

UNLOCKING THE DEPTHS OF ARABIC LEARNING STRATEGIES AT RUMAH ARAB PADANG: AN EXPLORATORY ANALYSIS

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Abstract

This research aims to reveal and describe the Arabic language learning strategies implemented at Rumah Arab Padang. This research employs a qualitative descriptive approach. The data collection methods used in this research are observation and interview. Data collected from observations will be analyzed using deduction and description methods. The findings of this study show that the Arabic learning strategy at Rumah Arab Padang emphasizes a commitment to developing holistic Arabic language skills in its students. By paying special attention to four aspects of learning, namely insha', nahwu, sharf, and Maharah Kalam. Rumah Arab Padang creates a learning approach that is comprehensive and focused on student needs according to their ability level. This institution tries to provide flexibility to students by offering online class options, showing commitment to the smooth learning process in various situations. Therefore, this research highlights the need for innovation in learning strategies to increase the effectiveness of Arabic language learning and adapt to the demands of the ever-evolving times.

Keywords: Learning strategies; Arabic learning; Rumah Arab Padang

Abstrak

Penelitian ini bertujuan untuk mengungkap dan mendeskripsikan strategi pembelajaran bahasa Arab yang diterapkan di Rumah Arab Padang. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Metode pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan wawancara. Data yang dikumpulkan dari observasi akan dianalisis dengan menggunakan metode deduksi dan deskripsi. Temuan penelitian ini menunjukkan bahwa strategi pembelajaran bahasa Arab di Rumah Arab Padang menekankan pada komitmen untuk mengembangkan keterampilan bahasa Arab secara holistik pada peserta didiknya. Dengan memberikan perhatian khusus pada empat aspek pembelajaran yaitu insha', nahwu, sharf, dan Maharah Kalam. Rumah Arab Padang menciptakan pendekatan pembelajaran yang komprehensif dan fokus pada kebutuhan siswa sesuai tingkat kemampuannya. Meski terdapat keterbatasan fasilitas dan media pembelajaran, lembaga ini berusaha memberikan keleluasaan kepada mahasiswa dengan menawarkan pilihan kelas online, menunjukkan komitmen terhadap kelancaran proses pembelajaran dalam berbagai situasi. Oleh karena itu, penelitian ini menyoroti perlunya inovasi metode pembelajaran untuk meningkatkan efektivitas pembelajaran bahasa Arab dan beradaptasi dengan tuntutan zaman yang terus berkembang.

Kata kunci: Strategi Pembelajaran; Pembelajaran Bahasa Arab; Rumah Arab Padang.

INTRODUCTION

As one of the six official languages of the United Nations, the Arabic language depicts a rich and profound history, playing a significant role in the development of the world¹. The wealth of vocabulary and unique grammatical structure makes Arabic both intriguing and challenging to learn². Although for some, grasping the Arabic language may seem daunting, the decision to master it opens wide windows to a profound understanding of the culture, history, and philosophical thinking in the Arab world³. Arabic also plays a crucial role in supporting diplomatic relations, business, and intercultural interactions in a global context⁴.

The Arabic language learning strategy involves a holistic approach that encompasses listening, speaking, reading, and writing⁵. The use of multimedia resources, such as videos, audio, and interactive applications, is an integral part of the learning process to enhance understanding and mastery of the Arabic language⁶. Direct practice in contextual situations, such as communicating with native speakers or engaging in everyday life simulations, helps strengthen language skills⁷. Additionally, the integration of Arab culture into learning is also a key strategy, allowing students not only to master the language but also to understand the social context, history, and cultural norms inherent in the Arabic language. Flexibility in the use of teaching methods, such as online classes, group discussions, and collaborative projects, supports variation in learning and enhances students' motivation in developing their Arabic language abilities⁸.

Currently, the opportunities to learn Arabic language are experiencing a significant increase in line with the growing awareness of its importance in a global context⁹. Various Arabic language learning programs are now available both online and offline, supported by numerous educational institutions¹⁰. These programs provide opportunities for individuals from diverse backgrounds to develop proficiency in Arabic. The advancements in

¹ Maswan Ahmadi et al., "Penggerakan Program Bahasa Arab Di Pondok Pesantren Modern," *Arabi : Journal of Arabic Studies* 3, no. 1 (June 30, 2018): 70–80, <https://doi.org/10.24865/ajas.v3i1.70>.

