



Implementation of Learning Arabic for Islamic Boarding Schools for International Students K.H. Mas Mansur Surakarta Muhammadiyah University

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Abstract. This article will examine the implementation of Arabic language learning outcomes by the students of the Pesantren Mahasiswa (PESMA) K.H. Mas Mansur in their daily lives using the Direct Method and the application of habituation or daily routines within an environment and learning system that strongly supports language acquisition. This research aims to understand how the PESMA students, known for their religious environment and excellent foreign language learning, apply their Arabic language skills within the educational system and supportive routines. The researcher utilizes a qualitative descriptive method for this study. Data analysis follows Miles and Huberman's approach, which includes data reduction, data display, and conclusion. The data collection process uses a Field Research method to focus on field studies. The researcher collects data through observations at the PESMA campus, the primary data source. In-depth interviews will be conducted with active PESMA students to understand how they implement and apply their Arabic language learning daily. The research results demonstrate that implementing the Direct Method and habituation is highly effective, as the students learn through appropriate methods and are supported by an environment and routines that facilitate language acquisition. The presence of international students who are native Arabic speakers further enhances the student's ability to implement their language skills. It serves as a means to evaluate their learning outcomes.

Keywords: Implementation · Arabic · Direct Method · Habituation

1 Introduction

Manusia is a social being who relies on others for support and interaction. A human cannot live in isolation without assistance or connection to other individuals. Therefore, humans require communication tools to convey messages, emotions, and intentions. Allah has given humans the senses and intellect to communicate [1]. Al-Khuli's statement emphasizes that language is a structured expression of various arbitrary symbols

individuals use to convey messages or ideas [2]. Indeed, besides its role in communication, language also serves other functions, such as a tool for unity, a tool for thinking, a source of pride, a means to persuade others, and various other purposes. Language plays a vital role in shaping our thoughts, expressing our emotions, building relationships, and fostering a sense of belonging within a community. It enables us to convey complex ideas, share knowledge, preserve cultural heritage, and engage in social interactions. Language is a multifaceted tool influencing various aspects of human life and society [3].

Therefore, individuals must master or learn languages, especially Arabic, a foreign language for Indonesians, as Arabic is not their mother tongue. Besides developing soft skills, learning Arabic is crucial for understanding the Islamic religion.

As a soft skill, the Arabic language refers to its role as a means of communication with people whose mother tongue is different. It aims to enhance communication on a broader scale, especially considering Arabic is an international language used in 22 countries. It is the second international language [4] and is also well-known and known by millions of Muslims worldwide [5]. Mastery of a foreign language, primarily Arabic, can be an additional soft skill and provide valuable preparation for the professional world. It is the targeted objective of Pema K.H. Mas Mansur within its vision and mission [6]. In addition to being a means of communication, mastering a foreign language, including Arabic, is also an effort to enhance the quality of human resources. Education is crucial in improving individual capabilities and is considered a critical factor in national progress. It holds a significant role in the mission to improve the welfare of the people [7].

2 Literature Review

Allah Ta'ala chooses Arabic as the language for Muslims to understand the revelation (the Qur'an and Hadith) [8]. When studying Islam, one cannot separate it from the Qur'an and Sunnah, both revealed in Arabic. There is a close relationship between the Arabic language and Islam. Arabic is the language of the Qur'an and Hadith, which serve as the guiding principles for Muslims' lives. Muslims often recite the Qur'an, but many do not understand the meaning of the verses, despite the availability of translations and books of Hadith. Studying the meanings directly from the original language would be even better, as the intended message of the verses and Hadith can be more accurately conveyed according to the rules and actual meanings. By understanding the Qur'an, we can quickly know how to practice it correctly. Therefore, learning the Arabic language is essential for Muslims, especially for understanding the Qur'an and Hadith, which guide Muslims in their lives. There is a close relationship between the Arabic language and Islam [9]. Hence, it is essential for a Muslim, especially a Mahasantri in Pesma, to master the Arabic language.

The choice of methodology or method in a learning process is crucial. Most obstacles in effective learning often occur due to errors in selecting the teaching strategies/methods [10]. Therefore, selecting an appropriate method that aligns with the subject matter, students' capacities and teachers' competencies must be carefully considered.

