Al-Fusha
Arabic Language Education Journal

ISSN (Print): 2655-6162
ISSN (Online): 2655-8025

Vol. 7 No. 2 July 2025 | Page 103-114

Journal Homapage: https://ejournal.uas.ac.id/index.php/alfusha/issue/view/152

Navigating Arabic Language Education in Indonesia: Challenges, Methods and Roles of Teacher Competencies

Vina Rohmatul Ummah[1], Hajer Albshkar[2]
[1] Pendidikan Agama Islam, Fakultas Tarbiyah, Universitas Islam Ibrahimy, Banyuwangi
[2] Pendidikan Bahasa Arab, Fakultas Tarbiyah, Universitas Zawiyah, Zawiyah

DOI: https://doi.org/10.62097/alfusha.v7i2.2394

Keywords:
Arabic language education, learning methods, teacher competence, educational technology, learning innovation.

ABSTRACT

Arabic language education in Indonesia plays a vital role in enhancing Islamic understanding and broadening access to Arabic literature. However, the effectiveness of Arabic language learning continues to face significant challenges, particularly related to teaching methods, teacher competence, and limited instructional time. This study aims to explore the factors influencing the quality of Arabic language learning and to propose innovative strategies for its improvement. Using a qualitative research method with a literature review approach, the study reveals that the primary obstacles include insufficient learning time, a lack of innovation in teaching methodologies, and limited teacher competence in utilizing technology. To address these issues, the study recommends adopting interdisciplinary approaches that integrate technology, educational psychology, and applied linguistics. Furthermore, enhancing teacher competence through more intensive training is considered essential to overcome learning challenges in the digital era. The findings are expected to contribute to a more adaptive and effective Arabic language education system in Indonesia.

Kata Kunci:
Pendidikan bahasa Arab, metode pembelajaran, kompetensi guru, teknologi pendidikan, inovasi pembelajaran

Pendidikan bahasa Arab di Indonesia memainkan peran penting dalam mendukung pemahaman Islam dan memperluas akses ke sastra berbahasa Arab. Namun, efektivitas pembelajaran bahasa Arab terus menghadapi tantangan yang signifikan, terutama terkait dengan metode pengajaran, kompetensi guru, dan keterbatasan waktu pengajaran. Penelitian ini bertujuan untuk mengeksplorasi faktor-faktor yang mempengaruhi kualitas pembelajaran bahasa Arab dan mengusulkan strategi inovatif untuk peningkatannya. Dengan menggunakan metode penelitian kualitatif dengan pendekatan tinjauan pustaka, penelitian ini mengungkapkan bahwa kendala utama antara lain waktu belajar yang tidak mencukupi, kurangnya inovasi dalam metodologi pengajaran, dan keterbatasan kompetensi guru dalam memanfaatkan teknologi. Untuk mengatasi masalah ini, penelitian ini merekomendasikan untuk mengadopsi pendekatan interdisipliner yang mengintegrasikan teknologi, psikologi pendidikan, dan linguistik terapan. Selain itu, peningkatan kompetensi guru melalui pelatihan yang lebih intensif dinilai penting untuk mengatasi tantangan pembelajaran di era digital. Temuan ini diharapkan dapat berkontribusi pada sistem pendidikan bahasa Arab yang lebih adaptif dan efektif di Indonesia.