² A. Mualif, "Orisinalitas Dan Elastisitas Kosakata Dalam Bahasa Arab," *لساننا (Lisanuna): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 9, no. 1 (April 11, 2020): 40–51, <https://doi.org/10.22373/lis.v9i1.6731>.

³ Abdurrahman Abdurrahman, "Bahasa Arab: Keistimewaan, Urgensi Dan Hukum Mempelajarinya," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 8, no. 2 (January 22, 2020): 1–15, <https://doi.org/10.24042/albayan.v8i2.361>.

⁴ Ahmad Syagif, "Paradigma Pembelajaran Bahasa Arab Di Era Society 5.0," *FiTUA: Jurnal Studi Islam* 3, no. 2 (2022): 134–44, <https://doi.org/10.47625/fitua.v3i2.407>.

⁵ جلول، البشير، "المهارات اللغوية وطرق تنميتها"، 2022 and تهاني، علي راضي <http://localhost:8080/xmlui/handle/123456789/14228>.

⁶ Renni Hasibuan, Ira Safira Haerullah, and Umi Machmudah, "TPACK dalam Pembelajaran Bahasa Arab (Studi Implementasi dan Efektivitas)," *Islamic Manuscript of Linguistics and Humanity* 5, no. 1 (October 6, 2023): 23–34, <https://ejournal.uinib.ac.id/jurnal/index.php/imlah/article/view/7103>.

⁷ Widi Astuti, Cahya Edi Setyawan, and Irvan Maulana Aji, "Penerapan Biah Lughawiyah Dalam Pembiasaan Maharah Kalam Di Pondok Pesantren Ibnul Qayyim Putra Yogyakarta," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2020): 95–120.

⁸ Anwar Habibi Siregar, Renni Hasibuan, and Muhammad Jundi, "Exploring the Characteristics of Arabic Learning Content on Tiktok and Instagram: A Qualitative Analysis," *International Conference On Educational Theories, Practices, And Research* 1, no. 01 (October 18, 2023): 11–27, <https://conferences.uinsyahada.ac.id/index.php/english/article/view/8>.

⁹ Syagif, "Paradigma Pembelajaran Bahasa Arab Di Era Society 5.0."

¹⁰ Nurul Hanani and Limas Dodi, *Pembelajaran Bahasa Arab Kontemporer: Konstruksi Metodologis Pembelajaran Bahasa Arab Berbasis Komunikatif-Sosiolinguistik* (CV Cendekia Press, 2020).

technology and the availability of online learning resources have further facilitated people's access to Arabic language courses through various platforms¹¹. This creates a supportive environment for those wishing to master the Arabic language, not only as a linguistic skill but also as an investment in understanding cross-cultural dynamics and enhancing global communication abilities.

Arabic learning in Indonesia has been implemented in various educational institutions, both formal and non-formal, spread throughout the country¹². This phenomenon was triggered by increasing public awareness of the importance of learning Arabic. One manifestation of this need is manifested in the establishment of Arabic language course institutions which provide special learning facilities to meet these demands¹³. In the midst of the plurality of Arabic language learning institutions in Indonesia, Rumah Arab Padang is one of the institutions that houses and organizes Arabic language learning programs. The involvement of this institution confirms its commitment to providing broad access for the public to gain an in-depth understanding of Arabic, in line with the increasing interest and need for competence in this language among the Indonesian population¹⁴.

Rumah Arab Padang is an Arabic language course institution located in the city of Padang, which has the vision of making the Rumah Arab Padang institution a center for studying and learning Arabic with high insight and excellence in mastering Arabic in the Indonesian region. This institution is committed to providing learning facilities, especially to students and the general public who are interested in studying Arabic. Rumah Arab Padang offers learning in various branches of Arabic, such as nahwu, sharaf, as well as Arabic language skills istima', kalam, qiraah, and kitabah. This learning program is tailored to the learner's ability level, covering various levels of learning. This institution acts as a relevant agent in meeting community needs regarding Arabic language skills.

