



## Implementation of Active Learning in Arabic Language Lessons at MTs Al-Huda Dendang

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### Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi pembelajaran aktif dalam pelajaran Bahasa Arab di MTs Al-Huda Dendang serta pengaruhnya terhadap keterlibatan belajar siswa. Permasalahan utama dalam pembelajaran Bahasa Arab di madrasah adalah dominannya metode ceramah yang menyebabkan rendahnya partisipasi siswa, minimnya keberanian berbicara, dan kurangnya minat terhadap pembelajaran Bahasa Arab. Pembelajaran aktif menjadi salah satu solusi strategis karena menempatkan siswa sebagai subjek utama dalam proses belajar. Penelitian ini menggunakan pendekatan mixed method dengan dominasi kuantitatif melalui desain explanatory sequential. Sampel penelitian berjumlah 58 siswa kelas VIII serta 2 guru Bahasa Arab. Teknik pengumpulan data menggunakan observasi, angket, wawancara, dokumentasi, dan tes hasil belajar. Analisis data dilakukan melalui statistik deskriptif, uji regresi sederhana, dan analisis kualitatif interaktif. Hasil penelitian menunjukkan bahwa implementasi pembelajaran aktif melalui diskusi kelompok, role play, tanya jawab interaktif, dan presentasi sederhana memberikan pengaruh positif terhadap keterlibatan belajar siswa. Nilai rata-rata partisipasi belajar siswa meningkat dari 62,4 menjadi 83,1. Hasil uji regresi menunjukkan nilai signifikansi sebesar  $0,000 < 0,05$  yang berarti pembelajaran aktif berpengaruh signifikan terhadap peningkatan keterlibatan belajar siswa. Novelty penelitian ini terletak pada integrasi pembelajaran aktif berbasis konteks sosial madrasah pedesaan yang disesuaikan dengan karakter siswa lokal. Penelitian ini merekomendasikan penerapan strategi active learning secara sistematis dalam pembelajaran Bahasa Arab tingkat MTs.

Kata Kunci: pembelajaran aktif, Bahasa Arab, keterlibatan belajar, MTs, active learning

### Abstract

This study aims to analyze the implementation of active learning in Arabic language lessons at MTs Al-Huda Dendang and its effect on student learning engagement. The main problem in Arabic language learning in madrasahs is the dominance of lecture methods that result in low student participation, lack of speaking confidence, and low interest in learning Arabic. Active learning is considered a strategic solution because it places students as the main subjects in the learning process. This study employed a mixed-method approach with quantitative dominance using an explanatory sequential design. The research sample consisted of 58 eighth-grade students and 2 Arabic language teachers. Data collection techniques included observation, questionnaires, interviews, documentation, and learning achievement tests. Data analysis was conducted using descriptive statistics, simple regression tests, and interactive qualitative analysis. The results showed that the implementation of active learning through group discussions, role play, interactive question-answer sessions, and simple presentations had a positive effect on student learning engagement. The average student participation score increased from 62.4 to 83.1. The regression test result showed a significance value of  $0.000 < 0.05$ , indicating that active learning significantly affected student engagement improvement. The novelty of this study lies in the integration of active learning based on the social context of rural madrasahs adjusted to local student characteristics. This study recommends the systematic implementation of active learning strategies in Arabic language learning at the junior Islamic school level.

Keywords: *active learning, Arabic language, student engagement, Islamic junior high school, participation*

## **Introduction**

Arabic language learning at tsanawiyah madrasah has an important role in building linguistic competence while strengthening students' understanding of Islam. Arabic is not only studied as a formal subject, but also as a means of understanding the authentic sources of Islamic teachings. (Mardiyah, 2017) Therefore, the Arabic learning process must be able to create a meaningful, active, and communicative learning experience. However, the reality of learning Arabic in many madrasahs still shows the dominance of lecture methods and teacher-centered learning. Teachers are the main source of knowledge, while students tend to be passive as recipients of information. This condition causes low student learning engagement, lack of courage to ask questions or speak, and weak motivation to learn Arabic. According to Hermawan (2020), the success of Arabic learning is greatly influenced by the learning strategies used by teachers. An active and participatory strategy will have a greater impact on learning outcomes than one-way learning. One relevant approach is active learning. (Baroroh & Tolinggi, 2020)

