



# Effective Arabic Language Learning Programme Management Model at the Pekanbaru Islamic Boarding School

Alfan Zuhdi<sup>1</sup>, Hakmi Wahyudi<sup>2</sup>, Muhammad Auli Rahman<sup>3</sup>

<sup>123</sup>Arabic Language Education, Sultan Syarif Kasim State Islamic University, Riau

Article Info	Abstract
<p><b>Received:</b> 2025-12-20 <b>Revised:</b> 2026 06-02 <b>Accepted:</b> 2026 06-15</p> <p><b>Keywords:</b> <i>Programme Management; Arabic Language Learning; Arabic Environment; Islamic Boarding School</i></p> <p><b>DOI:</b> 10.24256/ideasv14i1.8972</p> <p><b>Corresponding Author:</b> Alfan Zuhdi <a href="mailto:Alfanzuhdi01@gmail.com">Alfanzuhdi01@gmail.com</a> Arabic Language Education, Sultan Syarif Kasim State Islamic University, Riau</p>	<p><i>Arabic language learning in Islamic boarding schools plays a strategic role in supporting the understanding of Islamic sources and the development of students' academic and communicative competencies. One of the determining factors for the success of this learning is the effectiveness of learning programme management integrated with the application of bi'ah 'arabiyah. This study aims to analyse the patterns of Arabic language learning programme management based on bi'ah 'arabiyah and its contribution to the effectiveness of learning at the Abu Darda Islamic Boarding School in Pekanbaru and Darul Hadis Al-Watsar. This study uses a descriptive qualitative approach with data collection techniques in the form of participatory observation, in-depth interviews, and documentation. The research informants included the boarding school leaders, the head of the language department (qism al-lughah), and Arabic teachers selected through purposive sampling. The results showed that the Arabic language learning programme management pattern was implemented systematically through four management functions, namely planning, organising, implementing, and supervising. The application of bi'ah 'arabiyah has been proven to contribute positively to improving the language skills of students, although there are still obstacles such as limited vocabulary and psychological factors of beginner students. Overall, this study concludes that planned and sustainable management of Arabic language learning programmes based on bi'ah 'arabiyah can improve the effectiveness of Arabic language learning in Islamic boarding schools.</i></p>

## 1. Introduction

Arabic is one of the disciplines that has a strategic position in Islamic education, especially in Islamic boarding schools, because it serves as the main key to understanding the sources of Islamic teachings, such as the Qur'an, hadith, and classical and contemporary Islamic literature (Muhammad Samin et al., 2025). Mastery of Arabic allows students to access Islamic knowledge directly without relying on translations, making the process of understanding knowledge more authentic, profound, and comprehensive.

Therefore, Arabic language learning in Islamic boarding schools is not only directed at mastering linguistic aspects, but also at forming academic, religious, and cultural competencies that are integrated into the lives of students. In this context, the success of Arabic language learning is not only determined by the quality of teaching in the classroom, but is also greatly influenced by how the learning programme is designed, managed, and implemented systematically through effective programme management (Rosyadi & Alim, 2022).

Arabic language learning programme management is an integral part of education management, which encompasses the processes of planning, organising, implementing, and supervising all language learning activities (Noverma et al., 2025). Good management enables educational institutions to optimise all available resources, including human resources, curriculum, learning methods, and supporting facilities and infrastructure, so that learning objectives can be achieved effectively and sustainably (Afzal & Crawford, 2022).

In the context of Islamic boarding schools, the management of Arabic language learning programmes has its own complexities because learning does not only take place formally in the classroom but is also integrated into the daily lives of students in the boarding school environment (Rosyadi & Alim, 2022). Thus, the management of Arabic language programmes in Islamic boarding schools requires a holistic and contextual approach that is able to connect academic learning with language practice in the social and cultural life of students (Astuti et al., 2020).

One of the main characteristics of Arabic language learning in Islamic boarding schools is the application of *bi'ah 'arabiyah* or Arabic-speaking environment. *Bi'ah 'arabiyah* is understood as an environment that is deliberately created to encourage the active and continuous use of Arabic, both in formal learning activities and in informal interactions outside the classroom, such as in dormitories, mosques, offices, and other social spaces (Shidqi & Mudinillah, 2021). This Arabic-speaking environment functions as a medium of language immersion that allows students to acquire Arabic naturally through habituation, repetition, and social interaction (Martina & Fauji, 2024).

