



Optimizing Arabic Language Learning Through The Communicative-Eclectic Learning Model

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Abstract : This journal explores the background of the problem regarding the optimization of Arabic language learning support and the methods used in the accompanying process. To address this issue, the study focuses on implementing service learning activities to enhance language learning outcomes. The service learning techniques employed in this study encompass a range of approaches tailored to the goals and context of the projects. These techniques include direct service, where the community service implementation support team actively engages in community service activities, providing assistance to individuals or groups in need. By integrating these service learning techniques, this article aims to optimize Arabic language learning and enhance the overall educational experience for students. The study emphasizes the importance of aligning language learning support with students' proficiency and aspirations while fostering a collaborative learning environment. By implementing these approaches, LPBA can achieve its goal of producing proficient Arabic language communicators, empowering students to contribute effectively to their communities and beyond.

Keywords : Arabic Learning Language; Communicative-Eclectic; Learning Model.

Article History :	Received	Revised	Accepted
	April 2023	May 2023	June 2023
How to Cite (APA Style)	Nu'man, Agus, Agus R, Abu Hasan. (2023). Optimizing Arabic Language Learning Through The Communicative-Eclectic Learning Model. <i>Gemeinschaft: Journal of Social and Community Engagement</i> , 1(1), 11-22.		
DOI :	https://doi.org/10.71392/gjsce.v1i1.56		
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INTRODUCTION

Arabic language is one of the important subjects in the education system in Indonesia. Both public and private educational institutions at certain levels and programs teach Arabic as part of the curriculum alongside other subjects (Lai, 2019). Especially in Islamic institutions, teaching Arabic is a necessity for their students. In language learning, the main goal is to achieve language proficiency. Language proficiency refers to the ability to use the language in real communication. With language proficiency, one can express thoughts and feelings to others, which is the main purpose of language as a form of communication (Dakir et al., 2022).

The current trend in language learning, including Arabic, at the elementary and secondary levels, is focused on developing language skills. This is in response to globalization and the demands of the job market (Fauzi et al., 2018). Therefore, the relevant approach is the communicative approach, and the method used is the communicative or eclectic method, which incorporates specific techniques from the direct method, audiolingual method, or others to strengthen or address the weaknesses of the communicative method. It is also beneficial to adopt modern teaching strategies or models to create an innovative and up-to-date impression, so that the implementation of the communicative-eclectic method holds significance in Arabic language learning for institutions that aim to focus on speaking skills (Minarti, S., et.al., 2022). In the process of teaching Arabic to non-Arab speakers, both the learners and the teachers need to align their goals with the achievement indicators using suitable methods for the students they are facing. Teaching Arabic to non-Arab speakers is not an easy task for Arabic tutors, so it requires appropriate methods that do not make the language learning boring for the students (Alfulaila, 2022). The goal is to make learning Arabic seem easy and not as intimidating as they may have thought.

In Indonesia, Arabic is not only taught as a means to understand Islam but also for understanding the interpretation of Quranic verses, hadiths, and various Arabic texts or literature (Haryanti, 2021). Arabic has also rapidly developed as one of the recognized official languages in the world, being used in social interactions and academic settings. Historically, Arabic belongs to the Semitic language group, used by nations residing around the Tigris and Euphrates rivers, the Syrian plain, and the Arabian Peninsula (Middle East) (Bubou & Job, 2020).

Learning, in essence, is the process of effective teaching carried out by a teacher to enable students to receive the subject matter well, leading to changes in their experience and understanding of the knowledge they receive. The teacher's role is to create a conducive learning environment to achieve the learning objectives. Therefore, foreign language learning involves maximizing the teaching efforts to help students learn and achieve the goals of learning a foreign language.

The Language Development Institute (LPBA) is a non-formal institution under PP. Nurul Jadid Paiton Probolinggo that internalizes pesantren (Islamic boarding school) values and pays attention to the students' language abilities, both in Arabic and English. The Arabic language learning process requires intensive guidance and understanding to help non-Arab native students comprehend and understand the language better. Although LPBA already has qualified Arabic teachers, it still needs additional educational assistance from more experienced language graduates to monitor and assess language development over time. The intensive Arabic language learning assistance becomes necessary to ensure effective and conducive learning, aligned with the learning objectives. Additionally, this effort serves as the implementation of the University's Tri Dharma in community service, focusing on Intensive Assistance for Arabic Language Learning at LPBA Nurul Jadid.

