

## ARABIC DISCUSSION FORUM AS A MEDIUM FOR DEVELOPING COMMUNICATIVE COMPETENCE AMONG SANTRIWATI AT PONDOK MODERN DARUSSALAM GONTOR PUTRI 1

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### ABSTRAK

*This study investigates the role of the Arabic Discussion Forum as a medium for developing communicative competence among santriwati at Pondok Modern Darussalam Gontor Putri 1. Employing a qualitative case study design, the research explores how discussion-based activities contribute to students' Arabic communicative development within the pesantren language environment. Data were collected through participant observation, semi-structured interviews, and document analysis involving santriwati, language supervisors, and dormitory coordinators. The findings reveal that the Arabic Discussion Forum significantly contributes to the development of linguistic, sociolinguistic, discourse, and strategic competence. The forum provides authentic communicative situations that encourage students to negotiate meaning, express opinions, organize arguments, and interact spontaneously in Arabic. Furthermore, the forum enhances students' confidence, reduces speaking anxiety, and strengthens willingness to communicate actively. The effectiveness of the forum is strongly supported by the pesantren's Arabic-speaking environment, which integrates formal instruction with daily communicative interaction.*

### ABSTRAK

*Penelitian ini mengkaji peran Arabic Discussion Forum sebagai media pengembangan kompetensi komunikatif santriwati di Pondok Modern Darussalam Gontor Putri 1. Penelitian menggunakan desain studi kasus kualitatif untuk mengeksplorasi kontribusi aktivitas berbasis diskusi terhadap perkembangan kemampuan komunikatif bahasa Arab santriwati dalam lingkungan bahasa pesantren. Data dikumpulkan melalui observasi partisipatif, wawancara semi-terstruktur, dan analisis dokumen yang melibatkan santriwati, pembimbing bahasa, dan koordinator asrama. Hasil penelitian menunjukkan bahwa Arabic Discussion Forum berkontribusi signifikan terhadap pengembangan kompetensi linguistik, sosiolinguistik, wacana, dan strategis. Forum diskusi menyediakan situasi komunikasi autentik yang mendorong santriwati melakukan negosiasi makna, menyampaikan pendapat, menyusun argumen, dan berinteraksi secara spontan menggunakan bahasa Arab. Selain itu, forum diskusi meningkatkan rasa percaya diri, mengurangi kecemasan berbicara, dan memperkuat kemauan berkomunikasi aktif. Efektivitas forum didukung kuat oleh lingkungan berbahasa Arab di pesantren yang mengintegrasikan pembelajaran formal dengan interaksi komunikatif sehari-hari.*

**Kata Kunci:** Arabic Discussion Forum, Kompetensi Komunikatif, Pembelajaran Bahasa Arab, Pesantren

## INTRODUCTION

Arabic occupies a strategic position within Islamic boarding school education in Indonesia, particularly in modern pesantren that integrate religious instruction with intensive foreign language acquisition. In this context, Arabic is not merely taught as a formal subject but is also employed as a medium of daily communication, intellectual interaction, and institutional culture (Musgamy, A., & Rusydi, M. 2024). Consequently, Arabic learning in pesantren has gradually shifted from a grammar-oriented approach toward communicative language learning that emphasizes students' ability to use language meaningfully and contextually in authentic situations. Communicative competence, therefore, becomes a central objective in Arabic language instruction because language mastery is measured not only by grammatical knowledge but also by the ability to communicate effectively in social contexts (Kholis & Mustofa, 2024).

Recent studies on Arabic language learning demonstrate a growing emphasis on communicative and interaction-based pedagogy. The communicative approach highlights meaningful interaction, collaborative dialogue, and active participation as essential components of language acquisition (Mubarok, N. F. 2026). In Arabic education, this approach is increasingly associated with the creation of *bi'ah lughawiyah* (language environment), which enables students to practice the target language continuously in both formal and informal settings (Fitri et al., 2026). Several scholars argue that the success of Arabic learning in Islamic boarding schools is strongly influenced by the intensity of linguistic interaction, the consistency of language discipline, and the existence of social environments that encourage spontaneous communication among students (Hamid et al., 2024).