Corresponding author:
vinaafandy95@gmail.com

Article history:
Received 25 May 2025
Revised 05 June 2025
Accepted 10 July 2025

1. Introduction

Arabic language education in Indonesia has a strategic role in supporting Islamic understanding and expanding access to Arabic-language classical and modern literature. However, the effectiveness of Arabic language learning still faces various challenges, both in terms of methodology, teacher competence, and limited learning duration in formal educational institutions (Sutinalvi et al., 2025). In the face of global dynamics and technological advancements, the approach to teaching Arabic in Indonesia needs to continue to be developed to be more adaptive and relevant to the needs of the times (Jamil & Agung, 2022). Although Arabic is taught in various educational institutions, ranging from madrasas to universities, learning outcomes still show limitations in achieving optimal language competence (Munip, 2020). Some of the factors that cause the low effectiveness of Arabic language learning include limited learning time, lack of teaching method innovation, and uneven teacher competence (Surur, 2022). This study aims to analyze these factors and propose strategies that can improve the effectiveness of Arabic language learning in Indonesia. This research is important because in the digital era and Society 5.0, Arabic teaching methods need to adapt to technological developments and more interactive learning approaches (Rasyid, 2021). This study is also relevant considering the low interest and motivation of students in learning Arabic due to learning methods that are still conventional and less interesting (Aziz & Dinata, 2019). Therefore, this study will highlight the importance of innovation in learning methods and improving teacher competence as a key factor in improving the quality of Arabic language education in Indonesia.

A number of studies have been conducted to analyze the challenges and opportunities of learning Arabic in Indonesia. Research by Khasanah in her article Learning Arabic as a Second Language found that learning Arabic often faces obstacles in student learning motivation due to the lack of a student needs-based approach (M. Khasanah, 2023). Sementara itu, Zainuri in The Development of Arabic Language in Indonesia shows that although there is an increase in the number of Arabic language educational institutions, the quality of learning is still far from expectations due to limited resources and monotonous teaching methods (Zainuri, 2019). Azhar in the Use of Technology in Arabic Language Learning in Indonesia examines how the use of technology can increase the effectiveness of Arabic language learning (Azhar et al., 2023). However, this study focuses more on the technical aspects of using technology without looking at the aspect of teachers' competence in adapting the technology. Rasyid in Learning Challenges and Prospects of Arabic Language in Indonesia emphasized that many teachers still lack understanding of technology-based learning methods so that student learning outcomes are not optimal (Rasyid, 2021).

Several previous studies have also provided insights into Arabic language learning methods. Hidayah in his article Opportunities and Challenges of Acquiring Arabic as a Second Language highlights that methods based on linguistic psychology can increase the effectiveness of learning (Hidayah, 2019). However, this study has not discussed how this method can be applied in the formal

curriculum. Syafaah in Arabic Language Learning Innovation at the Arabic Language and Literature Study Program IAIN Tulungagung concluded that a technology-based approach provides better results, but this research is limited to case studies in one institution (Syafaah, 2019). Rahmawati et al. in Arabic Language Learning Innovation: An Analysis of the Translated Tarkib Method in Islamic Boarding Schools revealed that the translated tarkib method is more effective in the pesantren environment (Rahmawati et al., 2025), but is less suitable for formal education that has a limited time allocation. Similarly, research by Wahyudi in the Analysis of the Use of Artificial Intelligence (Chat GPT) in the Creation of Arabic Language Teaching Modules emphasizes the potential of AI in supporting learning, but does not discuss the competence of teachers in managing the technology (Wahyudi, 2025).

Based on previous studies, there is a research gap that has not been widely discussed, namely the relationship between teacher competence, innovative learning methods, and the effectiveness of achieving student competencies in learning Arabic in Indonesia. Most research still focuses on only one aspect, such as learning methods (Sam, 2016) or the use of technology (Iswanto, 2017), without comprehensively connecting it with teacher competencies and effective implementation strategies in the formal curriculum.