Previous studies have shown that the existence of a conducive Arabic-speaking environment has a significant influence on improving the language skills of santri (Dalle & Jundi, 2021). An environment rich in language stimuli, supported by teacher role models and institutional policies, can form sustainable language habits and encourage students to dare to communicate using Arabic (Rizkiansyah,

2023). In addition, the intensity of Arabic usage outside the classroom has been proven to contribute more to language fluency than purely theoretical learning. These findings confirm that bi'ah 'arabiyah is not merely a complement to Arabic language learning, but rather a core element that determines the success of the overall learning process (Jazilah & Mufidah, 2024; Kasmantoni et al., 2022; Muflihatin & Hasanah, 2022).

However, the implementation of bi'ah 'arabiyah in Islamic boarding schools does not always run optimally. A number of studies reveal that many Islamic boarding schools face various obstacles in establishing and maintaining an Arabic-speaking environment, such as weak language programme planning, lack of coordination between educators, differences in the initial abilities of students, low consistency in the use of Arabic in daily interactions, and limited programme monitoring and evaluation systems (Samin et al., 2024).

Behaviourist theory views language acquisition as occurring through a stimulus-response mechanism that is reinforced through repeated habituation and reinforcement (Dianti, 2017). In the context of Arabic language learning, the language environment serves as a continuous source of stimulus, while the use of Arabic by students is a response that is reinforced through various forms of reinforcement, such as appreciation, language discipline policies, and teacher role modelling (Lubis et al., 2024; Ramadhani et al., 2024). Thus, bi'ah 'arabiyah not only functions as a space for communication, but also as a pedagogical instrument that systematically shapes the language competence of students (Ainiy et al., 2022).

Although many studies have been conducted on Arabic language environments, most previous studies have focused on implementation aspects and their impact on students' language skills. These studies generally emphasise the effectiveness of bi'ah 'arabiyah in improving students' maharah al-kalam, mufradat, and confidence in speaking. However, studies that specifically analyse the management patterns of Arabic language learning programmes based on bi'ah 'arabiyah are still relatively limited.

In fact, the success of a language environment cannot be separated from how the language programme is managed. Without careful planning, a clear organisational structure, consistent implementation, and continuous monitoring and evaluation, the bi'ah 'arabiyah tends to run informally and is difficult to maintain in the long term.

This research gap indicates the need to examine Arabic language learning not only from a pedagogical and linguistic perspective, but also from an educational management perspective. A managerial approach allows researchers to view Arabic language learning as a system consisting of various interrelated components, ranging from leadership policies, the roles of teachers and language administrators, student involvement, to the provision of facilities and infrastructure (Suharsimi arikunto, 2016).

With this approach, Arabic language learning is no longer understood as an individual activity in the classroom, but rather as an institutional programme that requires planned and structured management

In the context of Islamic boarding schools in Pekanbaru, the development of Arabic language learning based on *bi'ah 'arabiyah* has become an increasingly relevant issue in line with the growing demand for Arabic language proficiency among students. Several Islamic boarding schools in this region have shown a strong commitment to developing language programmes, both through policies on the use of Arabic in students' daily lives, the establishment of special language management units, and the provision of learning support facilities.

However, to date, there has been relatively little research that examines in depth how Arabic language learning programmes are managed in these boarding schools, particularly in terms of systematically and sustainably integrating classroom learning with language practice in the boarding school environment.

Therefore, research on the management patterns of Arabic language learning programmes based on *bi'ah 'arabiyah* in Islamic boarding schools in Pekanbaru has high academic and practical urgency. Academically, this research is expected to enrich studies in the field of Islamic education management and Arabic language learning by presenting a comprehensive analysis of the relationship between programme management and the effectiveness of the language environment.

Practically, the results of this research are expected to serve as a reference for pesantren administrators and other Islamic educational institutions in designing and developing effective, structured, and sustainable Arabic language learning programmes.