In Arabic language learning, one popular method is the Direct Method or Thoriqoh Mubasyaroh. This method can motivate and stimulate students to speak Arabic consistently. It is widely used in various institutions and is considered highly effective in

foreign language learning because it utilizes the target language directly and avoids using the native language, thus making the learning process more efficacious [11].

The Direct Method has been extensively discussed in various literature, including its definitions. Here are some definitions of the Direct Method proposed by experts:

“The Direct Method is a method that focuses on listening and speaking. In language learning activities using the direct method, the emphasis is on direct practice or real actions, without using the native language.” [12].

“The Direct Method is often referred to as the natural method due to its dependence on an emphasis on oral language in learning a foreign language while avoiding using the native language. Its implementation contextualizes language, words, and sentences as native speakers do.” [13].

“This method is called the Direct Method because, during the foreign language learning process, the teacher uses the language being taught directly, while everyday language (the native language) should not be used.” [14].

These definitions highlight the emphasis on direct practice, oral communication, and avoiding the native language in the Direct Method, making it a practical approach to language learning.

From the various definitions provided by experts, it can be concluded that the Direct Method is essentially a method that emphasizes direct practice or contextualization of words or sentences in the target language while avoiding using the native language. The aim is to familiarize students with the target language and develop practical communication skills. In the context of learning Arabic as a foreign language, the Direct Method has specific goals, including:

1. Mastering and developing communicative skills through direct practice, emphasizing experience and expression. Therefore, oral language skills (speaking) are prioritized.
2. Avoidance of the native language to maintain a direct relationship between expression and experience, ensuring a total immersion in using Arabic.
3. Using Arabic as the primary instruction language motivates students in their learning.
4. Increasing the amount of practice time for speaking directly, whether in conversations or dialogues (حوار or انشاء), so that students become accustomed to using Arabic directly.

These elements of the Direct Method in teaching Arabic as a foreign language aim to create an immersive and communicative learning environment that facilitates students' language acquisition and encourages active engagement in language use.

The Direct or Direct methods would be more effective if the environment supports them. The environment or habits play a crucial role in a student's ability to implement their foreign language learning, mainly when they are accustomed to using the Direct Method in their learning. It is essential because it helps students become accustomed to and quickly proficient in speaking a foreign language by using it or practicing it in their daily lives, not just in the classroom. Therefore, a supportive environment is also a factor in the success of foreign language learning, particularly Arabic.

Hence, the importance of habituation stimulates students to speak in Arabic so that the learning outcomes can be more effective. According to Sapendi, habituation is repeatedly and earnestly performing the same actions to strengthen or perfect a skill until it becomes a habit. In other words, habituation is a way of educating students by instilling habitual processes [15]. Habituation can take the form of practicing written exercises

(tulisan-tulisan mufrodhat), pronunciation exercises (muhadasah), or speech exercises (muhadoroh). This approach dramatically contributes to the effectiveness of Arabic language learning [16].

K.H. Mas Mansur International boarding school (Pesma) is an institution that emphasizes foreign language learning, including Arabic, as stated in its Vision and Mission. The goal of Pesma is to equip students with proficiency in foreign languages as part of their soft skills, which will benefit them both in their studies and future job searches [6]. Pesma's implementation of the direct method in Arabic language learning, coupled with a focus on habituation and a supportive environment, is enhanced by the presence of both local and international students. The international students in Pesma come from various Arabic-speaking countries such as Yemen, Egypt, Palestine, Sudan, Uganda, Bangladesh, Pakistan, and others. This diverse student body, consisting of native speakers of Arabic, is one of Pesma's strengths in effectively teaching foreign languages.

Having native Arabic speakers as fellow students allows the local students to directly practice what they have learned and engage in conversations with native speakers. This direct interaction provides valuable opportunities for the students to apply their language skills and engage with native speakers in real-life situations. Moreover, it lets them learn firsthand how native speakers implement their language skills, such as correct pronunciation, appropriate expressions, accent or dialect variations, and vocabulary enrichment. Interacting with native speakers also allows immediate feedback, evaluation, and correction of the student's language proficiency.

This unique environment facilitates the practical application of language learning and fosters cultural exchange and understanding among the students. It creates a dynamic learning atmosphere where students can explore different linguistic and cultural perspectives, enhancing their language proficiency and intercultural communication skills.

Overall, Pesma's inclusive environment, with a mix of local and international students who are native Arabic speakers, enriches the language learning experience and provides valuable opportunities for students to practice and improve their Arabic language skills through direct interaction and cultural exchange.