Based on the analysis of previous research, this study presents novelty in several main aspects. First, this study not only discusses the effectiveness of individual Arabic learning methods, but also examines the relationship between teacher competence, innovative strategies, and the use of technology in improving the quality of learning. Second, previous research such as those conducted by (Azhar et al., 2023) only highlighted the use of technology without considering the readiness of teachers to implement it. Therefore, this study will delve deeper into how teachers can be trained to adopt innovative technology-based methods to be more effective in improving student learning outcomes. Third, this study also proposes an interdisciplinary approach that combines technology, educational psychology, and applied linguistics to create more effective and contextual learning strategies in Indonesia. Thus, this research contributes to filling the gaps in previous research and offers a new perspective in the development of Arabic language education that is more adaptive to the digital era and modern educational needs. The novelty of this study lies in its approach that combines the analysis of teacher competence, learning method innovation, and strategies to increase the effectiveness of Arabic language learning in Indonesia. This research will also explore how interdisciplinary approaches can be used to improve the quality of Arabic language learning, including technology integration and competency-based approaches (Ramadhan, 2023).

This study aims to identify the main challenges in learning Arabic in Indonesia, especially in terms of limitations in methods, teacher competence, and the effectiveness of learning time in various educational institutions. In addition, this study analyzes various learning methods that have been implemented in educational institutions, focusing on their effectiveness in improving students'

understanding and Arabic language skills. This study also evaluates the competence of Arabic language teachers and how these factors affect student learning outcomes. Furthermore, this study aims to formulate innovative strategies in improving the quality of Arabic language learning in Indonesia, both through technology-based approaches, more interactive teaching methods, and increased training for teachers to be better prepared to face learning challenges in the modern era.

This research is expected to make an academic and practical contribution to the scientific development of Arabic language education in Indonesia. From a theoretical perspective, this study adds insight into the relationship between learning methods, teacher competence, and the effectiveness of Arabic language learning, which has rarely been studied comprehensively. Practically, the results of this study can be used as a recommendation for educational institutions in improving the quality of Arabic language teaching, both through teacher training and the adoption of innovative methods that are more in line with student needs. In terms of policy, this research can be the basis for curriculum designers to develop learning strategies that are more effective and responsive to the times. In addition, this research also contributes to the development of technology in Arabic language learning, by encouraging the integration of technology and interactive learning media to increase student motivation and involvement in the learning process. Thus, this research is expected to be a foothold in efforts to improve the effectiveness of Arabic language learning in Indonesia and answer various challenges that have been faced by teachers and educational institutions.

2. Method

This study employs a qualitative research method with a library research approach (Viera, 2024), which is considered the most appropriate to explore the issue of Arabic language learning effectiveness in Indonesia. The topic was chosen based on the increasing concern over the low learning outcomes in Arabic, especially when compared to other foreign languages taught in formal educational institutions. Arabic, as both a language of religion and culture, holds a significant position for Indonesian students, yet challenges such as limited learning duration, inadequate teaching methods, and lack of technological integration persist. Therefore, understanding the theoretical frameworks, teaching strategies, and technological innovations documented in previous academic works is essential to provide a solid foundation for improving Arabic language learning outcomes.

The primary data source in this study consists of teachers' perspectives and experiences, which are explored indirectly through the academic literature they have contributed to, such as journal articles, books, and conference proceedings. The selection of literature follows strict criteria to ensure relevance and credibility. First, literature authored or co-authored by Arabic language teachers or education experts published within the last ten years is prioritized. Second, only peer-reviewed journals, accredited books, and reputable academic documents are included. This selection process ensures that the data reflects authentic experiences and theoretical insights from practitioners and experts in the field of Arabic

language learning, thereby enriching the research findings with practical and contextual relevance.

The data collection process is conducted through a structured documentation study, referring to established procedures for literature review (Sugiyono, 2020). References are systematically gathered from online academic databases, libraries, and educational research portals. Once collected, the data undergoes a content analysis technique as outlined by Mulyana, where relevant information is coded, classified, and synthesized to identify recurring patterns, dominant themes, and research gaps (Mulyana Dedi, 2022). The analysis is descriptive-qualitative in nature, focusing on providing a comprehensive understanding of effective teaching strategies, teacher competencies, and the integration of technology in Arabic language learning. Ultimately, this research aims to contribute both theoretically and practically by offering recommendations for improving Arabic language learning quality in Indonesia.