Therefore, this study aims to answer two main questions: First, what are the patterns of Arabic language learning programme management at Islamic boarding schools in Pekanbaru? Second, how are Arabic language learning programmes managed at Islamic boarding schools in Pekanbaru?

Based on this background, this study focuses on examining the management patterns of Arabic language learning programmes implemented in Islamic boarding schools in Pekanbaru and how the application of *bi'ah 'arabiyah* contributes to the effectiveness of Arabic language learning. By analysing the aspects of planning, organising, implementing, and supervising language programmes in an integrated manner, this study is expected to produce a complete picture of Arabic language learning programme management practices that are not only pedagogically effective but also institutionally sustainable, so that they can be used as a model for developing *bi'ah 'arabiyah* in Islamic boarding schools and other Islamic educational institutions.

## **2. Method**

This study uses a descriptive qualitative approach because it aims to gain an in-depth understanding of the management patterns of Arabic language learning programmes and the implementation of bi'ah Arabiyah at the Abu Darda Islamic boarding school in Pekanbaru and Darul Hadist Al Watsar in accordance with the natural context in which they occur.

The data sources in this study consist of primary and secondary sources. Primary data sources were obtained from key informants who were directly involved in the formulation, management, and implementation of the bi'ah Arabiyah programme. These informants included the Head of Ma'had Abu Darda (RD) and Ponpes Darul Hadist al-Watsar (MA) as the holders of strategic policy control in programme management, and the head of the language department (Qismu al-Lughah) who played a role in operational planning and supervision of the implementation of the language environment.

Meanwhile, the Arabic language teachers at Ma'had Abu Darda (RK) and Ponpes Darul Hadist al-Watsar (AB) teach various language skills (kalam, qirā'ah, and insyā') and are therefore able to provide information about learning strategies, methodological approaches, and the integration of Arabic language habits in learning and non-learning activities. In addition, secondary data was used to enrich and confirm the primary data, in the form of curriculum documents, language department organisational structures, Arabic language activity schedules, programme guidelines, internal evaluation records, and visual documentation such as photos and videos of activities. This secondary data served as administrative and empirical evidence of how the language programme was designed and implemented in practice.

The data collection techniques in this study included participatory observation, in-depth interviews, and documentation. Participatory observation allows researchers to gain a direct understanding of the dynamics of implementing bi'ah Arabiyah, both in the context of formal learning such as muthāla'ah, imlā', insyā', and durūs al-lughah, as well as daily habits such as mufradāt distribution, muhādatsah practice, enforcement of language days, and student interaction activities in the dormitory.

In-depth interviews were conducted using a semi-structured approach to provide space for exploration of the informants' experiences, perceptions, and views regarding the effectiveness of language programme management, obstacles that arise, solution strategies, and the level of acceptance of the programme among students. This approach was chosen so that researchers could gather information more flexibly while still following the direction of the research problem formulation.

Informants were selected using purposive sampling, which is the selection of informants based on specific criteria who are considered to have knowledge and direct experience of the research subject. This technique was chosen based on the

consideration that research on Arabiyah management requires information that can only be provided by competent and substantively involved parties, rather than simply based on the number of informants.

Thus, purposive sampling ensures that the data obtained is in-depth, credible, and relevant to answering the research focus. This technique also allows researchers to select informants who can provide diverse perspectives, both from the policy makers, technical implementers, and programme participants, so that the research results have more comprehensive data.

### 3. Result and Discussion

#### Analysis of Arabic Teachers' Perspectives

Based on data from observations and interviews, the following results were obtained:

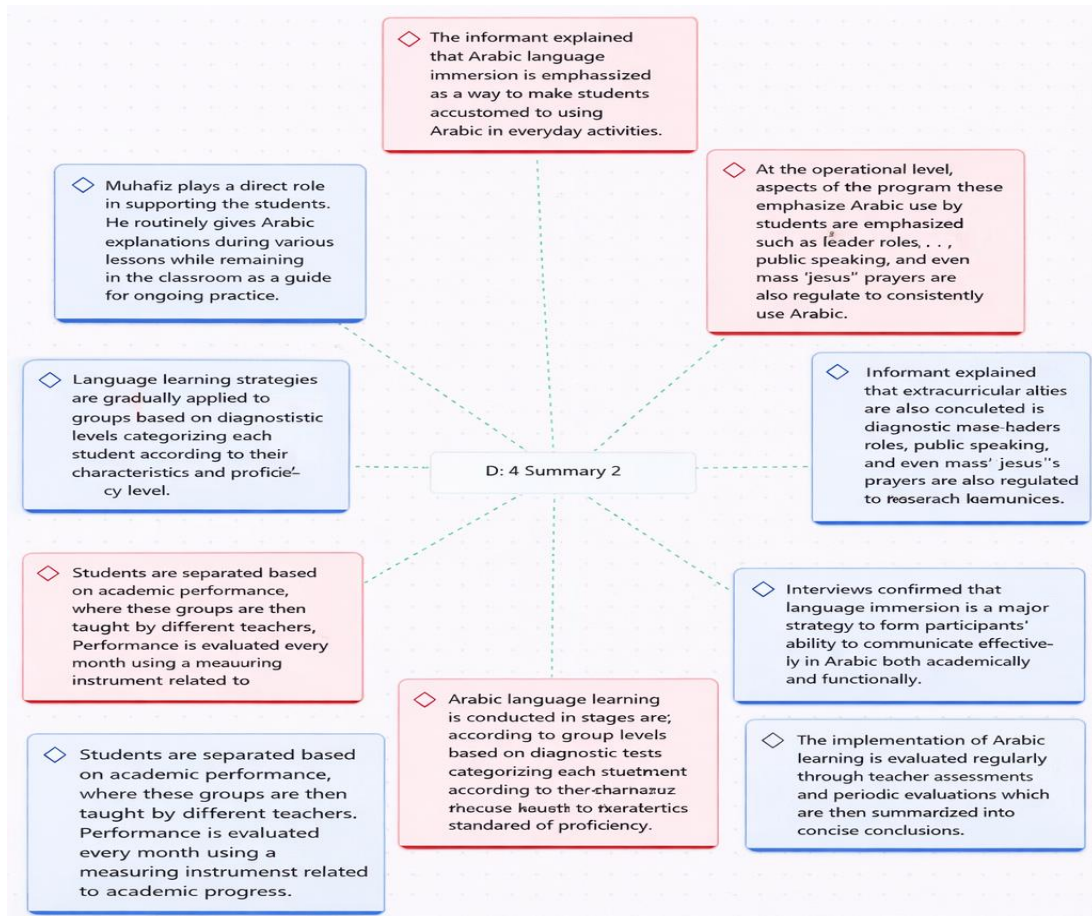


Figure 1, Results of interviews with Arabic teachers

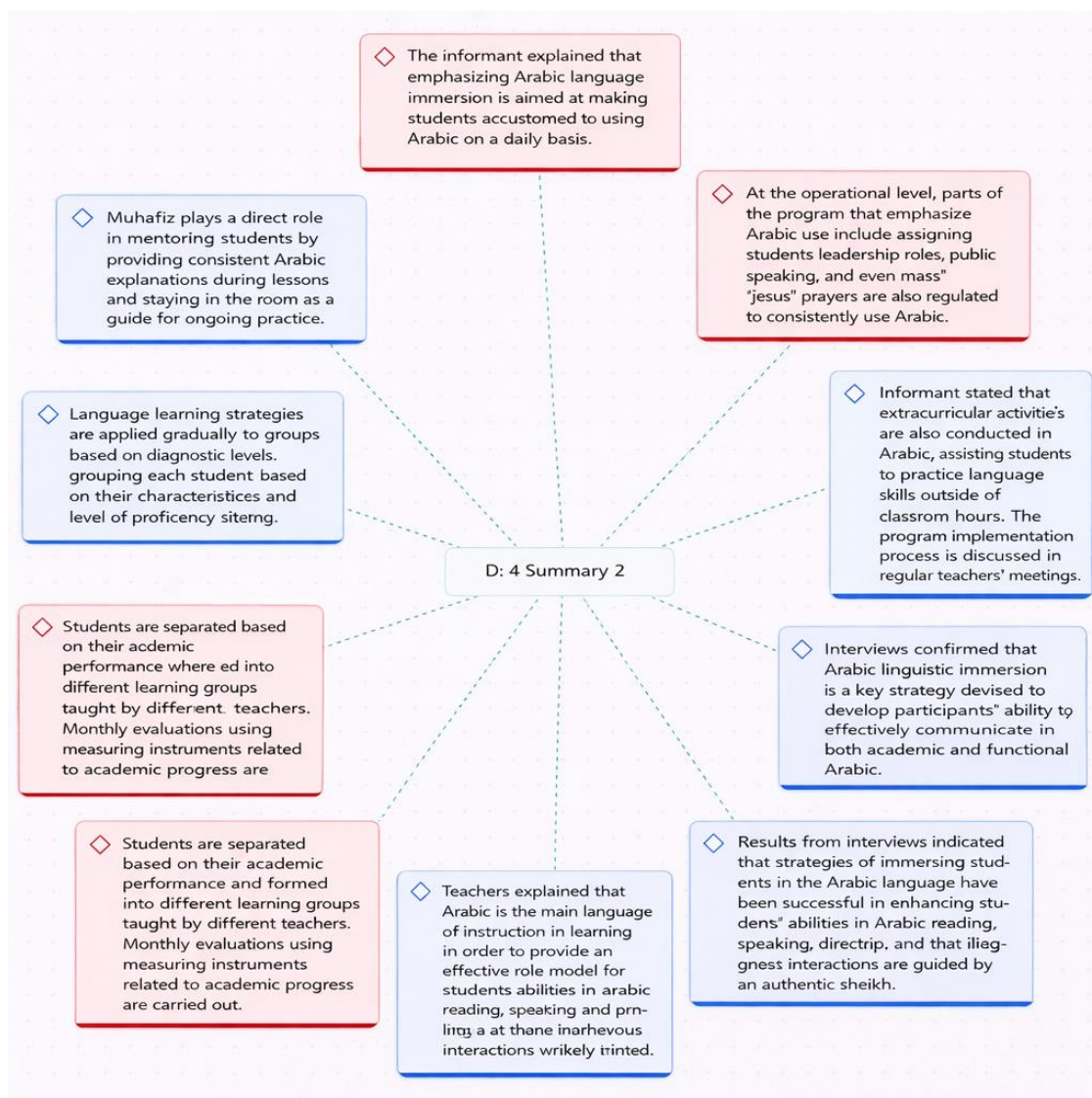


Figure 2, Results of the Headmaster Interview

Discussion of the First Problem Statement: Arabic Language Learning Programme Management Patterns at Islamic Boarding Schools in Pekanbaru.

Programme Planning

Interviews with pesantren leaders revealed that Arabic language learning programmes are designed to be integrated with bi'ah 'arabiyah through a policy prohibiting the use of the students' mother tongue in their daily lives. Pesantren leaders emphasised that:

*“We prohibit the use of native languages in daily life and in the learning process. All activities must be conducted in Arabic, in addition to twice-weekly lectures by the sheikh and Arabic lectures that require students to write summaries.”* (MA. Interview; 2025)

This policy emphasises that Islamic boarding schools implement an immersive language environment approach as the main basis for language learning. This is in line with research (Salsabila et al., 2025) which also found that a strict language environment policy significantly improves students' Arabic language fluency in the context of modern Islamic boarding schools.

The direction and objectives of the Arabic language programme are determined based on the long-term needs of the students. The pesantren leadership stated that:

*"The main objective of this programme is for students to be able to understand advanced programmes, particularly the study of Ulumul Hadith, and to be able to use Arabic books taught directly by Arab sheikhs." (RD. Interview; 2025)*

The interview results are in line with research (Yusuf et al., 2024) which shows that programme planning is needs-based learning, i.e. oriented towards the future academic needs of the students. The process of analysing the students' needs is carried out by mapping their initial abilities. The informants explained.

