



## Issues and Solutions in the Arabic Language Learning Program at the Anshor Alsunna Air Tiris Islamic Boarding School, Kampar.

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| Article Info                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Received:</b> 2026-05-26</p> <p><b>Revised:</b> 2026-06-07</p> <p><b>Accepted:</b> 2026-06-30</p> <p><b>Keywords:</b><br/><i>Learning Issues,<br/>Solutions, Arabic<br/>language</i></p> <p><b>DOI:</b><br/>10.24256/ideas.v14i1.10831</p> <p><b>Corresponding Author:</b><br/>Zahara Latifa<br/><a href="mailto:zaharalatifah1@gmail.com">zaharalatifah1@gmail.com</a><br/>Arabic language education,<br/>Sultan Syarif Kasim State<br/>Islamic University, Riau</p> | <p><i>This study examines the management of issues and solutions in the Arabic language learning program at the Anshor Al-Sunnah Air Tiris Islamic Boarding School in Kampar. Using a descriptive qualitative approach, data were collected through in-depth interviews, observations, and documentation, and then analyzed using the interactive model developed by Miles, Huberman, and Saldaña. The results indicate that program management has not been optimally implemented across all managerial functions: planning not yet needs-based, coordination among teachers and dormitory staff remains weak, teaching methods are dominated by lectures and translation, and evaluation has not been conducted systematically. Non-linguistic issues—including low motivation, a weak language environment, and limited resources—proved to be more dominant than linguistic issues such as mastery of nahwu-sharaf and mufradāt. Recommended solutions include strengthening the bi'ah lughawiyah, diversifying teaching methods, and comprehensively improving the evaluation system.</i></p> |

## 1. Introduction

Arabic language learning is very important in Islamic education because it is the key to understanding the Qur'an and Hadith (Nasution & Lubis, 2023). Arabic has been studied by Muslims from preschool through college (Aprizal). The main objective is to understand the authentic sources of Islamic teachings, making proficiency in Arabic a fundamental necessity.

This urgency is further underscored by the fact that the original sources of Islamic teachings and Islamic studies are written in Arabic, making proficiency in Arabic essential, particularly for Muslim academics (Nasution & Lubis, 2023). Learning in Islamic educational institutions is generally focused on mastering the four language skills (listening, speaking, reading, and writing) and the ability to understand religious texts (Baroroh & Rahmawati, 2020; Ramdhani, 2020; Silmy et al., 2024). Through this learning, students can read religious texts directly and preserve the tradition of Islamic scholarship.

However, many consider learning Arabic to be difficult due to internal (linguistic) challenges such as phonology, morphology, syntax, and semantics, as well as external (non- linguistic) factors such as motivation, resources, teacher competence, teaching methods, time, and the learning environment (Fahrurrozi, 2014; Sakdiah & Sihombing, 2023; Zakiatunnisa et al., 2020). Linguistic challenges are evident in the difficulty of understanding nahwu-sharaf, limited vocabulary, and weak productive skills, as well as interference from Indonesian.

If not properly addressed, these issues can undermine language proficiency. Non-linguistic issues are also significant, such as fluctuating motivation to learn, monotonous teaching methods, limited resources, and suboptimal time management (Fahrurrozi, 2014). Field studies indicate that students still struggle with reading Arabic script, mastering vocabulary, and applying the rules of grammar and morphology, which impacts learning outcomes and interest (Thoyyibah & Firdaus, 2021; Yusuf et al., 2025)

From an educational management perspective, learning challenges must be managed systematically through the functions of planning, organizing, implementing, and evaluating. Problem identification is conducted through needs analysis, program planning, coordination, and continuous evaluation. At the Anshor Al-Sunnah Air Tiris Islamic Boarding School, challenges in Arabic language learning include linguistic and non-linguistic difficulties that affect students' motivation and engagement (Fahrurrozi, 2014). Although this boarding school prioritizes Arabic as a flagship program, it still faces various challenges in its implementation. Therefore, an in-depth study of how these challenges are managed and the solutions implemented is needed.

A managerial approach allows for a comprehensive analysis of issues, focusing not only on individual challenges but also on the program management system, policies, teacher competencies, learning strategies, and academic culture. This is crucial for improving the quality of pesantren education in the era of

modernization, ensuring that it remains adaptable without losing its Islamic identity.