3. Result and Discussion

The results of this study show several main findings regarding the effectiveness of Arabic language learning in Indonesia, focusing on challenges, learning methods, and teacher competencies that affect student learning outcomes. First, the main challenges in learning Arabic in Indonesia include three main aspects: limited learning duration in formal institutions, lack of innovation in teaching methods, and lack of teacher competence in utilizing educational technology. Studies by (Munip, 2020) and (Surur, 2022) show that the duration of learning Arabic in schools and universities in Indonesia is relatively shorter compared to other foreign languages such as English. This causes less than optimal achievement of Arabic language competencies in students. In addition, many teachers still use traditional teaching methods that are less interesting and not based on student needs, as found by (N. Khasanah, 2016) in her research on learning Arabic as a second language.

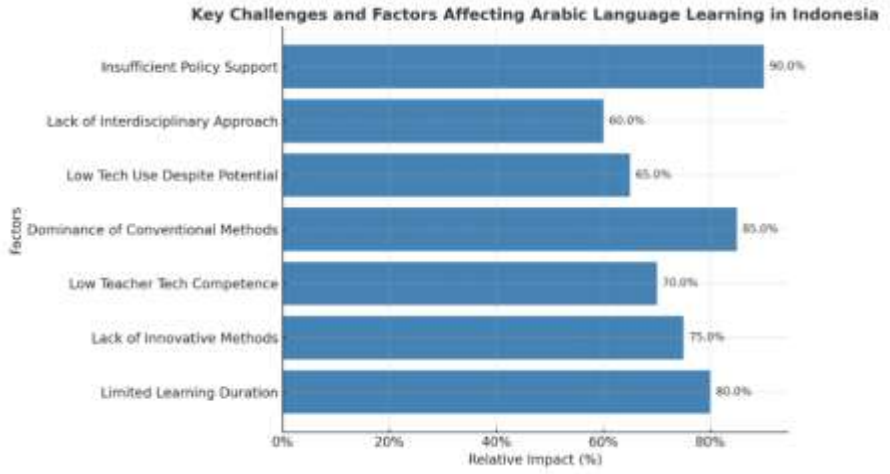
Second, the learning methods applied in Indonesia are still dominated by conventional approaches that are less attractive to students. The lecture and memorization method is still the main approach in Arabic language teaching, which leads to low motivation and active participation of students in the learning process. A study conducted by (Hidayah et al., 2023) shows that methods based on linguistic psychology can increase learning effectiveness, but this study also reveals that these methods have not been widely applied in formal curricula in Indonesia. In addition, research by (Rahmawati et al., 2025) revealed that the tarkib method of translating is more effective in pesantren environments, but less suitable for formal educational institutions that have limited time. Therefore, further exploration is needed regarding methods that can adapt to the conditions and needs of students at various levels of education.

Third, the use of technology in Arabic learning is still not optimal even though it has great potential to increase student involvement in the learning process. Several previous studies, such as those conducted by (Azhar et al., 2023) and

(Wahyudi, 2025), emphasized that the use of technology such as e-learning, interactive applications, and artificial intelligence can increase students' motivation and understanding of Arabic. However, this study found that the implementation of technology in Arabic language learning is still limited due to the lack of readiness of teachers in adapting these innovations. Many teachers still have limitations in integrating technology into learning due to a lack of adequate professional training. Therefore, there is a need for a strategy to improve the competence of teachers in order to be able to utilize technology effectively to improve the quality of Arabic language learning.

Fourth, this study found that an interdisciplinary approach that combines technology, educational psychology, and applied linguistics can improve the effectiveness of Arabic language learning. Studies conducted by (Rasyid, 2021) and (Syafaah, 2019), Syafaah show that the integration of various approaches in learning can improve students' understanding in a deeper and more comprehensive way. However, this study also identifies that there is still a gap in the application of this interdisciplinary approach in various educational institutions in Indonesia. Therefore, this study recommends a policy that supports the development of Arabic teaching methods based on an interdisciplinary approach to improve the quality of Arabic education as a whole.

