arabic learning activities carried out at Karabuk university is the direct method, which is a method that present the material to be delivered to the audience. And the questions and answers method where the speaker gives several questions to find out the extend of the level of understanding of the audience (Arif, 2019). The method carried out in this service is that there are three of methods, namely the method of preparation, implementation and monitoring and evaluation of the program.

- a. problem identification stage, researchers held a meeting with partners (Kallio, 2022), at Karabuk University as the first step in mapping and identifying problems that occurred at Karabuk university. The problem that can be identified in this stage is that many students of Karabuk University majoring in Ilahiyat do not have Arabic language skills. Meanwhile, the core material they learn is very closely related to Arabic and requires Arabic language skills to have a deep understanding of the subject. Such as the study of fiqh, hadist, tafsir, and so on.
- b. Preparation of training programs based on the agreement of the community service team and partners (Rinaldo et al., 2022). This stage consists of: this stage consists of preparation of teaching modules, and training materials for implementation. They are conducted by the internal coordinator of the community service team. The module introduces the language learning model in Gontor and Arabic learning materials.
- c. Licensing management stage and coordination with stakeholders. This stage is carried out via email by sending a continuation letter from the initial coordination related to mapping problems at Karabuk University.
- d. Implementation of community service activities under the plans and programs agreed by both partners in this program. This implementation, began with the provision of information related to learning methods in Gontor continued with a simulation of Arabic conversation practice by KKN participants, and then continued with the presentation of some Arabic vocabulary.
- e. Monitoring and evaluation (Abdelbaset & Jabari, 2020), including providing several questions from the discussion that has been submitted. There are (vocabularies and conversation).

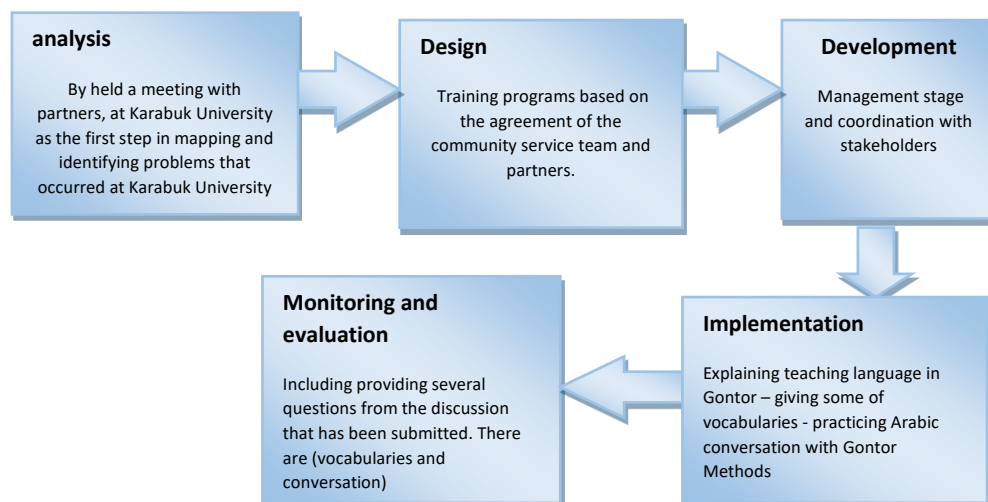


Figure 1. Flow of Arabic Learning activities for Karabuk University Students

As it was illustrated in Figure 1, this community service program was conducted in five stages. Firstly, the project team conducted need analysis regarding the schools' condition and need such as the curriculum, students' language input, school facilities and many more. Secondly, the project team and the student teachers of Ilahiyat facultas. The project team and the student Ilahiyat facultas designed the teaching materials (modules and quizzes) based on the result of need analysis. Next, the school partner set the program. Lastly, after implementing the whole program in three hours the project team conducted evaluation by interviewing the students of Ilahiyat facultas.