Active learning is an approach that places students at the center of learning through direct involvement in the process of thinking, discussing, asking questions, solving problems, and practicing the knowledge learned. In the context of Arabic, active learning is very important because language is essentially learned through practice, not just theory. The implementation of active learning in Arabic can be done through various strategies such as group discussions, role plays, peer teaching, presentations, interactive questions and answers, and problem-based learning. This strategy is able to increase students' courage in using Arabic and strengthen their conceptual understanding. Previous research has discussed the effectiveness of active learning in public

schools and urban madrasahs, but few have specifically examined its implementation in rural madrasahs with different social characteristics. The novelty of this research lies in the analysis of the implementation of active learning based on the social context of rural madrasahs at MTs Al-Huda Dendang, where learning strategies are adjusted to the local learning culture of students. (Dan et al., 2024)

This research is motivated by the importance of implementing active learning in the Arabic learning process in schools, especially in increasing student learning engagement. Active learning is a learning approach that places students as the main subject in the teaching and learning process. (Triani & Putra, 2023) In active learning, students not only listen to the teacher's explanations passively, but also engage directly through questioning, discussing, cooperating, expressing opinions, and carrying out various learning activities that can improve their understanding of the material learned. The application of active learning in Arabic lessons is expected to be able to create a more interesting, interactive, and fun learning atmosphere so that students become more enthusiastic in following the learning process. Based on this background, the formulation of the problem in this study is focused on two main things. First, how to implement active learning in Arabic lessons at MTs Al-Huda Dendang.

The formulation of this problem aims to find out how teachers apply active learning strategies in Arabic teaching and learning activities, starting from the methods used, the form of student activities, to the learning atmosphere created in the classroom. Second, this study also wants to find out whether active learning has an effect on student learning engagement. Student learning involvement is one of the important aspects of the educational process because students who are actively

involved in learning tend to have better motivation, attention, and understanding of the subject matter. The purpose of this study is to describe the implementation of active learning in Arabic lessons at MTs Al-Huda Dendang and analyze its influence on student learning engagement. Through this study, the researcher wants to get a clear picture of the implementation of active learning implemented by Arabic teachers and its impact on student activities and participation during the learning process. In addition, this study also aims to find out the extent to which active learning is able to increase students' interest, motivation, attention, and activeness in participating in Arabic lessons. (Latuconsina & Susiawati, 2018)

In this study, the researcher formulated two hypotheses, namely the zero hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_1$ ). The zero hypothesis ( $H_0$ ) states that active learning has no significant effect on student learning engagement. This means that the implementation of active learning is considered not to provide meaningful changes to the level of student activity and participation in participating in Arabic lessons. In other words, student learning engagement is not seen as directly influenced by the use of active learning, but can be influenced by other factors such as students' personal motivation, learning environment, teacher's teaching methods, and classroom conditions. Meanwhile, the alternative hypothesis ( $H_1$ ) states that active learning has a significant effect on student learning engagement. This hypothesis shows that there is a suspicion that the application of active learning is able to increase student involvement in the Arabic language learning process.

Through active learning, students are expected to be more courageous to ask questions, actively discuss, cooperate with

friends, and be more focused and enthusiastic in participating in learning activities. (Firdiansyah et al., 2025) Active learning is also believed to create a more communicative and less boring learning atmosphere so that students feel more comfortable and motivated to be involved in the teaching and learning process. (Sopian, 2016) The hypothesis will later be tested through a systematic research and data analysis process to find out whether there is a significant influence between active learning and student learning engagement. Thus, the results of the research are expected to contribute to the development of more effective Arabic learning strategies in increasing student participation and involvement in the classroom.