The Language Development Institute is one of the non-formal educational institutions under the auspices of the Nurul Jadid Islamic Boarding School Foundation. The establishment of LPBA originated from KH. Zaini Mun'im's desire to equip the students of Nurul Jadid Islamic Boarding School with Arabic and English language skills as part of their preparation to produce competent and high-quality young generations who can compete on the international stage while maintaining a strong command of the yellow book (traditional Islamic texts) as the characteristic of Nurul Jadid students.

The Language Development Institute (LPBA) is located in Karanganyar Village, Paiton District, Probolinggo Regency, East Java, where it greatly helps the students in developing their foreign language skills (Arabic and English). LPBA plays a crucial role in implementing Arabic-English language education and teaching at Nurul Jadid Islamic Boarding School. With 30 years of existence, the institute continuously strives to improve the quality of its teaching and learning processes. It consistently makes improvements and updates to the management system of the institution.

METHOD

The method used in this activity is service learning. Service learning is an educational approach that combines community service with student-centered learning. In service learning, students not only learn theory in the classroom but also actively participate in community service activities that are relevant to their current subjects of study. The primary goal of service learning is to provide practical and beneficial experiences for students while making a real impact on the communities they serve. The techniques used in service learning activities can vary depending on the goals and context of the projects. Some common techniques used in service learning include; 1) direct service: the community service implementation support team directly engage in community service activities, such as providing assistance or support to groups or individuals in need; 2) participatory research: the community service implementation support team collaborate with the

community to identify relevant issues or needs and work together to find solutions; 3) community engagement: the community service implementation support team participate in projects aimed at improving the quality of life in specific communities, actively involving local residents; 4) applied science projects: the community service implementation support team apply the knowledge and skills they have learned in the classroom to solve real-world problems in the community; 5) collaboration with non-profit organizations or community institutions: the community service implementation support team work together with local organizations or institutions to support their activities and programs; 6) reflective learning: the community service implementation support team reflect on their experiences in community service and link them to the lessons they have learned in the classroom; 7) public awareness or education: the community service implementation support team provide information and knowledge to the community on important issues and relevant programs, and; 8) development of community service programs: the community service implementation support team are involved in designing, implementing, and evaluating community service programs that benefit the served communities. By combining these various techniques, service learning becomes an effective means to connect classroom learning with meaningful service and engagement for the benefit of the community.

The implementation of intensive Arabic language learning assistance carried out regularly at the Language Development Institute (LPBA) Nurul Jadid, Karanganyar Village, Paiton District, Probolinggo Regency, is conducted through the following stages and strategies; 1) Developing a schedule for the implementation of language learning with the LPBA management; 2) Preparing a series of materials to be delivered or taught during the activities, tailored to the needs and class levels of the students; 3) Conducting language proficiency evaluations for the students, either through assignments or language exercises, conducting interviews using the Arabic language, or administering final level exams (UAT).

RESULT AND DISCUSSION

1. The Condition of The Supported Community

The educators at the Language Development Institute (LPBA) Nurul Jadid are members of the boarding school's community and LPBA alumni. They have different educational backgrounds, with some holding undergraduate degrees (S1), postgraduate degrees (S2), and some currently pursuing their doctoral degrees (S3). The classification of classes (referred to as "marhalah") is divided into three levels: beginner level (ula), intermediate level (wustho), and advanced level (ulya). The language skills and materials used in each level are tailored to the students' proficiency and grade. The beginner level emphasizes speaking skills or "kalam," the intermediate level focuses on reading or "qira'ah," while the advanced level emphasizes writing or "kitabah."

The teaching process at the Language Development Institute (LPBA) utilizes different materials according to the class levels and the students' abilities. However,

intensive Arabic language learning support at each level and its alignment with the students' language proficiency and needs are still considered inadequate and do not fully meet their capabilities. Therefore, improving and maximizing Arabic language learning guidance is essential, with the involvement of active and non-active administrators (educators from both inside and outside the institution). The educators at the Language Development Institute (LPBA) Nurul Jadid are members of the boarding school's community and LPBA alumni. They have different educational backgrounds, with some holding undergraduate degrees (S1), postgraduate degrees (S2), and some currently pursuing their doctoral degrees (S3).