Therefore, the research questions for this study are as follows: How is the management of the Arabic language learning program—which includes planning, organizing, implementing, and evaluating—carried out at the Anshor Al-Sunnah Air Tiris Islamic Boarding School? What are the challenges faced in Arabic language learning, both from linguistic and non-linguistic aspects? And what solutions can be implemented to address these challenges in order to improve the effectiveness of Arabic language learning at the Anshor Al-Sunnah Air Tiris Islamic Boarding School?

## **2. Method**

This study employed a descriptive qualitative design and was conducted at the Anshor Al-Sunnah Air Tiris Islamic Boarding School in Kampar. This design was chosen because the study aimed to gain an in-depth understanding of the realities of managing the Arabic language learning program, including linguistic and non-linguistic challenges and the solutions implemented within the institutional context of the boarding school. The research was conducted in a natural setting without variable manipulation, so that the data obtained reflected real conditions in the field.

In this process, the researcher acted as the primary instrument (human instrument) directly involved in data collection and analysis (Poth & Creswell, 2018). The research subjects were selected through purposive sampling based on the relevance of their roles and their direct involvement in the Arabic language learning program. The subjects consisted of boarding school administrators, Arabic language teachers, and students actively participating in the learning program. Direct involvement in the program was the primary criterion for participation, with no specific demographic restrictions. The research object is the management of problems and solutions in the Arabic language learning program, covering aspects of planning, organizing, implementation, as well as program monitoring and evaluation.

Data collection was conducted using three complementary techniques. First, in-depth interviews were conducted with boarding school administrators, Arabic teachers, and students to gather information regarding the nature of the problems and strategies for resolving them within the framework of program management. Second, direct observations were carried out to examine the teaching process and program management practices in the field. Third, documentation was used as supporting data, including the curriculum, lesson schedules, teaching materials, and relevant policy documents. Data analysis was conducted interactively and continuously using the (Huberman & Saldana, 2014) model through three stages: data reduction, data presentation, and drawing conclusions and verification.

The analysis process took place simultaneously from the beginning of data collection through to the final stage of the research. To ensure the validity of the findings, source triangulation and methodological triangulation techniques were applied, so that the research results possess scientifically accountable credibility (Sugiyono, 2020).

### 3. Result

Based on research conducted at the Anshor Al-Sunnah Air Tiris Islamic Boarding School through in-depth interviews, observation, and documentation, a comprehensive picture of the management of the Arabic language learning program was obtained, covering four main aspects: planning, organizing, implementation, and monitoring and evaluation. In addition, this study also identified linguistic and non-linguistic challenges faced by the students, as well as solutions that have been and need to be implemented. In terms of planning, instructional materials such as syllabi and lesson plans are available, but they have not been fully designed based on an analysis of the needs of the diverse student body. The instructional content follows the general curriculum without differentiation based on ability, so some students struggle to keep up with the material, particularly in Arabic grammar and text comprehension.

In terms of organization, the division of tasks between teachers and dormitory administrators is in place, but coordination between the two has not been optimal. Classroom programs and language training in the dormitory have not been systematically integrated, so a consistent Arabic-speaking environment has not been established. In terms of implementation, teaching methods are still dominated by lectures and translation exercises. Active conversation practice has not yet been implemented intensively. Linguistically, difficulties were found in phonology (errors in articulation), morphology (use of verbs and pronouns), syntax (construction of noun and verb phrases), and a lack of vocabulary mastery.

Non-linguistically, there is fluctuating motivation to learn, low self-confidence among students in speaking, inconsistent application of the language environment, and limited facilities such as language laboratories and technology-based learning media. In terms of assessment, the evaluation process has been implemented, but it is still limited to reviewing material and does not yet cover all aspects of language skills. A structured system of rewards and consequences for language instruction has also not yet been implemented.

### 4. Discussion

#### *Management of the Arabic Language Learning Program* *Learning Program Planning*

The research results indicate that the planning of the Arabic language learning program at the Anshor Al-Sunnah Islamic Boarding School has been carried out through the development of instructional materials such as syllabi and

lesson plans. However, in practice, this planning has not fully taken into account the heterogeneous nature of the students' initial abilities. This is reflected in the teacher's statement: *"The teacher's teaching style is more like giving a lecture, and she doesn't really follow the curriculum..."* (Interview, FH; 2026).