RESULTS AND DISCUSSION

Problem Identification

Analysis

Problem identification stage, researchers held a meeting with partners, at Karabuk University as the first step in mapping and identifying problems that occurred at Karabuk University. Karabuk University is a state university in Turki

founded in 2007, the university's main campus is located in the city of Karabuk, which is located in the northwestern part of Turkey, and the distance between Istanbul and Karabuk is around 402 kilometres (Gazi, 2023). After doing some interviews with the Ilahiyat Department lecture the problem that can be identified in this stage is that many students of Karabuk University majoring in Ilahiyat do not have Arabic language skills. Meanwhile, the core subject they learn is very closely related to Arabic and requires Arabic language skills to have a deep understanding of the subject. Such as the study of fiqh, hadith, tafsir, and so on.



Figure 2. Meeting with partners, at Karabuk University

Design

Create a training program that has been agreed upon with Karabuk students to identify known problems via Zoom meetings together with Karabuk University students. After finding out about the existing problems, we immediately created a solution program, as well as compiling materials, and modules, and prepared everything to develop the program that will be carried out for our partners



Figure 3. Training programs based on the agreement of the community service team and partners

Development

The preparatory stage of this activity was carried out by providing socialization about Arabic language learning in Gontor to the faculty audience. This socialization included a basic introduction, expansion of vocabulary (mufrodat), understanding of Nahwu rules, listening exercises and their application in daily life, as well as reading and writing exercises. In addition, more complex vocabulary was added and an evaluation of the material presented was conducted. At this stage, the audience is also invited to ask questions about the lessons that have been taught previously.

Subsequently, the project team formulated the problems encountered and possible solutions. The problems that emerged were mostly related to the need for international exposure for students, the need for contextualized teaching resources in line with the vision and mission of an Islamic-affiliated school and the Merdeka Curriculum, and the need for effective teaching methods to improve students' competence in Arabic. As a solution, the project team proposed several approaches, including the use of Gontor's method of teaching Arabic, increased understanding of Arabic vocabulary, and the implementation of question-and-answer sessions or repetition of material before and after each lesson.

Table 1. Syllabus the program implementation stage

Chapter	Topic	Activity	Content materials
1	Introduction	Introductions and greetings in Arabic	Islamic value (starting activity by <i>introduction and daily conversation</i>)
2	Arabic language learning training vocabularies	Presenting the Arabic language teaching methods that have been implemented in Gontor	Learning methods In Gontor
3		Learning about daily conversation vocabulary	science (greetings and daily job)
4	conversation	Give examples of Arabic conversations in everyday life.	Science (greetings and hobbies)
5	Evaluation	Asking about vocabulary and everything that has been discussed	Science (all the material that has been discussed)

Implementation

1. Students listen to the speaker's explanation of the material

At this stage the speaker provides an explanation regarding understanding the learning method that has been taught at Gontor, namely the direct method, by applying Arabic vocabulary and conversation which is implemented in everyday life.



Figure 4. Activities to deliver material about Arabic language learning methods

2. Students take part in implementing vocabulary in Arabic

Students follow and imitate what the speaker says the Arabic vocabulary being taught and put the word into the sentence. And at this stage of implementation, the speaker creates a group to discuss with each other with a theme that will be determined by the speaker. Then the audience will explain the theme that has been given by the speaker then the audience will discuss with their group and the audience will get value from the lecture.

After that the audience was asked to choose one country, then explain about the country and one of the group members to explain what is in the country, characteristics, advantages, disadvantages and other. And at this stage the speaker also gives examples to the audience in conducting daily introductory conversation.



Figure 5. Examples of daily conversation in Arabic

Post-implementation

Monitoring and Evaluation

Based on this training program in Arabic language learning, the evaluation carried out is to ask about vocabulary from the materials that have been discussed (Table 2). In the initial evaluation stage, initial observations were made about how much knowledge was gained by students by looking at several indicators used to analyze the enthusiasm for learning of Karabuk University Turkish students, including: (1) Listening and paying attention to the teacher. (2) Daring to express opinions. (3) being able to do the questions given by the teacher.