### **Research Methods**

This study uses a mixed method approach, which is a research approach that combines quantitative and qualitative methods in one integrated study. This approach was chosen because the researcher wanted to obtain more complete, in-depth, and comprehensive data on the implementation of active learning in Arabic lessons and its effect on student learning engagement. (Elsahoryi et al., 2025) Through a mixed method approach, research results are not only obtained through numerical and statistical data, but are also strengthened with descriptive data derived from observation and interview results so as to be able to provide a clearer picture of the phenomenon being studied. The research design used is an explanatory sequential design. (Almeida, 2018) In this design, the researcher first collects and analyzes quantitative data, then continues with the collection of qualitative data as a reinforcement and explanation of the quantitative results that have been obtained. The initial stage of the research was carried out by distributing

questionnaires and conducting tests to determine the level of student learning involvement and the influence of active learning on the Arabic language learning process.

After the quantitative data was analyzed, the researcher then conducted observations and interviews to gain a deeper understanding of how the implementation of active learning is carried out in the classroom and how students respond to the learning. The population in this study is all students of grade VIII MTs Al-Huda Dendang for the 2025/2026 academic year which totals 96 students. The population was chosen because grade VIII students were considered to have enough experience in participating in Arabic language learning to allow researchers to observe their learning engagement more clearly. From this population, researchers took samples using purposive sampling techniques. This technique is used by considering certain characteristics that are in accordance with the research objectives, so that the selected sample can really provide relevant data and according to the needs of the research. The number of samples in this study was 58 students, and supported by 2 Arabic teachers who were used as supporting informants to obtain additional data on the implementation of active learning in schools.

The research instruments used consist of several types so that the data obtained is more complete and accurate. The main instrument is a student learning engagement questionnaire which is used to determine the level of student participation and involvement while participating in Arabic language learning. In addition, the researcher also uses an active learning implementation observation sheet to directly observe the activities of teachers and students during the learning process. The Arabic learning outcome test is used to determine students' abilities after participating

in active learning. Furthermore, semi-structured interviews were conducted with Arabic teachers to obtain more in-depth information about the learning strategies implemented, obstacles faced, and responses to student involvement in the classroom. The researcher also uses documentation of learning activities as supporting data in the form of photos, notes, and other documents related to the research process.

The indicators of student learning involvement in this study include several important aspects, namely the activeness of asking questions, the courage to answer questions, participation in discussions, presentation skills, group cooperation, and students' enthusiasm in participating in learning. The activeness of asking shows the extent to which students dare to ask questions related to the material studied. The courage to answer is related to the ability of students to provide responses or answers to the teacher's questions. Discussion participation reflects student involvement in group and class discussion activities. Presentation ability shows the ability of students to convey the results of discussions or assignments in front of the class. Group cooperation describes students' ability to work with their peers during the learning process. Meanwhile, the enthusiasm for participating in learning shows the level of interest, attention, and enthusiasm of students in participating in Arabic lessons.

The data analysis technique in this study was carried out quantitatively and qualitatively. Quantitative data is analyzed using descriptive statistics to describe the general conditions of the research data, such as the average grade, percentage, and level of student learning engagement. Next, a normality test is carried out to find out whether the data is distributed normally or not. After that, the researcher used a simple regression test to determine the effect of active learning

on student learning engagement. This analysis was carried out to determine the extent of the relationship and influence between active learning variables and student learning involvement in Arabic language learning.

Meanwhile, qualitative data was analyzed using an interactive data analysis model from Miles and Huberman which included three stages, namely data reduction, data presentation, and drawing conclusions. Data reduction is carried out by selecting and simplifying data that is relevant to the focus of the research. After that, the data is presented in the form of a narrative description so that it is easy to understand and analyze. The last stage is drawing conclusions based on the results of the data analysis that has been carried out. Through the analysis process, researchers can gain a deeper understanding of the implementation of active learning and its influence on student learning involvement in Arabic lessons at MTs Al-Huda Dendang.