*"Students are grouped according to their ability levels, such as comprehension and memorisation. After that, a programme is created. For example, students who are weak at memorisation are given fewer vocabulary words but more practice." (MA. Interview; 2025)*

Program planning also involves many parties. The head of the Islamic boarding school stated:

*"Those involved in formulating the programme are the leadership, the head of the language department, Arabic teachers, dormitory supervisors, the language students' department, and the language section." (MA. Interview; 2025)*

These findings indicate that programme planning is carried out collaboratively and in a structured manner. This is consistent with the findings of (Ramadhani et al., 2024)

### *Programme Organisation*

In terms of organisation, the duties of each element of the pesantren have been clearly divided. The musrif plays a direct role in the guidance of the santri. This is confirmed by the following statement:

*"Musrif is always with the students, punishing those who violate the language rules, and consulting with the students' guardians for further guidance." (MA. Interview; 2025)*

In terms of facilities, the pesantren provides optimal support facilities. The pesantren leadership stated that:

*"The Islamic boarding school is very supportive by providing all facilities related to language and environment so that an Arabic language environment is created." (RD. Interview; 2025)*

This shows that organisation is not only structural in nature, but is also supported by the provision of adequate resources. This is in line with the findings (Dalle & Jundi, 2021) which show that effective language learning organisation in Islamic boarding schools involves language coordinators (qism lughoh) and dormitory supervisors who are directly involved in daily language practice. Thus, Islamic boarding schools not only organise teaching and learning activities in the classroom, but also instil the value of language discipline in the social life of students.

#### *Programme Implementation (Actuating)*

Supervision of the use of Arabic is carried out through the qism lughoh and the spy system. The informant explained:

*"There is a qism lughoh section that monitors students who commit language violations, and then the language section recruits spies who monitor students who violate the language." (RD. Interview; 2025) This is in line with research (Basith & Setiawan, 2022) that horizontal supervision is effective in maintaining language consistency in the pesantren environment.*

In the learning process, teachers act as language models. Arabic teachers state:

*"Teachers use Arabic as the main language of instruction and serve as role models for students in both formal and informal interactions (RK. Interview; 2025)."*

This is in line with research (Astuti et al., 2020) which states that the full use of Arabic by teachers accelerates the acquisition of language by students through the mechanism of linguistic imitation. Regarding learning methods, teachers emphasise that:

*"The talqin method is used to ensure that students are able to read and pronounce Arabic words correctly, thereby minimising phonetic and morphological errors." (RK. Interview; 2025.)*

A communicative approach was also applied intensively, as stated:

*"Communication between teachers and students uses Arabic more than half of the learning time, and this strategy increases motivation and language practice activity." (AB. Interview; 2025.)*

The students' response to the practical training was considered positive, although there were still limitations among the novice students:

*"There are no significant obstacles in terms of language, except for seventh-grade students whose vocabulary is still limited, requiring more intensive assistance." (RK. Interview; 2025.)*

### *Monitoring and Evaluation (Controlling)*

The evaluation was conducted by observing language errors, particularly in writing. The teacher stated that:

*"All students have mastered the four Arabic language skills, but in writing, spelling mistakes and weaknesses in composition skills are still found." (RK. Interview; 2025.)*

The language penalty system is implemented as a form of educational evaluation. The teacher explains:

*"The punishment is not physical, but rather consists of additional Arabic language lessons to correct stylistic errors." (AB. Interview; 2025.)*

### *Discussion of the Second Problem Statement: The Application of Bi'ah 'Arabiyah and Its Contribution to Learning Effectiveness*

The language environment in Islamic boarding schools is considered very conducive. Teachers stated:

*"The use of Arabic is enforced from Monday to Friday, while on weekends there are no violations so that students have room to adapt." (RK. Interview; 2025.)*

This strategy demonstrates a balance between discipline and the psychological comfort of students in language acquisition. This is in line with research (Malkan et al., 2022) that highlights the importance of flexible schedules in maintaining student motivation.

### *Factors Hindering Language Acquisition*

Teachers conveyed the following main obstacles in learning Arabic:

*"The obstacles that often arise are the limited vocabulary of new students, technical obstacles with learning media, and psychological barriers in the form of students feeling embarrassed to speak." (RK. Interview; 2025.)*

This is in line with research (Negoro et al., 2022) This has resulted in some santri still avoiding the active use of Arabic.