One of the communicative activities frequently implemented in modern pesantren is the Arabic Discussion Forum, a structured discussion activity conducted regularly using Arabic as the primary medium of interaction. This activity functions not only as speaking practice (*mahārah al-kalām*) but also as a pedagogical space that encourages students to negotiate meaning, express arguments, develop critical thinking, and build confidence in oral communication (Light, J., & McNaughton, D. 2014). Through discussion-based interaction, students are exposed to authentic communicative situations in which language is used dynamically rather than memorized mechanically. Previous research indicates that collaborative discussion activities contribute significantly to improving speaking fluency, communicative confidence, vocabulary retention, and students' willingness to communicate in the target language (Candrawati & Juliani, 2026).

At Pondok Modern Darussalam Gontor Putri 1, weekly Arabic discussion activities constitute an integral part of the institutional language culture, particularly for fifth-grade santriwati. As one of the leading modern Islamic boarding schools in Indonesia, Gontor Putri 1 consistently promotes bilingual discipline through structured language programs that integrate classroom learning with extracurricular communicative practices. The Arabic Discussion Forum serves as a medium through

which santriwati actively engage in exchanging ideas, presenting opinions, and interacting socially in Arabic within a disciplined language environment. This phenomenon reflects how non-classroom activities may function as an “invisible curriculum” that supports communicative language acquisition through habitual interaction and social participation (Haq et al., 2025).

Although numerous studies have discussed Arabic language environments, communicative approaches, and bilingual education in pesantren, research specifically examining Arabic discussion forums as a medium for developing communicative competence among santriwati remains limited. Existing studies tend to focus more broadly on curriculum management, language policy, or general language environment implementation rather than on the communicative dynamics occurring within structured discussion activities (Silviyanti et al., 2024). Therefore, this study seeks to fill this gap by investigating how the Arabic Discussion Forum contributes to the development of communicative competence among fifth-grade santriwati at Gontor Putri 1. This research is expected to contribute theoretically to communicative Arabic pedagogy and practically to the development of language programs in Islamic boarding schools.

Accordingly, this study aims to analyze the implementation of the Arabic Discussion Forum and its role in developing communicative competence among fifth-grade santriwati at Gontor Putri 1. The study particularly focuses on the forms of discussion activities, communicative interaction patterns, and the contribution of these activities to students’ Arabic speaking development within the pesantren environment.

## RESEARCH METHOD

This study employed a qualitative case study design to investigate how the Arabic Discussion Forum functions as a medium for developing communicative competence among santriwati at Pondok Modern Darussalam Gontor Putri 1. A qualitative approach was considered appropriate because the research focused on exploring participants’ language experiences, interactional practices, and communicative behavior within a natural educational setting. Qualitative inquiry enables researchers to understand social and linguistic phenomena contextually and holistically, particularly in language-learning environments that emphasize interaction and meaning negotiation (Creswell & Poth, 2021). Furthermore, case study research allows an in-depth examination of a bounded system, especially when investigating communicative activities embedded in institutional culture and language environments. Recent studies on Arabic language learning in pesantren have also emphasized the importance of interaction-based environments in strengthening learners’ communicative competence and language acquisition processes (Hamid et al., 2024).

The research site was selected purposively because the institution consistently implements Arabic-speaking programs and discussion-based activities as part of its language discipline system. The participants consisted of santriwati actively involved in the Arabic Discussion Forum program, Arabic language supervisors, and dormitory language coordinators. The participants were chosen using purposive sampling to ensure

that they possessed direct experience and intensive engagement with the discussion forum activities. According to Merriam and Tisdell (2021), purposive sampling is suitable for qualitative studies that aim to obtain rich and information-dense data from participants who understand the investigated phenomenon deeply. In communicative language learning, interactive discussion activities are considered effective in encouraging students to negotiate meaning, practice spontaneous speaking, and improve communicative confidence (Al-Saida et al., 2024).