Table 2. Monitoring and Evaluation

Problems encountered	Solutions	Indicators	Outcomes
The need for Arabic language exposure for students	Mentoring for the implementation of program as an enrichment program or extracurricular	40 % of students looked confused and did not understand in the first stage	Teaching syllabus Ready-use teaching materials and worksheet
The need for contextual teaching resources based on the school vision and mission (Islamic-affiliated school)	Designing student activity book by integrating Arabic, Islamic content	60 % of Karabuk university students seemed interested in doing this learning, marked by the enthusiasm of the students in the next questions given by us.	Student can increase their speaking vocabulary in Arabic
It is difficult to express opinions in Arabic	Conducting discussions between groups	80% of students are interested and seem enthusiastic to express their opinions in the discussion	Students can express opinions in Arabic
Requires appropriate methods in language learning	Interaction between Karabuk students by answering the questions given	70 % of the students seemed focused and paid attention when the speaker conveyed about the methods used in learning carried out in Gontor	Students can understand how learning is applied at Gontor

CONCLUSION

By providing the Gontor Arabic learning method at this community service enrichment program to an international student of the Ilahiyat Department at Karabuk University, this community service highlights the implementation of direct methods in Arabic learning with gontory approach for non-Arabic learners. This mount program was implemented well, according to the results, which also show that both the students and the school partner provided positive remarks. This study also emphasizes the fact that an enrichment program for an international student of the Ilahiyat Department at Karabuk University serves a variety of purposes, such as there is an increase in understanding of how to teach Arabic in Gontor content learning, and cultural awareness. This cultural awareness is crucial to providing more relevant teaching methods and learning activities at Karabuk University.

The findings of this study method are also used to encourage entertaining learning and increase student involvement during class sessions, students know how to apply Arabic conversations in daily activities. There is an increase in insight into the country and disclosure in Arabic, and increased insight into vocabulary mufrodat in Arabic.

ACKNOWLEDGEMENT

The project team conveys their gratitude to the Directorate of Research and Community Service (DPPM) University of Darussalam Gontor for the support and funding that this community service is successfully implemented. Also, we expressed how pleased we are with the Karabuk University students, for their cooperation and input so that the project can be effectively completed. Lastly, we also thank to University of Karabuk faculty of Ilahiyat, those who have given their time can gather on this agenda.