As a research basis, several previous studies have been involved in compiling this article. First, Isman Iskandar's research, which emphasizes the role of management in improving the quality of Arabic language learning in educational institutions¹⁵. The findings from this research provide an important basis for realizing the urgency of effective management, from the planning to evaluation stages, which involve the four Arabic language learning skills. then, research by Lukmanul Hakim which highlights the need to develop more stable teaching materials and curriculum structures to improve the quality of Arabic language learning programs in institutions¹⁶. One previous study that can be mentioned is research by Ridho, which highlights a holistic approach in learning Arabic, including aspects of listening, speaking, reading and writing¹⁷. The findings from this

¹¹ Muhammad Afiq Aminullah, Fadilah Al Azmi, and Darul Jalal, "Pembelajaran Bahasa Arab Mandiri Melalui Platform Aplikasi Tiktok Sebagai Tren Belajar Masa Kini," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 5, no. 2 (October 22, 2022): 283–302, <https://doi.org/10.35931/am.v5i2.1219>.

¹² Syagif, "Paradigma Pembelajaran Bahasa Arab Di Era Society 5.0."

¹³ Lukmanul Hakim, "Sistem Pembelajaran Bahasa Arab Di Lembaga Kursus Dan Pelatihan (LKP) Bahasa Arab Nurul Iman Parung-Bogor," *Ta'limi | Journal of Arabic Education and Arabic Studies* 2, no. 2 (August 30, 2023): 125–38, <https://doi.org/10.53038/tlmi.v2i2.76>.

¹⁴ Aminullah, Azmi, and Jalal, "Pembelajaran Bahasa Arab Mandiri Melalui Platform Aplikasi Tiktok Sebagai Tren Belajar Masa Kini."

¹⁵ Isman Iskandar and Sri Widyastri, "Analisis Manajemen Lembaga Bahasa Arab Dalam Meningkatkan Kualitas Pembelajaran," *An Naba* 3, no. 2 (December 3, 2020): 84–94, <https://doi.org/10.51614/annaba.v3i2.60>.

¹⁶ Hakim, "Sistem Pembelajaran Bahasa Arab Di Lembaga Kursus Dan Pelatihan (LKP) Bahasa Arab Nurul Iman Parung-Bogor."

¹⁷ البشير, "المهارات اللغوية وطرق تنميتها and راضي."

research provide a basis for understanding the importance of integrating all language skills in the learning process.

Unlike previous studies, this research focuses on integrating holistic learning strategies within this specific context. It builds upon Isman Iskandar's emphasis on quality management in learning and Lukmanul Hakim's focus on teaching materials and curriculum. By adapting insights from Ridho's research on the integration of the four language skills (listening, speaking, reading, writing), this study examines how this holistic approach is practically and adaptively implemented. Through this analysis, the main goal is to uncover how an effective combination of management and dynamic curriculum can enhance the quality of Arabic language learning at Rumah Arab Padang.

METHOD

This research employs a qualitative descriptive approach, which aims to reveal and describe the Arabic language learning component and strategy implemented at Rumah Arab Padang.¹⁸ A qualitative approach was chosen because it is able to in-depth reveal and describe the components of Arabic language learning and the strategies implemented at Rumah Arab Padang, in accordance with the aim of understanding in detail the context and complexity of the learning practices that occur.

The data collection methods used in this research are observation and interview.¹⁹ The initial data collection process was carried out through interview techniques with the head of the management of Rumah Arab Padang, who then recorded information that substantively supported and strengthened the aspects studied. Furthermore, the observation technique was carried out by directly observing Arabic language learning activities carried out in this Arab House. By combining data from interviews and observations, it is hoped that the data collected will have greater accuracy and depth, as well as provide a comprehensive picture of the Arabic language learning strategies implemented at this institution.²⁰

Data collected from observations will be analyzed using deduction and description methods.²¹ On the other hand, data collected from recorded interviews will first be transcribed. Then, the data will be simplified by removing information that is not relevant to the research focus. The simplified data will then be summarized and analyzed. Next, data from both methods will be compared, and a narrative will be created to draw conclusions.²²

¹⁸ Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2020).

¹⁹ Shazia Jamshed, "Qualitative Research Method-Interviewing and Observation," *Journal of Basic and Clinical Pharmacy* 5, no. 4 (September 2014): 87–88, <https://doi.org/10.4103/0976-0105.141942>.