This research aims to investigate how students of Pesma implement their Arabic language learning outcomes in their daily lives with the support of the system and environment at Pesma. The research also aims to describe the response and feedback of students towards the Arabic language learning system, as well as the habituation and environment at Pesma.

The research method may involve data collection through participatory observation, interviews, and questionnaires. Participatory observation will allow the researcher to directly observe how Pesma students interact in Arabic in everyday situations at Pesma. Interviews can be conducted to understand better how students implement their Arabic language learning outcomes.

The data collected will be analyzed and interpreted to identify patterns, themes, and insights related to implementing Arabic language learning outcomes and students' responses to the learning system and environment at Pesma. The findings of this research can contribute to the understanding of effective Arabic language learning strategies and provide insights for improving language learning programs at Pesma.

3 Research Methods

In conducting research, a systematically organized method is necessary. In this study, the researcher adopts a qualitative descriptive approach, specifically qualitative descriptive research. This approach allows for the exploration and observation of the social situation under investigation in a comprehensive, extensive, and in-depth manner. According to Bogdan and Taylor, as cited by Lexy J. Moleong, the qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from individuals and observed behaviors [17]. Qualitative research focuses on social phenomena and seeks opinions, feelings, and responses from the participants being studied.

This qualitative research aims to gather data and information on how the students of Pesma K.H. Mas Mansur implement the Arabic language learning outcomes they have acquired. The researcher aims to gain insights into how the students apply their Arabic language learning daily.

Dalam penelitian ini penulis menggunakan teori miles dan Huberman yaitu analisis data dengan 4 cara yaitu: pengumpulan data (Data Collection), reduksi data (Data Reduction), penyajian data (data display), dan kesimpulan (Conclusion). Data collection merupakan proses awal dalam tahap pengumpulan data. Data yang dikumpulkan kemudian divalidasi Data-data yang tidak relevan dengan penelitin dan data yang tidak tervalidasi kemudian direduksi (data reduction), dan data yang tervalidasi kemudian ditayangkan (data display). Akhirnya, data yang terdisplay disimpulkan dalam tahap conclusion [18].

In collecting data, the researcher focuses on conducting field research. This method involves gathering data through direct observation in the field, specifically at Pesantren Mahasiswa K.H. Mas Mansur, which serves as the primary data source. The collected data will then be analyzed. Based on the findings of this research, the researcher will develop preliminary assumptions or hypotheses. To validate and strengthen the data and assumptions, the researcher will conduct in-depth interviews with selected subjects (several active students of Pesma) to explore how they apply or implement their Arabic language learning in their daily lives.

4 Results and Discussion

From the observations conducted by the researcher at the research site regarding the Arabic language learning system at Pesma, several conclusions can be drawn, including.

The Arabic Learning System at Pesma K.H. Mas Mansur

The Arabic language learning system at Pesma K.H. Mas Mansur is divided into four classes, two for male and two for female students. These classes are specifically for first-semester students at Pesma. Arabic language classes are held once a week on Wednesday evenings from 18:15 to 19:00 (45 min) at the K.H. Mas Mansur mosque. Each class for male students consists of 29 students, while each class for female students consists of 46 students.

The primary reference book used in language learning is “Durusul Lughoh.” This book covers essential components of Arabic language learning, including Maharotul Istimah (listening skills), Maharotul Kalam (speaking skills), Maharotul Qiro’ah (reading skills), and Maharotul Kitabah (writing skills). These components are integrated into the curriculum to provide a comprehensive approach to language acquisition [19]. The four language skills mentioned (listening, speaking, reading, and writing) are crucial for mastering Arabic. These interconnected and mutually supportive skills are essential for achieving proficiency in Arabic [20]. Using the “Durusul Lughoh” book in teaching Arabic at Pesma K.H. Mas Mansur emphasizes direct conversation and vocabulary enrichment. The teaching method employed in this learning process is the “Thoriqoh Mubasyaroh” or direct method (Direct Method). This method effectively stimulates and motivates students to speak Arabic confidently. According to one Arabic language instructor at Pesma, the direct method is chosen because it trains students to speak by listening to and repeating the sentences used by the instructor. It also encourages students to interact in Arabic, developing spontaneity and confidence in language learning. Although the dominant method is the direct method, instructors also incorporate other methods such as reading (Thoriqoh Qiroah) and grammar and translation (Qowa’id wa Tarjamah) to enhance students’ proficiency in different components of Arabic language skills.