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In the speaking skill learning phase of Arabic, students are asked to speak in pairs for five minutes (Akla, 2017). During these five minutes, the teacher will assess their performance to gauge how well they have absorbed the previous learning and determine the appropriate level for the next stage of learning. If the students can communicate fluently and reciprocally with their partners during the five minutes, they are considered successful in listening skill learning and deemed eligible to participate in the higher-level language speaking classes. At this stage, students are expected to speak actively. This evaluation is conducted in two waves: the first wave and the remedial wave. The remedial wave is for students who did not pass the initial evaluation.

In this speaking skill learning, the teacher acts as a facilitator to assist and facilitate communication (Saragih et al., 2022). Meanwhile, the students are encouraged to actively engage in communication, both in and outside the classroom, including in daily communication at the Islamic boarding school. The steps taken in the implementation of Arabic speaking skill learning are; memorizing dialogues, dialogue through pictures, and field dialogues. Memorizing dialogues technique involves practicing imitating and memorizing dialogues on various topics. In this step, the teacher must prepare various

dialogue topics. Through this practice, students are expected to achieve proficiency in natural and unforced conversations. Although they may initially rely on guided communication texts, over time, they will memorize various conversational topics and eventually become accustomed to communicating naturally (Saragih et al., 2022). Dialogue through pictures is provided to help students understand facts through orally expressing the pictures based on their proficiency level. In this case, the teacher brings pictures and shows them one by one to the students, asking questions, and the students respond according to the pictures asked. Field dialogues is aimed at enabling students to express activities orally in their daily lives. In this case, the teacher emphasizes that every student communicates in Arabic both inside and outside the classroom. This can train students to internalize the language as they feel engaged and enjoy the learning process.

2. The Process of Learning Arabic Language

In the process of learning Arabic, there are prioritized goals that must be achieved to bring about students' mature understanding of the language. The existence of these goals is crucial in attaining the overall objective of language learning and creating high-quality outcomes (Windayanti et al., 2017). Additionally, the selection of appropriate Arabic language learning methods according to students' abilities is essential. Some methods that have been developed in Arabic language learning are as follows; *Thariqah Nahwu wa Tarjamah* (grammar and translation method): This method is one of the earliest foreign language learning methods to develop. It is widely recognized and used in various educational settings, including schools, Islamic boarding schools, and universities. *Thariqah Mubasyarah* (Direct Method): This method emerged as a reaction to the grammar and translation method, which taught languages as if they were dead languages. The advantages of the Mubasyarah method are; 1) preparing useful language knowledge for speech in context; 2) suitable for students' linguistic levels, and; 3) providing various performances and displays for spontaneous demands.

Intensive guidance from educators in Arabic language learning is crucial for students to achieve a complete understanding. In the learning process, interactions occur between teachers and students, as well as between students themselves. Relying solely on verbal communication during the learning process can lead to student unpreparedness, reduced interest in learning, and ineffective learning. To ensure successful and effective learning, the use of suitable media and targeted learning methods become integral parts of intensive guidance in Arabic language learning. The selection of media should align with the learning materials to fulfill its vital function. To succeed in learning Arabic, students are encouraged to actively use various language learning strategies (Mahmudah, 2018). This means not solely depending on explanations provided by teachers but also engaging in creative and active learning techniques. Students should not solely rely on the guidance provided by educators during their learning process (Ridwan & Awaluddin, 2019).

Considering the definition and importance of Arabic language learning guidance as discussed above, the implementation of guidance in Arabic language learning at the Language Development Institute (LPBA) PP. Nurul Jadid Paiton is an appropriate strategy to provide students with insights and experiences in learning Arabic, ultimately facilitating the achievement of learning objectives. Failures in language learning are not solely due to the absence of resources and methods but also because of the lack of proper guidance and support in the language learning process. This can lead to boredom and a lack of motivation to learn. Therefore, the implementation of Arabic language learning guidance is a suitable effort to improve the quality of foreign language learning at the Language Development Institute (LPBA) PP. Nurul Jadid Paiton Probolinggo.