#### *Solutions and Strategies for Improving Effectiveness*

To overcome this obstacle, teachers implemented a concrete strategy in the form of providing contextual daily expressions. Teachers stated:

*"We familiarise students with daily expressions such as 'بقي واحد' and 'تواصل الدرس' so that they become accustomed to natural functional expressions." (RK. Interview; 2025.)*

In addition, the use of learning media has also been strengthened, as explained:

*"Smart TVs, whiteboards, and books are very helpful for students in understanding the material through visualisation and interactive exercises." (AB. Interview; 2025.)*

This is in line with research (Husein et al., 2023) that the use of varied learning media can improve students' understanding of subject matter and create a more engaging and effective learning experience.

#### **4. Conclusion**

Based on interviews with boarding school leaders and Arabic language teachers, it can be concluded that the management of the Arabic language learning programme at the Pekanbaru Islamic Boarding School has been carried out systematically, from planning and organisation to implementation and supervision. The implementation of bi'ah 'arabiyah has proven to be effective in improving learning because Arabic is not only studied as a subject but also practised intensively in the daily lives of the students.

Although there are still obstacles in the form of limited vocabulary, spelling errors, and psychological factors of the students, the strategies of mentoring, the use of daily uslub, the talqin method, and communicative learning have proven to be able to improve the students' language competence gradually and continuously

## 5. Acknowledgement

The author would like to express his gratitude to **Dr. Hakmi Wahyudi** as his supervisor for his academic guidance and methodological guidance during the writing of this article, as well as to his fellow students in the Master of Arabic Language Education Postgraduate Programme at UIN Sultan Syarif Kasim Riau for their support and scientific discussions.

## 6. References

- Afzal, F., & Crawford, L. (2022). Student's perception of engagement in online project management education and its impact on performance: The mediating role of self-motivation. *Project Leadership and Society*, 3, 100057. <https://doi.org/10.1016/j.plas.2022.100057>
- Ainiy, N., Maisaroh, S., & Akbar, M. S. (2022). Teori Behavioris-Strukturalis Dan Penerapannya Dalam Pembelajaran Bahasa Arab. *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 12(1), 41–56.
- Astuti, R., Akla, A., & Sarbaini, A. (2020). Strategi Pembentukan Lingkungan Berbahasa Arab di Madrasah Aliyah. *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 22(1), 17. <https://doi.org/10.32332/an-nabighoh.v22i01.2075>
- Dalle, M., & Jundi, M. (2021). Lingkungan Berbahasa Arab di Madrasah Aliyah Bilingual Batu. *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 3(2), 57–68. <https://doi.org/10.47435/naskhi.v3i2.662>
- Dianti, Y. (2017). Pengelolaan Lingkungan Berbahasa Arab Dalam Meningkatkan Kemampuan Berbicara Siswa Madrasah Aliyah Insan Cendikia Halmahera Barat. *Angewandte Chemie International Edition*, 9(1), 5–24.
- Husein, S. Y., Hasaniyah, N., Murdiono, M., & Akmaluddin, A. (2023). Teaching methods, challenges, and strategies for improving students' Arabic linguistic competence. *Ijaz Arabi: Journal of Arabic Learning*, 6(3), 870–880.
- Jazilah, E., & Mufidah, N. (2024). Manajemen program arabic culture dalam menciptakan bi'ah Arabiyah di perguruan tinggi Islam. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 9(1), 1–18.
- Kasmantoni, K., Aflisia, N., & 'Atiyah, I. M. (2022). Arabic Practice in the Language Environment (Mumarasah al-Lughah al-'Arabiyah fi Bi'ah Lughawiyah). *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 14(2), 470–485. <https://doi.org/10.24042/albayan.v14i2.12514>
- Lubis, K., Ananda, R., Wahyudi, H., Hidayat, M., Masbukin, & Hakim, R. (2024). Analysis of Constructivist Learning Theory in Arabic Language Learning at Fadhillah Middle School, Pekanbaru. *PENDAIS: Jurnal Pendidikan Dan Dakwah Islam*, 2(1), 61–69. <https://doi.org/10.58860/pendais.v2i1.203>
- Malkan, M. A., Jannah, W., & Jamhuri, R. K. (2022). Arabic Language Skills Development Through The Application Of Language Disciplines In Modern Islamic Boarding Schools/ تطوير مهارات اللغة العربية وجعلها نظاما للتواصل في المعهد الإسلامي العصري. *Jurnal Al-Maqayis*, 9(2), 215–233.