Weaknesses, Strengths, and Obstacles Experienced by Teachers in Applying the Direct Method in Learning Arabic

There are several advantages to implementing Arabic language teaching using the direct method or “Thoriqoh Mubasyaroh” at Pesma. One of the advantages is that students develop courage and spontaneity in speaking Arabic. When there are pronunciation or meaning errors, the instructor can immediately correct them. However, one of the instructor’s challenges is that some students are still unfamiliar with the Arabic vocabulary, which can lead to misunderstandings of the intended grammar rules. Additionally, some students have never learned Arabic before, so the instructor often needs to explain repeatedly or provide translations. Another limitation is the limited time available compared to the amount of material that needs to be taught.¹

Student Response to Arabic Language Learning at Pesma and Achievement Results

The student’s response to Arabic language learning using the direct method at Pesma is quite good. The students find it enjoyable throughout the learning process and are enthusiastic and active in asking questions. They are accustomed to using Arabic during the lessons, which helps them easily remember the instructor’s message. Both students who have previously learned Arabic and those who have never learned it feel happy and enjoy the learning experience with the direct method. They appreciate the opportunity to learn a new language instead of solely focusing on their native language (Indonesian).

During interviews with several students, the author found positive responses. The students expressed that learning at Pesma has provided them with new knowledge, especially for those who had not learned Arabic before. However, they also provided

¹ Interview results with Ahmad Alwan Habibi (Pesma Mahasantri from Quranic Study Program), As a Arabic teacher of Pesma junior student, on December 20, 2022.

suggestions and feedback. They desired more variation in the learning process to avoid monotony, whether through audio or video materials.²

The cognitive achievements of the students at Pesma have been exemplary. It is attributed to the heterogeneity and diversity of the Pesma students, who come from various faculties and programs and have different proficiency levels in Arabic. The benchmark for success is their understanding of the taught materials and their ability to apply them in practice. Meeting these benchmarks is considered satisfactory and commendable.

Implementation of Mahasantri Pesma Arabic Learning Outcomes in Everyday Life

From the interviews with several Pesma students on how they implement or apply their Arabic language learning outcomes in their daily lives, the following points emerged,

1. Engaging in conversations with friends who can speak Arabic to practice and develop Arabic language skills
2. Joining organizations like Namlah that encourage Arabic language use and practice³
3. Directly interacting with international students from countries such as Yemen, Sudan, Uganda, Egypt, and Palestine who are native speakers of Arabic and reside in Pesma. It allows them to learn authentic pronunciation, expressions, and accents, as well as receive immediate correction and feedback from them⁴
4. Using objects as prompts to speak Arabic when encountered and delving deep into the meaning and interpretation of the Quran, asking senior students for clarification when encountering unfamiliar words or phrases⁵
5. These are some of how Pesma students implement and apply their Arabic language learning outcomes daily. They actively seek opportunities to practice and improve their skills, incorporating Arabic into their routine⁶.

From the interviews conducted with several Pesma students, it can be concluded that they have different approaches to implementing their Arabic language skills. However, the most dominant method is through direct communication with their peers and native Arabic speakers from various countries who reside in Pesma. It is because they are accustomed to listening to and speaking Arabic directly in the classroom, which helps build their confidence, experience, and spontaneity in using the Arabic language.

² Interview results with sholahuddin alfarikhi (An Islamic education student and the best student from class of 2022) on December 20, 2022.

³ Interview results with Tanwir Ra'if Marengke (Pesma Mahasantri from Islamic Education Study Program), As a member of the Tahfidz Zone, on December 20, 2022.

⁴ Interview results with Abiyyul Ridho (An Islamic education student and the best student from class of 2020) on December 20, 2022.

⁵ Interview results with Abu Bakar, a member of the boarding school team on December 20, 2022.

⁶ Interview results with Tanwir Ra'if Marengke (Pesma Mahasantri from Islamic Education Study Program), As a member of the Tahfidz Zone, on December 20, 2022.