This statement indicates that lesson planning remains flexible and is not yet based on an in-depth analysis of the students' needs. Consequently, the material presented tends to be general and does not fully align with the students' level of understanding, particularly in foundation subjects such as nahwu and sharaf. This situation is inconsistent with the perspective of the (Ritonga et al., 2021), which emphasizes that the effectiveness of Arabic language learning is highly determined by a systematic curriculum design and its alignment with students' needs.

Furthermore, field observation results also indicate that existing language immersion programs are not yet structured and have not been routinely evaluated, even though such programs are a crucial component of comprehensive language learning planning. This aligns with the perspective (Ramdhani, 2020), which emphasizes the importance of planned curriculum management as the foundation for successful Arabic language learning in Islamic educational institutions.

#### *Organization of the Learning Program*

Repeated: this section is also a major part of the research articles and is also usually the longest part of an article. Discussion of the research presented in this section are the result. The process of data analysis such as statistical calculations or other processes for the achievement of its research. Please present the discussion narratively. In terms of organization, Arabic language learning at the Anshor Al-Sunnah Islamic Boarding School has established a division of roles between teachers and boarding school administrators. Teachers are responsible for formal classroom instruction, while dormitory administrators are tasked with managing language development within the boarding school environment.

However, in practice, coordination between these two parties has not been optimal. This was conveyed by the head of the boarding school: *"If we were to truly establish an Arabic-speaking environment here and enforce 'iqab strictly, perhaps the results could improve..."* (Interview, AZ; 2026) This statement indicates that the success of Arabic language learning programs depends heavily on the synergy between formal classroom instruction and language immersion within the pesantren environment. The lack of such integration has prevented Arabic from becoming a natural part of the students' daily lives.

This situation contradicts the perspective of the (Oktaviani et al., 2024), which emphasizes that a consistent language environment (*bi'ah lughawiyah*) is a key accelerator in language acquisition. The language environment, whether formal or informal, provides a space for students to be "forced" to use the language they are learning continuously, so that language proficiency develops much faster

compared to relying solely on classroom learning (Hermawan, 2016 in (Oktaviani et al., 2024)).

### *Implementation of Arabic Language Instruction*

At the implementation stage, Arabic language instruction is still dominated by lecture and translation methods. Teachers more often ask students to read and translate texts, while the use of interactive methods such as discussions, language games, or conversation practice remains very limited. This was expressed by a teacher: *"Things like games are rare, aren't they..."* (Interview, FH; 2026) This situation is reinforced by a student's statement: *"It's not very interesting, because during class, we're mostly just told to translate texts."* (Interview, MA; 2026).

These findings indicate that the learning process has not actively engaged the students and tends to be monotonous. This situation contradicts the view (Hizbullah & Mardiah, 2015), which emphasizes the importance of using varied methods tailored to the characteristics of the students. Teachers are expected to be flexible in selecting and applying teaching methods in order to achieve optimal learning outcomes. Inappropriate method selection has been proven to significantly impact the success of teaching and learning (Fitriani et al., 2024). In fact, according to Mujib (2010) in a study (Sinjai, 2020), teachers who do not master teaching methods will merely become consumers of knowledge rather than producers, meaning they are unable to optimally develop their students' potential.

### *Linguistic Issue*

From a linguistic perspective, it was found that students face difficulties in various aspects of language. In terms of phonology, many students still make mistakes regarding the articulation points of certain letters. In terms of morphology, students struggle to distinguish verb forms and use pronouns correctly. In terms of syntax, errors in constructing noun and verb phrases still occur frequently. Furthermore, a limited vocabulary is a major obstacle in understanding texts and in oral communication. This is reinforced by the statement of the pesantren leader: *"Our children have a limited vocabulary, so when they speak Arabic, they have to think carefully first..."* (Interview, AZ; 2026).

This finding aligns with the view of (Sinjai, 2020), which identifies vocabulary (*mufradāt*) as one of the greatest linguistic barriers in Arabic language learning. The diversity of morphological forms (*wazan*) and the meanings they convey makes mastering Arabic vocabulary far more complex than in other languages. As Rusydi Ahmad Thu'aimah noted, one cannot master a language until they have mastered its vocabulary.

This also applies to the issues of *qawā'id* and *i'rāb*; Arabic grammar, which encompasses word formation and sentence structure, is often considered a major obstacle, necessitating a functional simplification approach to make learning more

effective and not merely rote memorization (Amirudin, 1947; Sinjai, 2020).