Data were collected through participant observation, semi-structured interviews, and document analysis. Participant observation was conducted during Arabic Discussion Forum sessions to identify patterns of interaction, speaking strategies, language use, participation intensity, and communicative responses among santriwati. Semi-structured interviews were administered to explore participants' perceptions regarding the effectiveness of discussion forums in enhancing speaking ability, vocabulary mastery, fluency, confidence, and communicative interaction. Meanwhile, document analysis involved reviewing institutional language policies, discussion materials, forum schedules, and evaluation documents related to Arabic language activities. The triangulation of these techniques was intended to enhance the credibility and trustworthiness of the findings. Previous studies have shown that communicative Arabic learning environments require multidimensional data collection because communicative competence develops through both formal instruction and informal interactional practices (Sanusi et al., 2024).

Table 1. Research Participants and Their Roles

<i>Participant Code</i>	<i>Role</i>	<i>Number</i>	<i>Involvement in Arabic Discussion Forum</i>
ST	Santriwati	15	Active participants
LS	Language Supervisors	3	Forum facilitators
DC	Dormitory Coordinators	2	Language policy controllers

The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2020), which includes data condensation, data display, and conclusion drawing. First, the researcher organized and reduced the collected data based on themes related to communicative competence, including linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. Second, the categorized data were displayed narratively and thematically to identify recurring patterns and relationships among participants' communicative practices. Finally, conclusions were drawn continuously throughout the research process by interpreting the meanings emerging from observations, interviews, and documents. To ensure validity, the researcher applied source triangulation, technique triangulation, prolonged engagement, and member checking. These procedures are essential in qualitative

research to maintain the accuracy and consistency of interpretation (Miles et al., 2020). Moreover, communicative competence research in Arabic language education increasingly highlights the need for contextual and interaction-centered analysis to capture authentic language use among learners (Mursyidan et al., 2025).

## RESULTS

The findings of this study demonstrate that the Arabic Discussion Forum significantly contributed to the development of santriwati's communicative competence at Pondok Modern Darussalam Gontor Putri 1. The discussion forum functioned not merely as an extracurricular linguistic activity but as an interactive communicative space that encouraged students to practice Arabic actively in authentic contexts. Based on classroom observations and participant interviews, the forum created opportunities for santriwati to negotiate meaning, exchange ideas, respond spontaneously, and express opinions confidently using Arabic. These findings support the argument that communicative competence develops effectively when learners are immersed in interaction-centered language environments rather than grammar-oriented instruction alone (Al Janadbah & Al Sharef, 2024).

Table 2. Indicators of Communicative Competence Observed

<i>Competence Type</i>	<i>Indicators Found in Discussion Forum</i>
<i>Linguistic Competence</i>	Vocabulary mastery, pronunciation, grammar use
<i>Sociolinguistic Competence</i>	Politeness strategies, contextual expressions
<i>Discourse Competence</i>	Coherent argumentation, turn-taking
<i>Strategic Competence</i>	Clarification requests, paraphrasing, code negotiation

The first major finding revealed that the Arabic Discussion Forum improved students' linguistic competence, particularly vocabulary mastery, sentence construction, pronunciation accuracy, and fluency in oral communication. Santriwati demonstrated gradual improvement in producing longer utterances and reducing dependence on Indonesian during discussions. Regular exposure to argumentative and thematic discussions encouraged participants to acquire new vocabulary contextually and apply grammatical structures more naturally. Several participants stated that the discussion sessions helped them speak Arabic more spontaneously because they became accustomed to hearing and responding to peers' arguments in real-time interactions. This finding aligns with previous studies asserting that communicative Arabic learning environments facilitate language acquisition through continuous exposure, interaction, and output production (Hamid et al., 2024).