## **Results and discussion**

### **A. Implementation of Active Learning**

The implementation of active learning is a process of implementing learning strategies that place students as the main subjects in teaching and learning activities. (Afdhalurrahman et al., 2025) In active learning, students do not only act as passive recipients of information, but are directly involved in the process of thinking, discussing, asking, solving problems, and expressing opinions. Teachers in this case function as facilitators, motivators, and supervisors who create a learning atmosphere that encourages maximum student involvement. Through active learning, the educational process is not only oriented towards mastery of the material, but also on the development of students' critical thinking skills, creativity, communication, collaboration, and responsibility attitudes. The

implementation of active learning can be carried out through various innovative learning methods and models, such as group discussions, problem-based learning, cooperative learning, inquiry learning, discovery learning, role playing, and project-based learning. (Qolbi & Hamami, 2021)

The use of this method aims to enable students to find knowledge independently through real learning experiences. In practice, teachers provide opportunities for students to seek information, observe phenomena, conduct experiments, convey the results of thoughts, and reflect on the learning that has been carried out. Thus, learning becomes more meaningful because students experience the process of knowledge formation directly. In its implementation in the classroom, active learning begins with careful planning. Teachers need to develop learning objectives, determine strategies that suit student characteristics, prepare learning media, and create an interactive classroom atmosphere. At the implementation stage, teachers encourage students to actively ask questions, give opinions, and cooperate with their groupmates. Varied learning activities are able to increase students' attention and motivation so that they are more enthusiastic about learning. (Muhammad Fakhri Khusni et al., 2022)

In addition, teachers also provide feedback and appreciation for student involvement to create confidence in learning. The implementation of active learning has a great influence on improving the quality of education. Students who are actively involved in the learning process tend to have a better understanding of the material because they not only memorize, but also understand concepts through hands-on experience and practice. Active learning can also improve students' social skills through interaction and

cooperation in groups. In addition, critical thinking skills and problem-solving skills can develop because students are used to analyzing a problem and finding solutions independently. In the school environment, the success of the implementation of active learning is greatly influenced by teacher competence, the availability of infrastructure, and the support of the learning environment. (Rokhyani, 2022)

Teachers are required to be creative and innovative in choosing learning strategies that suit the needs of students. The use of technology-based learning media is also one of the supporting factors in creating interesting and effective active learning. In today's digital era, the implementation of active learning is growing through the use of online learning platforms, interactive videos, digital quizzes, and various educational applications that can increase student participation in learning. However, the implementation of active learning also faces several challenges, such as limited learning time, too many students, low learning motivation for some students, and lack of teachers' understanding of active learning models. (Jainiyah et al., 2023) Therefore, training and professional development are needed for teachers to be able to implement active learning strategies optimally.

In addition, cooperation between schools, teachers, parents, and students is also very important to create a conducive learning environment. Overall, the implementation of active learning is an important effort to improve the quality of educational processes and outcomes. Active learning not only makes students better understand the subject matter, but also forms character, social skills, critical thinking skills, and learning independence. With the implementation of effective and sustainable active learning, the education process is expected to be able to produce a

generation that is creative, innovative, and ready to face the challenges of the times.

