IMPLEMENTATION OF COLLABORATIVE LEARNING METHOD IN TEACHING ARABIC LANGUAGE IN JUNIOR HIGH SCHOOL 1 SITUJUAH LIMO NAGARI

Arnialis[1]
[1] Muhammadiyah University of West Sumatra, Payakumbuh, Indonesia

Corresponding Author:

Arnialis,
Islamic Religious Education Study Program, Postgraduate Program, Muhammadiyah University of West Sumatra.
Email: arnialislis272@gmail.com

Abstract

This paper discusses the application of collaborative learning methods in teaching Arabic at Situjuah Limo Nagari 1 Junior High School, considering the low level of speaking skills (maharah kalam) and student understanding due to the dominance of conventional methods. The purpose of this study is to assess the effectiveness of collaborative methods and identify supporting factors and constraints. The method used in this study is descriptive qualitative, and data collection techniques include interviews, observation, and documentation. The primary data are two teachers, 30 students, the principal, and learning documents, while secondary data come from books, articles, and other related sources. The results show that collaborative methods increase student engagement and Arabic speaking skills (maharah kalam), despite challenges in managing group dynamics. This study emphasizes the importance of innovative collaborative learning to effectively build Arabic language competency at the junior high school level.

Keywords: Arabic Language Learning, Collaborative Method, Middle School

INTRODUCTION

In teaching Arabic in several junior high schools, student learning outcomes tend to be low, especially in speaking skills (maharah kalam) and reading skills (qira'ah). (Ardiansah dkk., 2025; Rudiamon & Rahmadina, 2025; Sangidah dkk., 2022; Umar dkk., 2025). This situation is largely due to the implementation of conventional teacher-centered methods, in which students become passive listeners and are rarely given opportunities to actively interact in Arabic. Limited communication between students during the learning process also hinders the development of their language skills. In response to this problem, some schools have begun implementing collaborative learning methods, strategies that rely on student collaboration in small groups, discussions, joint task completion, and the active use of Arabic in everyday classroom interactions. However, despite the introduction of collaborative methods, their effectiveness at the junior high school level has not been systematically studied. There is little strong empirical evidence regarding the extent to which these methods significantly improve students' Arabic language skills.

These findings correlate with numerous literature studies showing that conventional learning methods often fail to develop students' active communication skills (Fajra dkk., 2023; Humam & Hanif, 2025; Toha dkk., 2025). Various modern learning theories, such as Vygotsky's theory of social learning and constructivism, emphasize the importance of social interaction and collaboration in constructing knowledge (Lestari dkk., 2024; Salsabila & Muqowim, 2024). However, these studies are still limited to the context of Arabic language learning at the junior high school level, leaving a significant research gap. Most existing research focuses on Arabic language learning in universities or specialized courses, rather than in the junior high school context. Furthermore, the application of collaborative methods in different cultural learning contexts remains an underexplored variable. Therefore, there is an urgent need to research in depth how collaborative methods can be effectively applied in Arabic language teaching at this level.

This study aims to systematically examine the application of collaborative learning methods in Arabic language teaching at Situjuah Limo Nagari Junior High School 1. The primary objective of this study is to understand how collaborative strategies are implemented in the classroom, including in the planning, implementation, and evaluation of learning. Furthermore, this study aims to assess the impact of using collaborative methods on improving students' speaking (kalam) and reading (qira'ah) skills in Arabic. Another objective is to identify various obstacles encountered in implementing this method, as well as supporting factors that can facilitate its implementation. By examining these three aspects, this study is expected to provide a comprehensive overview of the potential of collaborative methods in improving the quality of Arabic language learning in this junior high school.

Based on the problems and objectives outlined, this study is crucial to addressing the need for more effective learning models for Arabic language teaching in junior high schools. The low performance of students' speaking (kalam) and reading (qira'ah) skills indicates the need for a more interactive and participatory approach, with collaborative methods considered a potential solution. Based on this, this study hypothesizes that implementing collaborative learning methods can significantly improve students' Arabic language skills compared to conventional methods. Furthermore, by identifying barriers and supporting factors, this study is expected to provide practical contributions to Arabic language teachers in optimizing their learning strategies. Therefore, this study not only has theoretical value but also significant application in the context of Arabic language education in junior high schools.