The second finding indicated that the discussion forum strengthened sociolinguistic and discourse competence among santriwati. Students learned how to maintain conversations, manage turn-taking, express agreement or disagreement politely, and adapt language use according to discussion contexts. During forum activities, participants employed various communicative strategies such as clarification requests, repetition, paraphrasing, and code negotiation to sustain interaction. These

communicative practices reflected the development of strategic competence as proposed by Canale and Swain's communicative competence framework. Furthermore, the discussion forum trained students to organize ideas coherently and deliver arguments systematically, which enhanced their discourse competence in Arabic communication. Similar findings were identified in recent studies emphasizing that interactive discussion-based learning environments play a central role in fostering communicative awareness, interpersonal communication, and social interaction skills (Al-Saida et al., 2024).

Another important finding showed that the Arabic Discussion Forum fostered students' confidence and willingness to communicate in Arabic. Initially, many participants experienced anxiety and fear of making grammatical mistakes during oral interaction. However, the collaborative atmosphere within the forum gradually reduced psychological barriers and encouraged active participation. The forum normalized mistakes as part of the learning process, enabling students to focus more on meaning negotiation rather than linguistic perfection. Observational data revealed that students became increasingly willing to initiate conversations, ask questions, and defend opinions publicly in Arabic. This finding confirms that communicative competence is closely associated with affective factors, especially confidence, interactional support, and authentic communicative engagement (Mursyidan et al., 2025).

The findings also revealed that the effectiveness of the Arabic Discussion Forum was strongly supported by the pesantren language environment. The integration between formal classroom instruction and informal dormitory interaction created a sustainable Arabic-speaking ecosystem that reinforced communicative practices beyond scheduled discussion sessions. Language discipline, peer correction, vocabulary enrichment programs, and daily Arabic interaction strengthened students' exposure to meaningful linguistic input and communicative output. In this context, the discussion forum functioned as a bridge connecting theoretical language learning with authentic communicative application. This supports recent research emphasizing that pesantren language environments contribute substantially to communicative competence development because they integrate structured instruction with real-life interactional experiences (Hamid et al., 2024).

Table 3. Students' Perceived Impacts of Arabic Discussion Forum

<i>Theme</i>	<i>Students' Responses</i>
<i>Increased Confidence</i>	"I became more confident speaking Arabic publicly."
<i>Vocabulary Improvement</i>	"Discussion helped me learn contextual vocabulary."
<i>Communication Strategy</i>	"I learned how to respond when I forgot vocabulary."
<i>Interaction Skills</i>	"I can maintain longer conversations in Arabic."

Finally, this study found that the Arabic Discussion Forum represents an effective communicative pedagogical model in pesantren-based Arabic education. Unlike

conventional teacher-centered instruction, the forum positioned students as active communicators who collaboratively constructed meaning through dialogue and interaction. The novelty of this finding lies in positioning discussion forums not merely as supplementary speaking exercises but as institutionalized communicative ecosystems capable of integrating linguistic competence, sociolinguistic awareness, discourse management, and strategic communication simultaneously. Therefore, the Arabic Discussion Forum may serve as an alternative model for strengthening communicative Arabic learning in Islamic boarding schools and other Arabic educational institutions. This finding corroborates recent studies highlighting that communicative and contextual approaches in Arabic learning are more effective in developing holistic communicative competence than traditional text-centered approaches (Haq et al., 2025).

## DISCUSSION

The findings of this study indicate that the Arabic Discussion Forum plays a significant role in developing santriwati's communicative competence through interaction-centered learning practices. The forum functioned as a communicative learning environment where students actively negotiated meaning, exchanged ideas, and constructed linguistic understanding collaboratively. This finding confirms the communicative language teaching perspective, which emphasizes that language acquisition develops more effectively through authentic interaction than through isolated grammatical instruction. In the context of pesantren-based Arabic learning, discussion activities encourage students to use Arabic as a medium of communication rather than merely as an academic subject. Consequently, communicative competence emerges through continuous participation in meaningful discourse and social interaction (Rizal, 2024).