### *Non-Linguistic Issues*

In addition to linguistic issues, this study also identified various non-linguistic issues that have an even greater impact on the effectiveness of learning. The students' motivation to learn was found to be inconsistent; some students viewed Arabic as a difficult subject and one that was not particularly relevant to their daily lives. This was expressed by the boarding school director: *"...the children's interest and enthusiasm in studying Arabic is lacking because they consider Arabic to be difficult, a language that is not very important to them."* (Interview, AZ; 2026)

This situation aligns with the theory of (Fahrurrozi, 2014), which states that motivation and interest in learning are non-linguistic issues commonly encountered in Arabic language classrooms, and that learning outcomes are often directly influenced by these two factors. Learning without motivation will not yield optimal results, especially if students harbor a dislike for the subject matter.

Furthermore, (Heri, 2019) emphasizes that interest and motivation are closely linked; individuals with high interest tend to pay attention and remain motivated, while those with low interest will struggle to focus on the material being taught. When it comes to self-confidence, many students are afraid of making mistakes when asked to speak Arabic. This was confirmed by one of the students: *"It has happened, especially since my close friends are all good at Arabic, and that makes me feel even less confident, especially when answering questions that require the use of Arabic."* (Interview, AS; 2026)

This situation indicates that the learning environment has not yet been able to create an atmosphere that encourages linguistic boldness. (Fahrurrozi, 2014) and (Sinjai, 2020) emphasize that the higher the sense of shame and fear of making mistakes, the less likely a productive language environment will ever be created. In terms of facilities and infrastructure, field findings indicate that supporting facilities such as language labs and projectors are not yet sufficiently available. The students confirmed this situation: *"As for facilities, it seems like only the books are adequate, sis; as for media like projectors or language labs, those aren't available."* (Interview, AM; 2026)

This situation is exacerbated by teachers who also acknowledge these limitations: *"Infrastructure is still lacking. Every school should have an interactive whiteboard and a language lab because these two are very important for supporting language development."* (Interview, FH; 2026) These findings are supported by (Albakri et al., 2024), which states that inadequate resources can directly hinder the success of Arabic language learning. The time available for students to practice the language is also limited due to the busy schedule of the Islamic boarding school, even though, according to (Albakri et al., 2024), the more frequent the learning, the

better the results.

### *Monitoring and Evaluation of the Learning Program*

Regarding evaluation, it was found that the evaluation process had been carried out, but it was still rudimentary and did not cover all aspects of language skills. Evaluation was mostly conducted by reviewing material that had already been taught. This was conveyed by the Arabic teacher *"There is evaluation, but it's just repeating the same things over and over..."* (Interview, FH; 2026). Additionally, the boarding school director also stated: *"We evaluate frequently... but it seems it still isn't working effectively."* (Interview, AZ; 2026).

This statement indicates that evaluations have not been conducted systematically and have not been optimally followed up upon as a basis for program improvement. This situation is inconsistent with the concept of effective learning, which emphasizes the importance of ongoing evaluation. Limitations in facilities and infrastructure also hinder the implementation of a more comprehensive evaluation. This is supported by the (Albakri et al., 2024) which states that inadequate facilities can hinder the overall success of Arabic language learning, including in the assessment and evaluation processes.

### *Solutions*

Based on all the above findings, this study proposes an integrated solution grounded in a managerial approach that encompasses planning, organizing, implementation, and evaluation, and is based on relevant theoretical studies. First, in terms of planning, a needs analysis of the students must be conducted before developing a learning program, so that the material provided aligns with the varying initial abilities of the students. Grouping based on ability and reinforcement of foundational material for students who are still struggling need to be designed immediately. This aligns with the perspective of (Ritonga et al., 2021) which emphasizes that the alignment between the curriculum and students' needs is the primary determinant of the effectiveness of Arabic language learning.

Second, in terms of organization, it is necessary to strengthen coordination between Arabic teachers and boarding school administrators through regular coordination meetings and the development of an integrated language program that spans both classrooms and dormitories. The creation of a consistent and structured language environment is a priority, as a conducive language environment has been proven to significantly accelerate language acquisition (Oktaviani et al., 2024). Without synergy between these two parties, the use of Arabic will never become a deeply rooted habit in the lives of boarding school students. Third, in terms of implementation, teachers need to develop more varied and interactive teaching methods, such as conversation practice (*muhadatsah*), language games, pronunciation drills, and daily vocabulary quizzes.