²⁰ Neil Cowie, "Observation," in *Qualitative Research in Applied Linguistics: A Practical Introduction*, ed. Juanita Heigham and Robert A. Croker (London: Palgrave Macmillan UK, 2009), 165–81, https://doi.org/10.1057/9780230239517_8.

²¹ B. M. Miles Huberman, A. M. and Saladana, *Qualitative Data Analysis A Methods Sourcebook. Edition 3* (New York: SAGE Publications, 2014).

²² Sharan B. Merriam, *Case Study Research in Education: A Qualitative Approach*, Case Study Research in Education: A Qualitative Approach (San Francisco, CA, US: Jossey-Bass, 1988).

RESULTS AND DISCUSSION

Arabic Learning Components at the Rumah Arab Padang

Learning Objectives

Arabic learning at Rumah Arab Padang Tutorial Center allocates a total of four instructional hours per week, equivalent to four sessions, with each session lasting 45 minutes. There are two weekly sessions, conducted on both Saturdays and Sundays. Each session spans a duration of 2 instructional hours or the equivalent of 2 sessions, each lasting 45 minutes.

The study schedule at Rumah Arab Padang Tutorial Center for Level 1 is set for Saturdays at 2:00 PM WIB and Sundays at 10:00 AM WIB. For Level 2, both Saturday and Sunday classes are consistently scheduled at 8:00 AM WIB. In the event that a student is unable to attend in person, they have the option to participate in online classes throughout the duration of the learning sessions. Despite the attendance of only a few students, the teaching and learning process adheres to the scheduled time, as it has become a predefined commitment.

The instructors, also referred to as facilitators, at Rumah Arab Tutorial Center are required to be alumni of Gontor and hold a postgraduate degree (S2) in Arabic Language Education from UIN (State Islamic University) Imam Bonjol Padang. The number of instructors corresponds to the number of levels, with one instructor assigned to each level.

The Arabic language learning program at this institution has a comprehensive focus on developing Arabic language skills in its students. In the insha' aspect, the learning objectives emphasize students' ability to compose sentences and convey inspiration through written work, creating a foundation for creativity in language mastery²³. Furthermore, the aim of nahwu learning is to equip students with linguistic rules, stimulate logical thinking, and deepen understanding of Arabic language structures to strengthen reading, speaking and writing abilities²⁴.

On the other hand, the objectives of sharf learning emphasize understanding the meaning of words correctly, developing attention and systematic thinking patterns, and forming correct language habits²⁵. Furthermore, Maharam Kalam's learning objectives focus on the ability to speak fluently, clearly and responsibly, while forming critical listening and good language habits²⁶. Thus, the overall learning objectives reflect a holistic

²³ Mohammad Sofi Anwar, "Desain Strategi Pembelajaran Maharah Al Kalam Wa Al Kitabah Berbasis Promosi Produk Di Era Modern," *Jurnal Ilmiah Iqra'* 17, no. 1 (2023): 22–38.

²⁴ Ade Arip Ardiansyah and Azhar Muhammad, "Implementation of Integrative Arabic Grammar (Nahwu & Sharaf) Curriculum in Islamic Boarding School," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 3 (December 31, 2020): 211–28, <https://doi.org/10.22219/jiz.v3i3.13264>.

²⁵ Siti Durotun Naseha and Muassomah Muassomah, "Model pembelajaran Ilmu Sharaf dengan menggunakan metode Inquiry dan metode Snowball Tashrif," *Alfazuna : Jurnal Pembelajaran Bahasa Arab dan Kebahasaaraban* 3, no. 1 (June 12, 2019): 105–22.

²⁶ Renni Hasibuan, Muhammad Jundi, and Zaki Abouelnasr Elbaghdadi, "Al Samātu Al Lughowiyātu Lil Arobiyyati Fil Ma'had Al Islāmi Dirōsatu Hālāti Fi Ma'hadi Al 'Ashri Bil Indōnīsiyyā,"

effort in forming comprehensive Arabic language competence in students at Tutor Rumah Arab Padang.