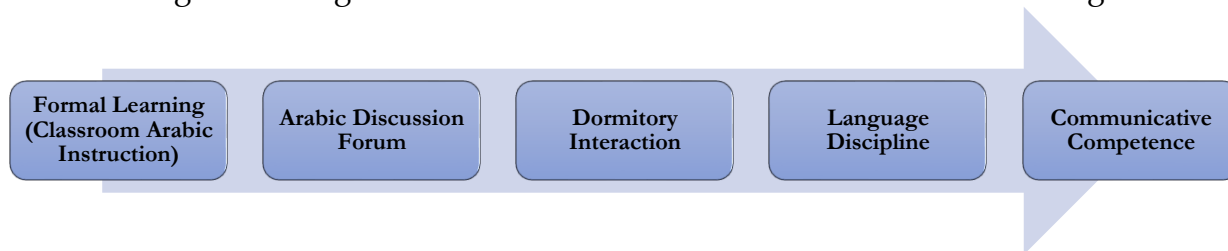
The improvement of students' linguistic competence found in this study demonstrates that repeated communicative exposure contributes significantly to vocabulary acquisition, fluency development, pronunciation accuracy, and spontaneous language production. The Arabic Discussion Forum provided opportunities for santriwati to practice contextual vocabulary and grammatical structures naturally during interactional exchanges. Unlike conventional memorization-based learning, the discussion forum encouraged learners to process language cognitively and socially at the same time. This finding supports second-language acquisition theories which argue that language proficiency develops through comprehensible input and meaningful output generated during interaction. In pesantren settings, the combination of structured discussion and daily Arabic exposure strengthens learners' ability to internalize linguistic forms communicatively (Hamid et al., 2024).

Furthermore, this study found that the Arabic Discussion Forum strengthened sociolinguistic and strategic competence among santriwati. Participants learned how to maintain interaction, manage conversational turns, express disagreement politely, and apply communication strategies when facing linguistic limitations. These findings align with Canale and Swain's communicative competence framework, which emphasizes that

communicative ability involves not only grammatical mastery but also sociolinguistic appropriateness and strategic interactional skills. The discussion forum trained students to adapt language use according to communicative situations while maintaining coherence and interactional continuity. Similar findings were reported in recent studies highlighting that communicative Arabic learning environments improve learners' interpersonal communication and discourse management abilities through collaborative dialogue and group interaction (Fahim & Wijaya, 2026).

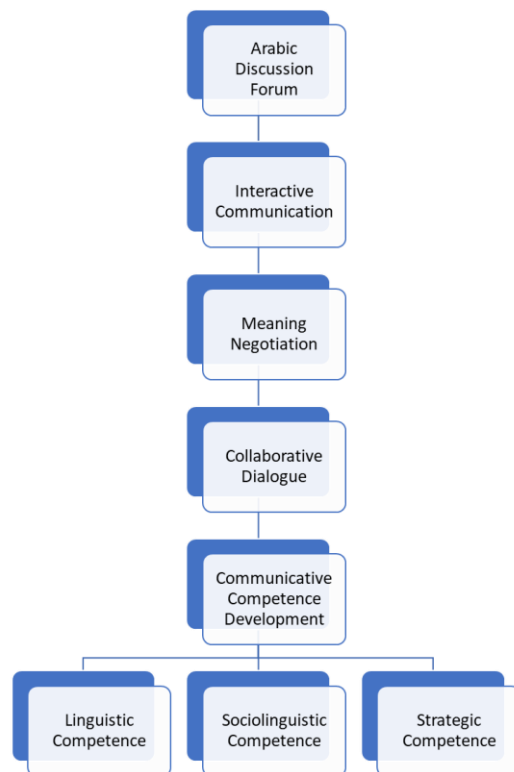
Another important aspect revealed by this study concerns the relationship between communicative competence and affective factors. Initially, many santriwati experienced anxiety, fear of making grammatical mistakes, and lack of confidence during Arabic interaction. However, the collaborative atmosphere of the discussion forum gradually reduced psychological barriers and encouraged active participation. This finding confirms that communicative competence is not solely determined by linguistic knowledge but is also influenced by learners' confidence, motivation, and willingness to communicate. The forum normalized errors as part of the learning process, allowing students to focus more on interactional meaning than grammatical perfection. Such conditions created a psychologically supportive environment that facilitated communicative risk-taking and active engagement in Arabic communication (Rabby, 2024).