Fifth, this study highlights the importance of policy support in improving the effectiveness of Arabic language learning in Indonesia. A study conducted by Wahab shows that Arabic language education policies in Indonesia still do not fully support innovation in learning (Alkhurayyif & Sait, 2023). Many curricula are still oriented towards traditional methods without considering technological developments and student needs in the digital era. Therefore, this study recommends policy reforms that are more flexible and adaptive to the development of the times so that learning Arabic can be more relevant to the needs of today's young generation.



Picture 1. Key Factors Influencing the Effectiveness of Arabic Language Learning in Indonesia

Arabic language learning in Indonesia faces significant challenges in various aspects, as revealed by a number of previous studies. One of the main challenges is the limited duration of learning in formal institutions which is relatively short compared to other foreign languages, such as English. In this context, the limited duration of learning is a barrier for students to achieve optimal competence. Munip and Surur show that although Arabic has a high complexity, the time allocated to learning it in schools is often not proportional to the need for students to master the language effectively (Munip, 2020). For example, in many curricula, learning Arabic is only given a few hours a week, which is clearly not enough to build a strong foundation in the language. This has an impact on the achievement of suboptimal student competencies, where many students find it difficult to communicate or understand texts in Arabic (Surur, 2022).

Khasanah highlighted that the learning methods applied are still conventional, such as lectures and memorization, which are not based on student needs. This traditional method tends to make the learning process monotonous and less interesting. In many cases, students spend more time memorizing vocabulary and grammar rules without understanding the context in which they are used (M. Khasanah, 2023). Sam added that this approach not only limits students' creativity but also reduces their motivation to learn. For example, in Arabic classes, students often feel bored when the teaching methods do not involve more dynamic interactions or activities. This creates a gap between what is being taught and what students actually need to communicate in Arabic effectively (Sam, 2016).

In the context of the digital era, (Sutinalvi et al., 2025) emphasized that there is a great opportunity to utilize technology in learning Arabic. Technology can be a very effective tool in improving the learning experience, but its implementation is still hampered by the limitations of teacher competence in using digital devices. (Azhar et al., 2023) and (Wahyudin & Misbahul Munir, 2023) note that while many teachers are aware of the importance of technology, not all of them have the necessary skills to integrate this technology into their teaching. This creates a significant gap in the use of technology that can improve learning. For example, technology-based interactive applications, such as artificial intelligence (AI) and e-learning, are able to increase student motivation and understanding, but have not been widely applied effectively in formal educational institutions.

Jamil and Agung noted that although many studies show the potential use of technology in education (Jamil & Agung, 2022), its implementation is often hampered by the lack of adequate training for teachers. Research by (Ritonga et al., 2022) in Islamic religious colleges shows that the lack of training and infrastructure support is a major obstacle in integrating technology into learning. Without adequate training, teachers may not feel confident in using these technological tools, which ultimately limits the effectiveness of learning. For example, the use of online learning platforms such as Zoom or Google Classroom during the COVID-19 pandemic showed that many teachers struggled to adapt to this new format, which impacted the quality of teaching they provided.

In addition to the challenges related to methods and technology,

psychological and pedagogical aspects also require attention. Hidayah showed that the approach based on linguistic psychology is more effective in improving students' abilities, but its application is still limited. This approach emphasizes the importance of understanding how students learn and interact with the language (Hidayah et al., 2023). Rasyid Munawwar emphasized that an interdisciplinary approach that combines technology, educational psychology, and applied linguistics can enrich the learning process and improve students' overall understanding (Munawwar et al., 2023). This approach not only pays attention to the cognitive aspects of students but also their emotional aspects of learning. However, the gap between theory and practice is still a big obstacle, because not all educational institutions are ready to implement this approach. For example, although many studies show that collaborative learning can improve student understanding, many teachers are still stuck in individualized teaching methods.