Material

Rumah Arab Padang has a structured and focused learning approach for each level. The material used for each level is different, with books compiled by authors who are competent in their fields and lecturer Lipia. Level 1 focuses on Arabic speaking skills by using the book "العربية التطبيقية الميسرة," while Level 2 focuses on mastering the basic rules for reading books or books in Arabic through the book "*4 Langkah Tepat Membaca Kitab Arab Metode Lisani*". In addition, the learning design for each level shows careful planning with an emphasis on specific materials and relevant exercises. Having a final learning target in early December provides clear direction and responsibility to students and instructors. This creates an organized and purposeful learning atmosphere.

The instructional approach at Rumah Arab Padang reflects a thoughtful implementation of language learning theories. The differentiation in materials and emphasis on specific skills for each level aligns with the principles of proficiency-based instruction²⁷. Level 1's concentration on Arabic speaking skills suggests an immersive and communicative language teaching approach, likely drawing inspiration from communicative language teaching (CLT) theories²⁸. On the other hand, Level 2's focus on mastering the basic rules for reading Arabic books, may incorporate elements of the audiolingual method or traditional grammar-translation methods, considering systematic rule learning for improved reading proficiency²⁹. Overall, the structured approach at Rumah Arab Padang appears to integrate various language teaching theories, creating a comprehensive and tailored learning experience for students at different proficiency levels.

Furthermore, Tutoring Rumah Arab Padang provides flexibility to students who are unable to attend by providing online class options during learning. This reflects an effort to ensure that learning continues efficiently and students can continue to follow the material even in situations where it is not possible to be physically present. Overall, this approach shows a commitment to providing a learning experience that is holistic and responsive to student needs³⁰.

Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab 6, no. 2 (November 12, 2023): 127–44, <https://doi.org/10.38073/lughawiyat.v6i2.1088>.

²⁷ Renni Hasibuan and Muhammad Jundi, "Crafting Success: Creative Management Techniques for Darul Ulum Sipaho Islamic Boarding School's Arabic Language Learning Program Implementation," *Kitaba* 1, no. 3 (November 30, 2023): 135–46, <https://doi.org/10.18860/kitaba.v1i3.24218>.

²⁸ Julie Liu and Erica C. Fischer, "Review of Large-Scale CLT Compartment Fire Tests," *Construction and Building Materials* 318 (February 7, 2022): 126099, <https://doi.org/10.1016/j.conbuildmat.2021.126099>.

²⁹ Anwar, "Desain Strategi Pembelajaran Maharah Al Kalam Wa Al Kitabah Berbasis Promosi Produk Di Era Modern."

³⁰ Muhammad Jundi and Renni Hasibuan, "Enhancing Arabic Language Proficiency among Students: A Case Study of Language Matriculation Strategies at Al-Hasyimiyah Darul Ulum Sipaho Islamic Boarding School," *Kilmatuna: Journal Of Arabic Education* 3, no. 2 (October 31, 2023): 114–29, <https://doi.org/10.55352/pba.v3i2.619>.

Method

The Arabic learning method applied at Rumah Arab Padang prioritizes a direct or *mubasyarah* approach. The learning steps which include an introduction, delivery of material, practice speaking in Arabic, and closing activities show a structured learning approach and pay attention to clear steps. Although there are efforts to use Arabic directly, teachers also provide translation when necessary, demonstrating ease in presenting material according to students' needs.

Furthermore, the use of learning methods is still based on traditional approaches, where the *mubasyarah* method tends to be the main choice. However, it is important to note that the use of methods in learning must be responsive to the capacity of educators, the quality of students, the material being taught, and supporting media³¹. Therefore, increasing the variety of learning methods and adapting them to student needs can enrich the Arabic language learning process³².

Finally, the conclusion that can be drawn is that the purpose of using learning methods is to facilitate the process and results of student learning. However, the need to adapt methods in line with developments over time and student needs is a challenge in itself. Therefore, there is a need for innovation in learning methods so that learning Arabic can be more effective and in line with the demands of the times that continue to develop³³.

Media

At Rumah Arab Padang, the facilities supporting teaching and learning activities are still very simple. Especially in terms of learning media, use is generally limited to the blackboard as the main tool. However, there are some instructors who sometimes use electronic media, such as sharing PowerPoint presentations via WhatsApp groups, to support the learning process.