Figure 1. Integration between Formal and Informal Arabic Learning



The findings also emphasize the importance of the pesantren language environment in supporting communicative competence development. The Arabic Discussion Forum became effective because it was integrated into a broader institutional ecosystem characterized by language discipline, peer interaction, vocabulary enrichment programs, and daily Arabic communication. This integration enabled students to transfer communicative practices from formal discussion sessions into informal social interactions within dormitory life. Therefore, communicative competence was shaped not only through classroom activities but also through sustained linguistic immersion within the pesantren environment. Previous studies similarly argue that Arabic acquisition in pesantren is accelerated when formal instruction is supported by intensive language exposure and interactional consistency in daily life (Hamid et al., 2024).

Figure 2. Arabic Discussion Forum as a Communicative Ecosystem



The novelty of this study lies in positioning the Arabic Discussion Forum not merely as a supplementary speaking activity but as a communicative ecosystem that simultaneously integrates linguistic, sociolinguistic, discourse, and strategic competence within pesantren-based Arabic education. Previous studies generally focused on communicative methods, muhadatsah activities, or language environments separately. In contrast, this study demonstrates that discussion forums function as integrative pedagogical spaces where communicative competence develops holistically through collaborative interaction, institutional language culture, and continuous communicative practice. This finding contributes theoretically to communicative Arabic pedagogy and practically offers an alternative model for strengthening Arabic communicative competence in Islamic boarding schools and other Arabic educational institutions. Moreover, the study reinforces the argument that contextual and interaction-oriented Arabic learning models are more effective in preparing learners for authentic communication than teacher-centered and text-oriented approaches (Haq et al., 2025).

Table 4. Novelty Positioning of the Study

<i>Previous Studies</i>	<i>Focus</i>	<i>Gap</i>	<i>Contribution of This Study</i>
<i>Muhadatsah Studies</i>	Speaking practice	Limited interactional analysis	Discussion forum as communicative ecosystem

<i>Language Environment Studies</i>	Daily language exposure	Lack of structured interaction focus	Integration of forum and language culture
<i>Communicative Approach Studies</i>	Teaching method	Less pesantren contextualization	Contextual communicative model in pesantren

## CONCLUSION

This study concludes that the Arabic Discussion Forum at Pondok Modern Darussalam Gontor Putri 1 functions as an effective communicative learning medium for developing santriwati's communicative competence in Arabic. The forum does not merely facilitate speaking practice but creates an interaction-based linguistic ecosystem where students actively negotiate meaning, construct arguments, respond spontaneously, and engage in authentic communication. Through continuous participation, santriwati demonstrated improvement in linguistic, sociolinguistic, discourse, and strategic competence. Students learned to manage conversations, organize arguments coherently, employ communication strategies, and adapt language use according to social contexts.

The integration of discussion forums with institutional language discipline and daily Arabic interaction created a comprehensive communicative environment that strengthened learners' confidence and willingness to communicate. Thus, communicative competence was shaped simultaneously through pedagogical practice, social interaction, and linguistic immersion. The novelty of this study lies in positioning the Arabic Discussion Forum as a holistic communicative ecosystem rather than merely a supplementary speaking activity. This research contributes theoretically to communicative Arabic pedagogy by expanding understanding of how interaction-centered forums can operationalize communicative competence comprehensively in Islamic boarding school education. Practically, Arabic educational institutions, particularly pesantren, should strengthen interactive and discussion-based learning programs as part of their formal language policy to sustain students' communicative exposure beyond classroom instruction.

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