Policy support is also a crucial factor in increasing the effectiveness of Arabic language learning. Zainuri highlight that the Arabic language learning curriculum is still oriented towards traditional methods, without considering technological developments and student needs in the digital era (Zainuri, 2019). This rigid curriculum is often unable to accommodate the diverse needs of students, thus hindering the learning process. Lestari added that flexible and adaptive policies are needed to support innovation in learning (Lestari, 2025). Policies that support the development of technology-based curriculum, teacher training, and the use of more interactive learning methods can contribute greatly to improving the quality of Arabic language education. In addition, Humairoh and Ubaidillah emphasized the importance of implementing the Independent curriculum which allows the optimal use of technology in the teaching and learning process (Humairoh & Ubaidillah, 2025). The Independent Curriculum, which provides freedom for teachers to choose learning methods and materials, can be a solution to increase the relevance of Arabic language education in Indonesia.

Recent research also shows that the use of AI in Arabic language learning, such as chatbots, can provide a more interactive and responsive learning experience. Suardi noted that the use of chatbots in Arabic learning not only improves interaction between students and subject matter but also provides faster and more accurate feedback (Suardi et al., 2019). In addition, Indriana & Ahmad showed that the use of media such as Google Form and Wordwall has also been proven effective in learning evaluation, especially in improving mahārah skills (Indriana & Ahmad, 2025). These media allow students to practice independently and get feedback in person, which is crucial in the language learning process.

Specifically, learning Arabic in Indonesia requires comprehensive reforms that include the development of technology-based curricula, improvement of teacher competence, and adaptive policy support. Strategies that include the use of interactive methods based on linguistic psychology, the use of advanced technology, and an interdisciplinary approach can be a solution to improve the quality of Arabic language learning. By paying attention to the findings from various studies, including the contribution of Wahyudi in the use of AI and

recommendations from Maulana and Arivenka regarding the role of teachers in the implementation of direct methods (Maulana & Arivenka, 2025), it is hoped that Arabic language learning in Indonesia can become more effective, relevant, and in accordance with the development of the times and the needs of the younger generation. These reforms will not only improve students' competence in Arabic, but will also prepare them to actively participate in an increasingly connected global society.

4. Conclusion

Arabic language education in Indonesia has a strategic role in supporting Islamic understanding and access to classical and modern Arabic literature. However, the effectiveness of learning still faces various challenges, especially in terms of teaching methodology, teacher competence, and limited learning time in formal institutions. Although Arabic has been taught in various educational institutions, learning outcomes are still not optimal due to the dominance of conventional methods, lack of innovation, and lack of use of technology in the teaching and learning process.

One of the main challenges is the limited duration of learning which causes low achievement of student competencies. In addition, teaching methods that still rely on lecture and memorization approaches are less interesting and not based on student needs. The competence of teachers in adapting technology is also still limited, so innovation in learning has not run optimally. The learning methods used so far are more oriented to traditional approaches, such as the tarkib translation method which is effective in the pesantren environment but is less suitable for formal education with limited time. Meanwhile, several approaches based on linguistic psychology and interactive methods have been proven to be able to improve students' understanding, although their application in formal education curricula is still very limited. In the digital age, the use of technologies such as e-learning, interactive applications, and artificial intelligence (AI) offers great potential in increasing student engagement and understanding of the Arabic language. Unfortunately, the limitations of teacher training and the lack of infrastructure support are the main obstacles in the implementation of this technology. In addition, the competence of teachers in managing innovative technology-based methods still needs to be improved so that learning can take place more effectively. Therefore, increasing professional training for teachers is a crucial step in facing learning challenges in the modern era.