### **B. Arabic Language Lessons**

Arabic is one of the subjects that has an important role in the world of education, especially in Islamic educational institutions. Arabic is not only studied as a language of communication, but also as a religious language used in the Qur'an, hadiths, classical books, as well as various Islamic literature. (Wijaya & Rismawati, 2023) Therefore, learning Arabic has a broader purpose, which is to help students understand Islamic teachings more deeply while improving their foreign language skills. In the learning process, Arabic includes several main skills, namely maharah istima' (listening skills), maharah kalam (speaking skills), maharah qira'ah (reading skills), and maharah kitabah (writing skills). These four skills are interrelated and must be developed in a balanced manner so that students are able to understand and use Arabic well. In addition, learning Arabic also learns linguistic elements such as mufradat (vocabulary), nahwu (grammar), sharaf (change of word form), and balaghah (language style). (Triani & Putra, 2023)

Arabic lessons have enormous benefits for students. Through learning Arabic, students can understand the meaning of Qur'anic verses and hadith directly without relying entirely on translation. This ability is very important in deepening Islamic knowledge and building a broader understanding of religion. In addition, Arabic is also one of the international languages used in various Middle Eastern countries, so that mastery of Arabic can open up opportunities for global education, work, and communication. In its implementation in schools, learning Arabic requires interesting strategies and methods so that students do not feel difficult or bored. Teachers usually use various learning methods such as direct

methods, communicative methods, memorization of mufradat, conversations (muhadatsah), educational games, and the use of audiovisual media to increase students' interest in learning.(Nalole, 2018) Interactive and fun learning can help students more easily understand vocabulary and language structure.(Ningsih, 2019)

In addition, the use of technology in learning Arabic is also growing in the digital era. Teachers can use learning videos, digital dictionary applications, online learning platforms, and social media as a means of language practice. The use of technology is able to increase students' motivation to learn because the learning process becomes more varied and modern. With technology, students can also practice listening and speaking Arabic through audio and virtual conversations. Despite this, learning Arabic still faces some challenges. Some students consider Arabic as a difficult subject because it has a different language and writing structure from Indonesian. Lack of vocabulary mastery and lack of practice of using Arabic in daily life are also obstacles in the learning process. Therefore, teachers need to create a supportive learning environment, such as getting used to the use of simple expressions in Arabic in the classroom and in the school environment.(Ulfa, 2022)

Arabic lessons also have an important role in shaping the character of students. Through learning Arabic, students can get to know Islamic cultural values, increase discipline in learning, and foster a love for the Qur'an and Islamic science. Arabic is not only a means of communication, but also a means of understanding Islam's vast and rich intellectual heritage. Overall, Arabic lessons are an important part of education that aims to develop language skills, expand Islamic horizons, and improve students'

communication skills. With the right learning methods, technological support, and a conducive learning environment, learning Arabic can become more engaging, effective, and meaningful for students.

### **C. Implementation of Active Learning in Arabic Language Lessons at MTs Al-Huda Dendang**

The results of the study show that the implementation of active learning has a positive impact on student learning engagement in Arabic lessons. The application of active learning is able to create a more lively, interactive, and participatory learning atmosphere compared to conventional learning that tends to be teacher-centered. In the learning process, students no longer only listen to the teacher's explanations passively, but are directly involved through various learning activities that encourage participation, communication, and cooperation between students. This condition makes the learning process more enjoyable and increases students' enthusiasm in taking Arabic lessons. The change in the classroom atmosphere can be seen from the increased courage of students in asking questions, answering questions, and expressing opinions during learning. Students become more active in understanding the material as they gain the opportunity to learn through hands-on experience. Active learning also helps students more easily understand Arabic vocabulary, expressions, and conversations because the learning process is carried out in a practical and interactive manner. Thus, students not only memorize the material, but are also able to apply it in simple everyday situations.(Himmawan & Rusydi, 2021)

One of the strategies applied in active learning is group discussions. Through group discussions, students are given space to exchange ideas, share understanding, and solve

tasks collaboratively. This activity is able to increase social interaction between students while fostering confidence in using Arabic. In discussion activities, students learn to help each other understand the material and build good cooperation in groups. (Aziz, 2015) In addition to improving academic skills, this strategy also shapes social skills such as tolerance, responsibility, and communication skills. In addition to group discussions, the application of role play also has a positive impact on students' ability to speak Arabic. Through role play, students can practice the use of Arabic in simple situations that are close to daily life, such as conversations in the classroom, at home, in the market, or in the madrasah environment. This activity makes students more courageous to use Arabic directly without feeling afraid of making mistakes. Learning through role-playing is also able to create a fun learning atmosphere so that students are more motivated to learn and practice speaking. (Ariyanti et al., 2021)