REFERENCES

- Abdallah, H. A. Y., & Noor, S. S. M. (2023). Developing the communication competencies of non-Arabic speakers using interactive kagan strategies. *Theory and Practice in Language Studies*, 13(12), Article 12. <https://doi.org/10.17507/tpsl.1312.07>
- Abdelbaset, T. E. M., & Jabari, N. A. M. (2020). Arabic language teaching evaluation process for non-native speakers. *International Journal of Education and Learning*, 2(2), 105–110. <https://doi.org/10.31763/ijele.v3i1.157>
- Aflisia, N., & Harahap, P. (2019). Eksistensi bi'ah lughawiyah sebagai media berbahasa Arab dalam meningkatkan kemampuan muhadatsah mahasiswa Prodi Pendidikan Bahasa Arab IAIN Curup. *Lisanul Arab: Journal of Arabic Learning and Teaching*, 8(1), Article 1. <https://doi.org/10.15294/la.v8i1.32545>
- Agung, N. (2020). Peningkatan kemampuan debat bahasa Arab mahasiswa melalui metode suggestopedia. *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 2(1), Article 1. <https://doi.org/10.47435/naskhi.v2i1.288>
- Almaliki, M. F., Fahraini, S., & Muslimah, M. (2023). Integrity of Arabic language education in the sustainable development goals (SDGs): Opportunities and challenges in the Indonesian education context. *Annual International Conference on Islamic and Science Integration (AICCI)*, 1(1), Article 1.
- Almelhes, S. (2024). Enhancing Arabic language acquisition: Effective strategies for addressing non-native learners' challenges. *Education Sciences*, 14(10), 1116. <https://doi.org/10.3390/educsci14101116>
- Amirullah, F. S., Fanirin, M. H., & Ramadhan, F. H. (2022). Kreativitas guru dalam meningkatkan kemampuan berbicara dan membaca dengan bahasa arab di TPA Mutiara Harapan Mustikajaya Bekasi. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 1645–1650. <https://doi.org/10.31004/jpdk.v4i5.6835>
- Anggian, L. A. S. (2022). Media pembelajaran kosa kata bahasa Arab di era digital. *Mahira: Journal of Arabic Studies*, 2(2), Article 2. <https://doi.org/10.55380/mahira.v2i2.386>
- Annisa, M. N., & Safii, R. (2023). Analisis kebutuhan belajar bahasa arab sebagai bahasa asing dalam konteks pendidikan tinggi. *Eloquence : Journal of Foreign Language*, 2(2), Article 2. <https://doi.org/10.58194/eloquence.v2i2.861>
- Arif, M. (2019). Metode langsung (direct method) dalam pembelajaran bahasa Arab. *Al-Lisan*, 4(1), 44–56. <https://doi.org/10.30603/al.v4i1.605>
- Aulia, V. I., & Anggraeni, W. (2023). Urgensi pembelajaran bahasa Arab dalam pendidikan Islam. *Uktub: Journal of Arabic Studies*, 3(1), Article 1. <https://doi.org/10.32678/uktub.v3i1.7854>
- Bin Md. Noor, M. L. A. H., Abd Rahman, R. B., Bin Abdul Rahim, A. H., Binti Aziz, N. I., Bin Arshad, M. S., Md. Ghalib, M. F. B., & Bin Abdul Gani, M. Z. (2023). Learning Arabic communication through virtual international student exchange program: Sustainability innovation in language. *International Journal of Academic Research in Business and Social Sciences*, 13(6), Pages 507-519. <https://doi.org/10.6007/IJARBS/v13-i6/17446>
- Bohra, M. (2020). Non-Linguistic factors affecting students' acquisition of arabic speaking skills in al jamea tus saifiyah University Nairobi Campus, Kenya. *IOSR Journal of Humanities And Social Science*, 25(11).
- Fadilah, F., & Innayati, N. L. (2024). Efforts to improve Arabic speaking skills through muhadhoroh activities at the Al Ukhuwah Sukoharjo Islamic Boarding School. *Al-Afkar, Journal For Islamic Studies*, 7(1), Article 1. <https://doi.org/10.31943/afkarjournal.v7i1.954>
- Firdausy, A. M. S. A., Mumtazah, N. D., Bramantya, S. A., Fahira, S. N., & Fu'adin, A. (2024). Manfaat Program lisan arab bagi mahasiswa Pendidikan Bahasa Arab Universitas Pendidikan Indonesia. *Jurnal Yudistira : Publikasi Riset Ilmu Pendidikan Dan Bahasa*, 2(2), 21–30. <https://doi.org/10.61132/yudistira.v2i2.575>
- Gazi, F. (2023, March 6). *Jurusan dan Biaya Kuliah Karabuk University*. Fatih Gazi. <https://fatihgazi.id/jurusan-dan-biaya-kuliah-karabuk-university/>
- Hasibuan, L., & Hasibuan, T. (2023). Sejarah pertumbuhan dan perkembangan bahasa Arab. *Jurnal Sathar*, 1(2), Article 2. <https://doi.org/10.59548/js.v1i2.68>
- Huda, N., & Afrita, J. (2023). Pentingnya bahasa Arab dalam pendidikan diplomasi dan hubungan internasional. *Jurnal Pendidikan Indonesia*, 4(11), 1242–1252. <https://doi.org/10.59141/japendi.v4i11.2335>
- Kallio, J. M. (2022). The Problem-Identification process prior to the initiation of a networked improvement community. *Designs for Learning*, 14(1), 58–71.