The Ease or Superiority of the Pesma Environment in the Application of Arabic Learning Outcomes

Based on the observations conducted, it can be concluded that the environment in Pesma is highly effective in enhancing the Arabic language skills of the students. Starting from the classroom and Halaqoh sessions that utilize direct methods, the presence of fellow students who speak Arabic allows for practicing their language skills through Arabic conversations. Additionally, the presence of international students from countries such as Yemen, Sudan, Uganda, Egypt, and Palestine, who are native Arabic speakers, allows the students to learn proper pronunciation, expressions, and accents. Moreover, these international students can also serve as evaluators and correct any mistakes in pronunciation. The data gathered from interviews with several students also supports the initial assumptions and observations made by the researcher. Among the benefits experienced by the students are,

1. The availability of friends who can engage in Arabic conversations.
2. The presence of international students from different countries allows students to practice with native speakers or proficient users of the language directly⁷

Constraints Felt by Mahasantri in Applying the Arabic Language Learning Outcomes They Obtained

Among the obstacles or obstacles felt by mahasantri are:

1. The habituation built by Pesma and the teaching department is not effectively implemented, especially during Arabic days.
2. Difficulty in understanding the language used by international students (native speakers) who use colloquial Arabic (Amiyyah)⁸ so that mahasantri have difficulty understanding its meaning

Foreign Language Habituation Applied in the Pesantren

In addition to learning activities, Pesma K.H. Mas Mansur also implements habits to realize its third vision, “equipping students with foreign languages as additional soft skills for their preparation in the professional world.”⁹ The habits implemented by Pesma, managed by the Department of International Student Organization of Pesma Mas Mansur, include:

1. Listening to dialogues, podcasts, songs, or monologues in Arabic every morning at the end of the week.
2. Organizing English Day on Mondays and Thursdays and Arabic Day on weekends (although it is not yet implemented).

⁷ Interview results with Tanwir Ra’if Marengke (Pesma Mahasantri from Islamic Education Study Program), As a member of the Tahfidz Zone, on December 20, 2022.

⁸ Interview results with Abiyyul Ridho (An Islamic education student and the best student from class of 2020) on December 20, 2022.

⁹ Interview results with M. Muchlasul Amal (An Islamic education student and the lead of teaching department of International student Organization of Pesma 2022) on December 20, 2022.

3. Applying Arabic in every announcement in Pesma, such as reading Hadith or delivering sermons (kultum)¹⁰, and also muqodimmah Mc and taddarus, and so on
4. Conduct public speaking practice
5. Organizing ISO cast-like podcasts in foreign languages (Arabic and English)¹¹

5 Conclusion

Based on this research, it can be concluded that the implementation or application carried out by Pesma students regarding their Arabic language learning outcomes in daily life is diverse and varies according to their achievements and abilities. Among the applications are speaking with friends who can speak Arabic, participating in organizations that promote the Arabic language, engaging in direct conversations with native speakers (international students from Arab countries), reflecting on the verses of the Quran, mentioning the names of encountered objects, and many more.

The effectiveness or success of the implementation of Pesma students regarding the Arabic language learning outcomes they acquired at Pesma in their daily lives is closely related to the quality of the learning system, methods, and instructors. A well-structured system and curriculum, along with competent instructors and appropriate learning methods, are critical factors in the success of any educational endeavor. Additionally, a supportive environment and well-established habits further facilitate students in applying the Arabic language skills they have acquired to enhance their foreign language and mainly Arabic language proficiency.

However, instructors face challenges in teaching and students implementing their learning outcomes. Additionally, there are some limitations in the established habits and practices within Pesma and its departments, which are common and often encountered in various institutions. Nevertheless, based on the research findings, overall, the application of Arabic language learning by Pesma students has been commendable, as demonstrated by their cognitive achievements in meeting the set targets.

In conclusion, this research proves that Pesma (including its director, staff, instructors, and management) has successfully achieved its third vision: equip students with foreign language skills as an additional soft skill for their professional careers. This success is evidenced by the students' practical application of the Arabic language learning they received at Pesma.

6 Author's Suggestion

Based on the research findings, the author provides recommendations for Pesma and the university to support improving Arabic language learning in terms of instructors and supporting programs such as ISO Cast Arabic, Arabic Day, and Arabic championship (speeches, Arabic debates).

¹⁰ Interview results with M. Muchlasul Amal (An Islamic education student and the lead of teaching department of International student Organization of Pesma 2022) on December 20, 2022.

¹¹ Interview results with Nabila Rahmawati (the member of language department of International student Organization of Pesma 2022) on December 20, 2022.

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