An interdisciplinary approach that combines technology, educational psychology, and applied linguistics can be a solution in improving the effectiveness of Arabic language learning. However, the implementation of this approach is still limited in various educational institutions. In addition, Arabic language education policies in Indonesia are still oriented towards traditional methods without considering technological developments and student needs in the digital era. For this reason, more flexible and adaptive policy reforms are needed to support innovation in Arabic language learning. To increase the effectiveness of Arabic

language learning in Indonesia, several strategies need to be implemented, such as adopting more innovative learning methods based on linguistic psychology and technology to increase student engagement and motivation. In addition, improving the competence of teachers through continuous training is needed so that they are able to adapt technology and more interactive teaching methods. The integration of technology in learning, such as the use of AI and interactive applications, must also be strengthened to enrich the student learning experience. Reform of education policies that are more flexible and responsive to the times is urgent to improve the quality of Arabic language learning in Indonesia. With innovations in learning methods and increasing the competence of teachers, Arabic language education can become more adaptive to the times and more effective in meeting the needs of students in the digital era.

References

Alkhurayyif, Y., & Sait, A. R. W. (2023). A comprehensive survey of techniques for developing an Arabic question answering system. *PeerJ Computer Science*. https://doi.org/10.7717/peerj-cs.1413

Azhar, M., Wahyudi, H., Promadi, P., & Masrun, M. (2023). The Use of Technology in Arabic Language Learning in Indonesia. *Journal of Education and Teaching Review (JRPP)*, *6*(4), 3160–3168.

Aziz, A., & Dinata, Y. M. (2019). Bahasa Arab Modern Dan Kontemporer; Kontinuitas Dan Perubahan. *Mumtaz: Jurnal Studi Al-Qur'an Dan Keislaman*, *3*(2), 152–168. https://doi.org/10.36671/mumtaz.v3i2.38

Hidayah, N. (2019). Opportunities and Challenges of Acquiring Arabic as a Second Language (Pskolinguistic Studies on Arabic Language Learning). *Taqdir*, *5*(2), 65–76.

Hidayah, N., Rusandi, H., Tinggi Ilmu Kesehatan Siti Khadijah Palembang, S., & Bahasa Arab, P. (2023). *Dampak Penggunaan Teknologi dalam Pembelajaran Bahasa Arab Terhadap Motivasi Belajar Siswa*. *2*(1), 89–98. https://journal.mudaberkarya.id/index.php/JoME

Humairoh, S. W., & Ubaidillah, M. (2025). Implementation of technology approach in the development of an independent curriculum in arabic language learning at mts matsaratul huda panempan pamekasan. *AL-MUADDIB: Journal of Educational Studies*, *7*(1), 186–193.

Indriana, N., & Ahmad, M. T. (2025). Development of an AI-Based Arabic Learning Model to Improve Gramatical, Tarjamah, and Maharah Learning Competencies at Nahdlatul Ulama Sunan Giri Bojonegoro University. *AS-SABIQUN*, *7*(1), 209–220.

Iswanto, R. (2017). Arabic language learning with the use of technology. *Arabiyatuna: Journal of Arabic*, *1*(2), 139–152.

Jamil, H., & Agung, N. (2022). Challenges of Arabic Language Learning in the Society 5.0 Era: An Analysis of Arabic Language Learning Based on Interactive Applications. *Alibbaa': Journal of Arabic Language Education*, *3*(1), 38–51.

Khasanah, M. (2023). Analisis Kontrastif Kata Sifat Dalam Bahasa Arab Dan Bahasa Inggris. *Journal of Arabic Language and Literature Studies*, *2*(1), 80–89. https://doi.org/10.22515/allais.v2i1.7220

Khasanah, N. (2016). Learning Arabic as a Second Language (Arabic Language Immersion and Its Learning in Indonesia). *An-Nidzam: Journal of Educational Management and Islamic Studies*, *3*(2), 39–54.

Lestari, S. M. (2025). Review The Arabic Language Curriculum At Madrasah Aliyah Daarus Saadah 2 Parung, Bogor-West Java. *Journal of Social Education and Humanities*, *4*(2), 2912–2922.