- Khattab, G., Abdelwahab, A. G. S., Al-Shdifat, K., Alsiddiqi, Z., Floccia, C., Kouba Hreich, E., McKean, C., Messarra, C. M., Odeh, T., & Trebacz, A. (2023). Promoting early language development in the Arab world and sustainable development goals 3, 4, 10 and 17. *International Journal of Speech-Language Pathology*.
- Mar'ah, K., Rahman, A., & Amin, N. F. (2024). Increasing interest in learning arabic through the application of the nearpod application for class viii students of SMPS Muhammadiyah Bateballa KAB. Bantaeng. *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab*, 12(1), Article 1. <https://doi.org/10.24952/thariqahilmiah.v12i1.11031>
- Mufidah, N., Isyaty, I., Kholis, N., & Tahir, S. Z. B. (2019). ICT for Arabic learning: A blended Learning in Istima' II. *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 8(2), Article 2. <https://doi.org/10.22373/lis.v8i2.4561>
- Nurhanifah, N. S. (2021). Problematika mahasiswa bahasa Arab dalam meningkatkan kemahiran menulis bahasa Arab. *International Conference of Students on Arabic Language*, 5(0), Article 0.
- Rinaldo, S. B., Davis, D. F., & Borunda, J. (2022). Delivering value to community partners in service-learning projects. *Journal of Community Engagement and Scholarship*, 8(1). <https://doi.org/10.54656/THOH3113>
- Ritonga, M., & Nurdianto, T. (2022). *Strategies for improving Arabic language ability through language Environment: Phenomenology studies in Islamic boarding schools*.
- Rochmat, C. S., A'yun, Q., Zahirah, S. A., & Siyam, F. F. (2024). Analysis of teacher self-efficacy on increasing student's learning motivation in Arabic speaking skill. *International Journal of Arabic Language Teaching*, 6(02), Article 02. <https://doi.org/10.32332/ijalt.v6i02.9351>
- Sauri, S. (2020). Sejarah perkembangan bahasa Arab dan lembaga islam di Indonesia. *INSANCITA*, 5(1), Article 1. <https://doi.org/10.2121/incita-jisisea.v5i1.1332>
- Septiani, S., & Asyrofi, I. (2023). Penerapan metode gramatika terjemah sebagai upaya dalam meningkatkan prestasi belajar siswa pada mata pelajaran bahasa Arab. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(8), 5677–5682. <https://doi.org/10.54371/jiip.v6i8.2558>
- Shidqi, M. H., & Mudinillah, A. (2021). Pembelajaran bahasa arab dengan memanfaatkan lingkungan berbahasa bagi mahasiswa di perguruan tinggi. *Jurnal Education and Development*, 9(3), 170–176. <https://doi.org/10.37081/ed.v9i3.2807>
- Silmy, A. N., Lubis, R. H., Wardani, Y. K., Shara, & Ismahani, A. (2024). Urgensi metode belajar dalam pembelajaran bahasa Arab (bagi penutur non-Arab). *Mantiq Tayr: Journal of Arabic Language*, 4(2), 368–381. <https://doi.org/10.25217/mantiquatayr.v4i2.4423>
- Ulhaq, N., & Lubis, L. (2023). Penyusunan materi ajar dalam rangka meningkatkan keterampilan berbicara bahasa arab pada siswa. *Journal of Education Research*, 4(3), Article 3. <https://doi.org/10.37985/jer.v4i3.361>
- Yunita, Y. (2023). From reading the Qur'an to learning Arabic language. *Suhuf*, 16(1), 225–240. <https://doi.org/10.22548/shf.v16i1.864>