In the author's analysis, the lack of facilities is considered unfortunate. As we know, the existence of learning media can make a significant contribution to increasing the effectiveness of the learning process³⁴. Therefore, policies to further improve learning facilities, including a wider variety of learning media, are considered as steps that can have a positive impact in achieving the desired learning goals³⁵.

³¹ M Husni Arsyad, "Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa," *Jurnal Shaut Al-Arabiyyah* 7, no. 1 (2019): 13–30.

³² Hasibuan, Haerullah, and Machmudah, "TPACK dalam Pembelajaran Bahasa Arab (Studi Implementasi dan Efektivitas)."

³³ Moh Fery Fauzi, Miftahul Fadliah Buhun, and Agus Purwadi, "The Influence of Teams Games Tournament (TGT) toward Students' Interest in Arabic Language Learning," *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 2, no. 2 (November 19, 2019): 135–48, <https://doi.org/10.22219/jiz.v2i2.9986>.

³⁴ Renni Hasibuan, Laily Fitriani, and Abdul Aziz, "Application of Jigsaw Strategy with Crossword Puzzle Media in Reading Skill Learning," *Al-Uslub: Journal of Arabic Linguistic and Literature* 7, no. 02 (July 8, 2023): 207–18, <https://doi.org/10.30631/al-uslub.v7i02.152>.

³⁵ Devi Afriyuni Yonanda, Yuyu Yuliati, and Dudu Suhandi Saputra, "Development of Problem-Based Comic Book as Learning Media for Improving Primary School Students' Critical Thinking Ability," *Elementary School Forum (Mimbar Sekolah Dasar)* 6, no. 3 (December 2019): 341–48.

In addition, along with advances in technology, the use of various media, both technological³⁶ and non-technological, can significantly improve the quality of learning and the level of student engagement³⁷. Therefore, strategic steps to improve learning facilities, including more diverse types of learning media, are considered important efforts to support the achievement of desired learning goals³⁸.

Evaluation

At this institution, learning evaluation is only carried out at the end of the semester using oral and written evaluation methods for each level. However, according to the author's analysis, it would be more optimal if the evaluation was also carried out at the beginning of the learning meeting. This aims to find out the extent of progress experienced by students and provide an initial picture regarding their level of understanding and needs³⁹. Thus, initial evaluation can be a more proactive tool in helping teachers develop more targeted learning strategies according to students' needs.⁴⁰

The importance of evaluation in the Arabic language learning process reflects its critical role in measuring the success of achieving learning objectives⁴¹. Evaluation is not only a tool for measuring final achievement, but also as an instrument for gaining a deeper understanding of students' progress during learning⁴². In this context, evaluation of Arabic language learning must be directed at a systematic and comprehensive process. Systematic refers to regularity and a clear plan in carrying out evaluations, while comprehensive emphasizes the overall aspect of measuring various abilities and aspects of learning, not only limited to cognitive understanding, but also involving speaking, listening, writing and reading skills⁴³. Therefore, the evaluation process must be designed carefully,

³⁶ Zaharo Zaharo, Laily Fitriani, and Renni Hasibuan, "Optimizing Arabic Reading Comprehension Skills through the Quizizz App: An Interactive Learning Breakthrough for Higher Education," *Dzihni: Jurnal Pendidikan Bahasa Arab, Linguistik Dan Kajian Literatur Arab* 2, no. 01 (June 4, 2024), <https://ejournal.unia.ac.id/index.php/dzihni/article/view/1643>.

³⁷ Mahyudin Ritonga, Alwis Nazir, and Sri Wahyuni, *Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi Dalam Dialektika Revolusi Industri 4.0* (Deepublish, 2020).

³⁸ Renni Hasibuan and Laily Fitriani, "Innovative Approach to Reading Skill Development: Jigsaw Strategy and Crossword Puzzle Media," *Journal of Arabic Language Learning and Teaching (JALLT)* 1, no. 2 (December 12, 2023), <https://doi.org/10.23971/jallt.v1i2.98>.

³⁹ Zelika Afaria, "Pengaruh Program Matrikulasi Terhadap Kemampuan Berbahasa Arab Mahasiswa Baru Pendidikan Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2020): 101–11.