- Martina, N. I., & Fauji, I. (2024). Pengaruh lingkungan berbahasa terhadap keterampilan berbicara bahasa Arab santri kelas X PPDU Putri. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(4), 3741–3746.
- Muflihatin, S. I., & Hasanah, N. (2022). Strategi Menumbuhkan Budaya Berbahasa Arab dengan Bi'ah Arabiyyah di Pondok Pesantren. *Dewantara: Jurnal Pendidikan Sosial Humaniora*, 1(1), 1–17.
- Muhammad Samin, S., Akzam, I., Pebrian, R., & Fikriansyah, M. H. (2025). Tantangan dan Strategi Penerapan Lingkungan Bahasa Arab di Pesantren. *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan*, 22(1), 42–55. [https://doi.org/10.25299/ajaip.2025.vol22\(1\).21006](https://doi.org/10.25299/ajaip.2025.vol22(1).21006)
- Negoro, P. P., Jamaluddin, W., & Amiruddin, A. (2022). Problems in the Formation of Language Environment in Learning Arabic. *International Journal of Arabic Language Teaching*, 4(02), 290–302.
- Ngarifah, I. (2023). Analisis Minat Belajar Siswa Sekolah Menengah Pertama Terhadap Pelajaran Bahasa Arab. *Al-Tadris: Jurnal Pendidikan Bahasa Arab*, 11(1), 177–193.
- Noverma, R., Wahyudi, H., & Agustiar. (2025). Management of Arabic Language Learning Programme: (Study Case in Al Fikri IT High School). *Jurnal Pendidikan Educandum*, 5(1), 17–28. <https://doi.org/10.55656/jpe.v5i1.351>
- Ramadhani, S., Syaripuddin, & Ghazi, F. (2024). Pengaruh Lingkungan Bahasa Arab (Bi'ah Arabiyah) Dan Potensi Bahasa Dalam Meningkatkan Keterampilan Berbicara Santri Di Pondok Pesantren Terpadu Ushuluddin. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2), 1164–1174. <https://doi.org/10.23969/jp.v9i2.16146>
- Rizkiansyah, M. Z. (2023). Peran Al-Bī'ah Al-Lughawiyah Dalam Meningkatkan Mahārah Al-Kalām Bahasa Arab Siswa Kelas Viii A Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar. *Mujaddid: Jurnal Penelitian Dan Pengkajian Islam*, 1(2).
- Rosyadi, S., & Alim, A. (2022). Program pembiasaan berbahasa Arab di MTs Pondok Pesantren Al-Ma'tuq Sukabumi. *Tawazun: Jurnal Pendidikan Islam*, 15(3), 447–454.
- Salsabila, 'Alin Nur, Hanifah, H., & Bakar, M. Y. A. (2025). Implementasi Teori Behavioristik Dalam Meningkatkan Kemampuan Berbahasa Arab Siswa. *JURNAL ILMIAH NUSANTARA*, 2(1), 351–363. <https://doi.org/10.61722/jinu.v2i1.3317>
- Samin, S. M., Akzam, I., Pebrian, R., & Fikriansyah, M. H. (2024). Meningkatkan Efektivitas Penerapan Lingkungan Bahasa Arab Untuk Santri di Pondok Pesantren Riau. *Natijah: Jurnal Pengabdian Pendidikan Islam*, 1(3), 77–82.
- 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>

Suharsimi arikunto. (2016). *manajemen penelitian*. rineka cipta.

Yusuf, E. B., Muhdi, A., & Latifah, U. (2024). Arabic Language Education: A Comparative Study of Pedagogical Approaches in Modern and Traditional Islamic Boarding Schools. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 8(2), 172–187.