In order for foreign language learning to be effective, enjoyable, and aligned with learning objectives, there is a need for full attention from educators, especially those teaching Arabic language, to provide special guidance and training in developing and designing learning strategies (Takdir, 2020). This applies both in formal institutions such as schools and in non-formal institutions like Islamic boarding schools and religious schools.

The factors affecting of implementation of Arabic language learning through the communicative-eclectic teaching model at LPBA PP. Nurul Jadid Paiton Probolinggo. Based on the field data obtained, it can be concluded that the success factors in the Arabic language learning process at LPBA are as follows; 1) proficient Arabic Language Teachers. One of the determinants of successful Arabic language learning is the presence of skilled Ustadz or Ustadzah who truly master the field of Arabic language teaching. Teachers play a crucial role as managers or main drivers in the learning process, and they are responsible for the educational institution; 2) strong learning motivation of students. Students with strong learning motivation will find it easier to understand the lessons taught by their teachers compared to those without motivation or those learning solely due to external pressure. Student's strong learning motivation affects the success of the learning process; 3) Curriculum. The curriculum, as previously mentioned, is the basic framework for implementing the learning process. Therefore, the Arabic language learning process at LPBA can be well-directed because of the pre-designed curriculum by the Ustadz. Additionally, the curriculum assists the Ustadz and Ustadzah in conducting the learning process; 4) Teaching Methods. Methods are essential factors in the learning process. Teachers need appropriate methods to effectively conduct the teaching. Without the right methods, the learning process cannot proceed smoothly; 5) Conducive Learning Environment. From the observation results, it is evident that Arabic language learning at LPBA runs smoothly due to the support from the surrounding environment of the Islamic boarding school, both internal and external. The presence of an Arabic-speaking environment is crucial, as it complements, enhances, and

contextualizes Arabic language learning. A conducive learning environment ensures that the learning process proceeds smoothly.

When discussing an approach, advantages and disadvantages cannot be ignored, as there is no perfect approach. The data obtained by the author regarding the advantages and disadvantages of the communicative approach implemented at LPBA PP. Nurul Jadid Paiton Probolinggo are as follows; 1) The communicative approach has remarkable advantages, proven by the excellent learning outcomes of students who have been taught using this approach. As previously stated, students who have participated in the language program for three years have mastered the four language skills in Arabic. The primary goal of Arabic language learning through the communicative approach is to develop students' competency in communicating with the target language in real communicative contexts or real situations.

However, the disadvantages experienced are as follows; 1) students find it challenging to apply grammar in oral communication. This is due to the lack of feedback from teachers regarding students' errors, making it difficult to correct them; 2) This approach requires teachers with ideal language skills. Nevertheless, these two disadvantages are not considered significant problems since mastering Arabic communicatively with proper grammar requires time. Ustadz Zainurridlo added that these problems can be overcome if students continue to participate in the language program.

Learning is a system aimed at assisting the learning process of students, which consists of a series of events designed and organized to influence and support the internal learning process of students (Erişen et al., 2016). According to Kelvin Seifert, learning is a systematic effort that enables education to take place. To achieve learning objectives, skilled management of the classroom is essential, considering the effectiveness and efficiency of the planned teaching and learning activities to create education. Language, on the other hand, serves as a communication tool and support in human interactions on a daily basis, be it between individuals, individuals and society, or with specific nations. In communication, each sentence uttered has a specific function. Sometimes its function is to inform, inquire, or warn about a certain fact. Abdul Mu'in (2004) explains that the Arabic language is the sentences conveyed by Arabs for their purposes (Ridho, 2018). Arabic is also a means of communication that humans strive to master from birth to interact with others. Arabic belongs to the Semitic language family, used by nations residing around the Tigris and Euphrates rivers, the Syrian plateau, and the Arabian Peninsula (Middle East), such as Phoenician, Assyrian, Hebrew, Syriac, and Babylonian. Among these languages, Hebrew is the one that has survived until now.