⁴⁰ Zaharo et al., "Al-Ibtikār al-Hadīṣ fi al-Taḳyīm al-Takwīnī: Istifādatu min al-Ṣuwari al-Muwalladah bi al-Ḍakā' al-Iṣṭinā'i fi Taḳyīm Maḥārah al-Kalām li al-Luḡah al-Arabiyyah: الابتكار الحديث في التقييم التكويني: استفادة من الصور المولدة بالذكاء الاصطناعي في تقييم مهارة الكلام للغة العربية," *Al-Madrasah: Jurnal Pendidikan, Pembelajaran dan Kebudayaan* 1, no. 1 (April 29, 2024): 14–37.

⁴¹ M. Abdul Hamid, *Mengukur Kemampuan Bahasa Arab: Untuk Studi Islam* (Malang: UIN-Maliki Press, 2013), <http://repository.uin-malang.ac.id/1264/>.

⁴² Renni Hasibuan and Muhammad Jundi, "إدارة البيئة العربية: تحليل تنفيذ الترغيب والترهيب في معهد دار," *Islamic Manuscript of Linguistics and Humanity* 5, no. 2 (December 13, 2023): 76–95, <https://ejournal.uinib.ac.id/jurnal/index.php/imlah/article/view/7677>.

⁴³ Muhammad Lukman Arifianto et al., *Evaluasi Pembelajaran Dan Pengembangan Tes Interaktif Bahasa Arab*, ed. Muhammad Lukman Arifianto (Tonggak Media, 2021), <https://repository.um.ac.id/1517/>.

including determining assessment criteria that are appropriate and relevant to the desired Arabic language learning objectives.⁴⁴

Supporting Strategies for Arabic Learning at the Rumah Arab Padang

Based on the results of interviews with the founder of Rumah Arab Padang, it was revealed that the tutoring implemented a number of supporting strategies aimed at improving the students' Arabic language skills. The first strategy involves memorizing five mufradats for each meeting, where students are required to memorize and create sentences from these mufradats to ensure their understanding. Furthermore, if there is a lack of understanding of the meaning of mufradat, the instructor provides an explanation in English, which is the second strategy to ensure student understanding.

The third strategy involves memorizing five Uslub (language styles) each meeting, which helps students internalize Arabic expressions commonly used in everyday life. Furthermore, in this institution involves conversation (Hiwar) after each lesson, helping students to practice directly and apply the material they have learned. Finally, students are required to make an essay (Insya') from the mufradat, uslub, and hiwar that they have studied previously, which is the fifth strategy that creates a holistic learning experience.

It is hoped that the implementation of the strategies outlined above will be able to provide a holistic and effective approach to the Arabic language learning process. Thus, this strategy not only aims to provide a basic understanding of the elements of the Arabic language, but also to provide a solid foundation for students' abilities in various aspects, such as understanding, communicating and applying Arabic in the context of daily needs⁴⁵.

CONCLUSION

Based on the results and discussion above, it can be concluded that the Arabic language learning strategy at Rumah Arab Padang emphasizes a commitment to developing holistic Arabic language skills in its students. By paying special attention to four aspects of learning, namely insha', nahwu, sharf, and Maharah Kalam. Rumah Arab Padang creates a learning approach that is comprehensive and focused on student needs according to their ability level. Even though there are limitations in learning facilities and media, this institution tries to provide flexibility to students by offering online class options, showing commitment to the smooth learning process in various situations.

Furthermore, the learning approach at Rumah Arab Padang reflects the implementation of learning theories that focus on specific skills for each level. Even though there is a tendency to use traditional methods, such as the mubasyarah method, it should be noted that adapting learning methods to suit current developments and students' needs is a challenge in itself. Therefore, this research highlights the need for innovation in learning methods to increase the effectiveness of Arabic language learning and adapt to the demands of the ever-evolving times.

⁴⁴ Dina Indriana, "Evaluasi Pembelajaran Dan Penilaian Autentik Dalam Pembelajaran Bahasa Arab," *Al-Ittihad : Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 10, no. 2 (December 31, 2018): 34–52, <https://doi.org/10.32678/al-ittihad.v10i02.1245>.

⁴⁵ Arsyad, "Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa."

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