Instruction should not focus solely on text translation but must encourage the direct and active use of Arabic. (Fitriani et al., 2024) emphasizes that teaching methods significantly influence students' motivation to learn. To address the lack of vocabulary, a structured and consistently supervised daily vocabulary enrichment program needs to be implemented immediately, given that vocabulary mastery is the key to language proficiency (Thu'aimah in (Sinjai, 2020) ). Gradual practice in grammar (qawā'id) using an analogical (qiyāsī) approach is also more effective than mere memorization (Sinjai, 2020).

Fourth, to address non-linguistic challenges, efforts to strengthen learning motivation must be carried out in a persuasive and sustained manner by instilling an understanding of the importance of Arabic as the language of the Qur'an and Islamic studies. Teachers also need to create a learning environment that is enjoyable, non-pressured, and allows students to experiment without fear of making mistakes. (Nasution & Lubis, 2023) emphasizes that the urgency of Arabic in Islamic education must be continuously communicated to students as a catalyst for intrinsic motivation.

The implementation of an educational reward system for students who actively use Arabic also needs to be established as part of a strategy to strengthen extrinsic motivation (Rahmayana et al., 2021). Fifth, in terms of facilities and infrastructure, there is a need to improve learning facilities by providing a wider variety of learning materials, projectors, and language laboratories. (Albakri et al., 2024) points out that the availability of adequate facilities is an important prerequisite for effective and engaging learning. With adequate facilities, teachers can more freely apply varied methods, and students can learn with greater enthusiasm.

Sixth, regarding evaluation, it is necessary to establish a comprehensive evaluation system that is not limited to cognitive aspects but also encompasses speaking, reading, listening, and writing skills. Evaluations must be conducted periodically, and the results should be used to inform program improvements. The application of assessment triangulation is also important to obtain a complete picture of the development of students' language skills (Hberman, Matthew Miles Michael & Dana, 2019).

Through the implementation of an integrated solution combining improvements in program management, diversification of teaching methods, strengthening of the language environment, and enhancement of facilities and infrastructure, it is hoped that the quality of Arabic language instruction at the Anshor Al-Sunnah Islamic Boarding School will improve gradually and sustainably, and that the school will produce students who are not only able to read religious texts but are also capable of actively communicating in Arabic.

## 5. Conclusion

This study aims to examine the management of problems and solutions in the Arabic language learning program at the Anshor Al-Sunnah Islamic Boarding School in Air Tiris, Kampar, covering the aspects of planning, organizing, implementation, as well as program supervision and evaluation. The research findings indicate that the management of the Arabic language learning program at the pesantren has not yet been implemented optimally across all managerial functions. Planning remains general in nature and is not yet based on an in-depth analysis of the students' needs.

Organization has not yet demonstrated solid coordination between classroom teachers and dormitory administrators, so a supportive language environment (*bi'ah lughawiyah*) has not yet been established. Instruction is still dominated by lecture and translation methods, which tend to be monotonous and do not actively engage the students. Meanwhile, the evaluations conducted have not been systematic and have not been optimally followed up upon as a basis for program improvement.

In terms of challenges, it was found that non-linguistic barriers—including low student motivation, limited facilities and infrastructure, a lack of variety in teaching methods, and a weak language environment—are more dominant and have a greater impact on learning effectiveness than linguistic challenges such as difficulties with grammar and morphology and a lack of vocabulary mastery. This finding reinforces and expands upon previous studies that identify non-linguistic factors as critical variables in the success of Arabic language learning, particularly within the context of pesantren-based educational institutions.

This study makes a tangible contribution to the development of Islamic educational management by integrating managerial approaches (planning, organizing, implementing, and evaluating) into the study of challenges in Arabic language learning—a perspective that has not been widely utilized in similar literature. These findings can serve as a reference for Islamic boarding school administrators in designing Arabic language learning programs that are more systematic, structured, and responsive to the needs of students.

Future research is needed to assess the effectiveness of implementing the proposed solutions, particularly regarding the creation of a language environment and the use of active-interactive learning methods to improve students' language proficiency. Comparative research among various Islamic boarding schools with different characteristics is also recommended to develop a more comprehensive and generalizable model for Arabic language learning management.

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