Maulana, M. F., & Arivenka, M. R. (2025). The Role of Teachers in The Implementation of Direct Methods in Learning Arabic in MAN 2 Malang City. *Imtiyaz: Journal of Arabic Education and Language*, *8*(2), 81–95.

Mulyana Dedi. (2022). *Metodelogi Penelitian Kualitatif*. PT Posdakarya, 2022.

Munawwar, A., Ningsih, W. R., & Rasyidi, A. W. (2023). *Generatif-Transformatif Buku Bahasa Arab Madrasah Aliyah Kelas X Transformational-Generative in Class X Senior High Shcool Arabic Book*. *6*(1), 97–114.

Munip, A. (2020). Challenges and prospects of Arabic language studies in Indonesia. *Al Mahāra: Journal of Arabic Language Education*, *5*(2), 301–316.

Rahmawati, A., Hidayat, M. Y., & Nasution, S. (2025). Arabic Language Learning Innovation: An Analysis of the Translation Tarkib Method at the Tahfidz Al Habibi Islamic Boarding School. *Indo-MathEdu Intellectuals Journal*, *6*(1), 608–616.

Ramadhan, A. R. (2023). Strategies for using artificial intelligence chatbots in learning Arabic in universities in Indonesia. *Journal of Oase Nusantara*, *2*(2), 77–86.

Rasyid, N. F. (2021). Learning Challenges and Prospects of Arabic Language in Indonesia. *Al-Mashadir Journal: Journal of Arabic Education and Literature*, *1*(1), 47–57.

Ritonga, M., Sobhan, S., Bambang, B., & Khadidja, S. (2022). Utilizing Technology to Improve the Quality of Learning in Indonesia: Challenges and Consequences for Arabic Teachers. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *9*(1), 56–68. https://doi.org/10.15408/a.v9i1.24516

Sam, Z. (2016). Arabic Language Learning Methods. *NUKHBATUL'ULUM: Journal of Islamic Studies*, *2*(1), 206–220.

Suardi, I. P., Ramadhan, S., & Asri, Y. (2019). Pemerolehan Bahasa Pertama pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(1), 265. https://doi.org/10.31004/obsesi.v3i1.160

Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.

Surur, M. (2022). Challenges and Opportunities of Arabic Language in Indonesia. *Risda: Journal of Islamic Thought and Education*, *6*(2), 174–182.

Sutinalvi, V., Harahap, A., Lubis, M. Y. A., & Nasution, S. (2025). Challenges and Opportunities for Learning Arabic in the Digital Era. *Mutiara: Journal of*

Research and Scientific Works, *3*(1), 76–86.
Syafaah, D. (2019). Arabic language learning innovations in the Arabic Language and Literature Study Program IAIN Tulungagung in facing the challenges of the industrial era 4.0. *Proceedings of the National Conference on Arabic*, *5*(5), 849–859.
Viera, C. A. (2024). Case Study as a Qualitative Research Methodology. *Performance Improvement Journal*, *62*(4), 125–129. https://doi.org/10.56811/PFI-23-0005
Wahyudi, K. P. (2025). Analysis of The Use of Artificial Intelligence (Chat GPT) in The Creation of Arabic Language Teaching Modules Based on The Independent Curriculum. *Al-Fakkaar*, *6*(1), 149–161.
Wahyudin, D., & Misbahul Munir, H. (2023). Istikhdām Wasīlah Al-Fīdyu Al-Kartūnī Fī Ta'līm Al-Lughah Al-'Arabiyyah Li Tarqiyati Mahārah Al-Istimā' Wa Al-Kalām. *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *2*(2), 181–195. https://doi.org/10.15575/ta.v2i2.29035
Zainuri, M. (2019). The Development of Arabic Language in Indonesia. *Tarling: Journal of Language Education*, *2*(2), 231–248.