Simple presentation strategies also contribute to increasing students' courage to speak in front of the class. Through presentation activities, students are trained to convey the results of discussions or certain materials using Arabic in a simple way. This activity helps students develop communication skills, courage to appear in public, and increase confidence. The presentation also provided an opportunity for students to practice the pronunciation of Arabic vocabulary and sentence structure better. The findings of this study are in line with research conducted by Mustofa in 2021 which stated that active learning is able to increase learning retention and students' communication courage in learning Arabic. Active learning provides a more meaningful learning experience because students are directly involved in the learning process. In addition, Rahmawati's research in 2023 also shows that participatory strategies

have a significant impact on the learning motivation of madrasah students. This proves that students' active involvement in learning has a great influence on improving learning outcomes and student learning motivation. (Khasanah, 2023)

The novelty in this study lies in the adjustment of the application of active learning to the social context of rural madrasahs. Teachers not only apply active learning models in general, but also relate learning themes to students' daily lives. The theme of discussion and conversation is adjusted to the social environment that is close to the students, such as activities in the market, activities in the mosque, work in the rice fields, and family life. This contextual approach makes it easier for students to understand the material because learning is directly related to the experiences they encounter in their daily lives. Thus, learning Arabic becomes more relevant, meaningful, and easy for students to understand. The implications of this study suggest that Arabic teachers need to abandon the dominance of one-way lecture methods and start moving towards more *student-centered learning*. Teachers are required to be more creative in designing learning activities that are able to actively engage students. (Siregar & Kamalia, 2025)

Active learning basically does not always require expensive facilities or sophisticated technology, but rather requires the ability of teachers to create learning interactions that are interesting, communicative, and in accordance with the needs of students. Therefore, teacher creativity is an important factor in the successful implementation of active learning in the classroom. Overall, this study shows that the implementation of active learning in Arabic lessons is able to increase student engagement, motivation, communication courage, and understanding of learning materials.

Participatory and contextual learning makes students more active in learning and creates a more dynamic and fun classroom atmosphere. With the implementation of the right active learning strategies, Arabic learning can become more effective in developing students' language skills and communication skills.

Table 1. Student Learning Engagement Score Before and After Active Learning Implementation

Indicator	Before	After
Asking activity	60,2	82,5
The courage to answer	61,4	84,1
Discussion participation	64,0	85,2
Presentation ability	59,8	80,6
Group cooperation	66,1	86,4
Enthusiasm for learning	63,0	79,8
Average	62,4	83,1

Based on the table above, there is a significant increase in all indicators of student learning engagement after the implementation of active learning.

### Regression Test

The results of the simple regression test showed a significance value of  $0.000 < 0.05$ . This shows that active learning has a significant effect on student learning engagement.

### Interview Results

Arabic teachers said that students become more courageous to speak and understand the material more easily when learning is carried out through discussion and role play. Students also show a higher interest in learning than when using the lecture method.

### Conclusion

Based on the results of the research, it can be concluded that the implementation of active learning in Arabic lessons at MTs Al-Huda Dendang is effective and has a significant effect on student learning engagement. This is evidenced by an increase in the average learning involvement from 62.4 to 83.1 and the results of the regression test which showed a significance of  $0.000 < 0.05$ . Active learning through group discussions, role plays, interactive Q&A, and simple presentations has been shown to increase student participation, speaking boldness, and interest in learning. An approach based on the local social context is a major force in the successful implementation of this strategy. This study recommends that Arabic teachers in tsanawiyah madrasah implement active learning in a sustainable and systematic manner to improve the quality of learning. The next research can develop a digital-based active learning model or blended learning.

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