Therefore, the learning of the Arabic language refers to the process of transforming knowledge, attitudes, mentality, and behavior towards Arabic language proficiency, expected to be conducted professionally and oriented towards specific goals

and in line with the desired objectives – to create a generation skilled in the Arabic language, particularly in the field of *muhadatsah* (conversations) (Wahyudi & Prihartini, 2019). The objectives of learning Arabic can be effectively realized if they are based on a clear vision and mission, with a specific orientation towards procedures conducted through appropriate and relevant strategies, approaches, and methods, ultimately resulting in optimal and satisfactory outcomes for students, teachers, educational institutions, and the broader society (Wahyudi & Prihartini, 2019).

For non-Arabic language teachers, the purpose of Arabic language learning always guides educators and students to align their objectives with the learning methods and techniques. Learners aiming to understand Arabic texts or literature should use grammar and translation methods to study Arabic. However, for students aiming to actively use Arabic, they should employ the direct method (*al-Thariqoh al-Mubasyaroh*) to no longer be influenced by their first language as the medium of instruction (*al-Muqoddimah*) in the foreign language learning process (Rosyadi & Ilmi, 2021).

In this context, educators are required to first master the language they will use in communication since they serve as language models. Therefore, educators must be well-prepared before delivering the material during the teaching and learning process. According to Abubakar Muhammad, this preparation stage is one of the factors that influence the success of language teaching, along with the method and the students' willingness to earnestly receive the lessons. The four emphasized aspects of Arabic language learning are listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). In primary education (*ula*), the focus is on listening and speaking proficiency as the foundation for language learning. In secondary education (*wustho*), all four language skills are taught in balance. At the advanced level (*ulya*), the concentration is on reading and writing skills, enabling students to access various Arabic references (Rosyadi & Ilmi, 2021).

There are three competencies to be achieved in Arabic language learning: First, language competence, where students are expected to master pronunciation, understand language structures, basic grammar, theory, and usage of vocabulary. Second, communication competence, where students can use Arabic language automatically to express ideas and experiences fluently, absorbing what they have learned from the language easily. Third, cultural competence, which means understanding the cultural aspects contained in Arabic language, expressing the thoughts of the speaker, values, customs, ethics, and art (Richard, 2001).

The effectiveness of Arabic language learning (for non-Arabic speakers) emphasizes the spirit and interest of students in learning that arises from within themselves. Therefore, the higher the intrinsic motivation to learn, the higher the success rate. In this regard, the level of successful Arabic language learning at the Foreign

Language Development Institute (LPBA) Nurul Jadid is the ability to communicate effectively in Arabic. As Asrori has asserted, language success can be evaluated based on linguistic and skill aspects. Effective language learning is achieved when the procedures and learning objectives are fulfilled. The effectiveness of learning is evident through the high motivation and response of students to the learning process, resulting in high achievement. There are three key approaches to Arabic language learning that need to be understood; approach (*al-Madkhal*), method (*Al-Tharîqah*), and technique (*al-uslub al-ijra'i*).

CONCLUSION

The Language Development Institute (LPBA) Nurul Jadid employs educators who are part of the boarding school community and LPBA alumni, bringing diverse educational backgrounds, ranging from undergraduate to postgraduate and even doctoral degrees. The classes are categorized into three levels: beginner (*ula*), intermediate (*wustho*), and advanced (*ulya*), each level focusing on specific language skills – speaking, reading, and writing, respectively. The teaching process at LPBA utilizes various materials suited to the different class levels and students' abilities. However, despite efforts to tailor the learning experience, the support for intensive Arabic language learning at each level does not fully align with students' proficiency and needs, leading to its perceived inadequacy. To address this issue, there is a pressing need to enhance and optimize the guidance for Arabic language learning by involving both active and non-active administrators and educators from both within and outside the institution.

By improving the support and guidance, LPBA can better cater to the students' language proficiency and aspirations, enabling them to excel in their language skills. It is crucial to foster an environment where Arabic language learning becomes more effective, enjoyable, and aligned with the institution's educational goals. With strategic enhancements and thoughtful implementation of teaching strategies, LPBA can achieve optimal language learning outcomes for its students, empowering them to become proficient communicators in Arabic.

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