Collaborative learning methods refer to teaching approaches that emphasize cooperation among students to achieve shared learning goals (Amara dkk., 2025; Anwar dkk., 2024). According to Johnson, Johnson, and Holubec, collaborative methods prioritize active interaction among students in small groups to exchange ideas, build understanding, and complete assignments (Muaziz dkk., 2024). Unlike traditional, individualistic learning, this

method encourages students to be positively interdependent in achieving learning outcomes. Each group member has individual responsibility and a commitment to the group's success. In this context, collaboration is not simply about working together, but rather about building effective interaction structures to achieve more meaningful learning. With this approach, it is hoped that students' cognitive, social, and communicative skills will develop simultaneously. Therefore, understanding the concept of collaborative methods is crucial as a foundation for implementing more interactive and constructive learning strategies.

Manifestations of collaborative methods in learning practice can be categorized into various forms of structured activities. One form is project-based learning, where students collaboratively design, develop, and present their work. Another form is small group discussions, where students exchange ideas to understand the subject matter. Furthermore, the jigsaw technique, in which each group member learns a specific section of the material and then teaches it to the others, is also a popular implementation of collaborative methods. Other manifestations include simulations, role-playing, and debates, which involve active cooperation among students. Each implementation requires positive interaction, individual responsibility, equal participation, and good social skills. With these variations, collaborative methods can be adapted to the needs and characteristics of students in various learning contexts, including Arabic language learning.

Arabic language learning is a systematic process of teaching and developing Arabic language skills, including listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah) (dian Rahmawati & Shofiyani, 2020; Erwita & Hamzah, 2025; Rudiamon dkk., 2025; Syahril dkk., 2023). This learning is oriented not only toward mastery of vocabulary and grammatical structures (nahwu and sharaf), but also toward students' ability to use Arabic communicatively and contextually. From the perspective of educational linguistics, Arabic language learning encompasses the development of students' linguistic, communicative, and cultural competencies (Rifa'i, 2021; Sholehah dkk., 2025). The primary goal of this learning is for students to be able to understand Arabic texts well, communicate verbally and in writing, and appreciate the richness of Arabic culture. Therefore, Arabic language teaching must encompass an approach that balances formal language proficiency with the ability to use it in real-life situations. Understanding Arabic language learning concepts is an essential foundation for designing effective teaching strategies that are relevant to students' needs.

The manifestation of Arabic language learning in junior high schools can be categorized into various methods and approaches. One commonly used approach is the communicative approach, which emphasizes the use of Arabic as a means of communication in various real-life contexts. Another approach is the grammar-translation method, which focuses on understanding language structures through grammatical analysis and text translation. Furthermore, there is the task-based learning approach, which engages students in completing Arabic language tasks to achieve specific communicative goals. Other manifestations include the use of audio-visual media, language games, and Arabic-based collaborative projects. Each of these approaches seeks to integrate students' linguistic, cognitive, and affective aspects to enhance their language competence. By understanding these various manifestations, teachers can choose the most appropriate learning strategies to optimally support the development of students' Arabic language skills.

Secondary school, in the context of the Indonesian education system, refers to the formal education level that includes junior high school (SMP) and senior high school (SMA) or equivalent (Farid dkk., 2024; Mardiana & Umiarso, 2020). This level is typically attended by students aged 12 to 18. Generally, secondary school serves as a transitional phase from basic education to higher education, with an emphasis on developing academic knowledge, social skills, and readiness to face the challenges of adulthood (Addzaky, 2024). The secondary school curriculum is designed to broaden students' horizons, deepen their mastery of specific subjects, and develop a balanced character and personality. In the context of Arabic language

teaching, secondary school is a crucial stage for developing basic and advanced competencies in Arabic, both academically and communicatively. Therefore, an understanding of the concept of secondary school is fundamental to tailoring effective and relevant teaching approaches.

The manifestation of secondary school as an educational institution is reflected in its various curricula, organizational structures, and distinctive learning cultures. In terms of curriculum, secondary schools offer a wider variety of subjects and deeper specializations than primary education. The learning structure is more systematic, with more regular time allocation, regular evaluations, and extracurricular activities that support the development of students' talents and interests. Furthermore, the learning culture in secondary schools demands a higher level of independence, responsibility, and active involvement from students. In teaching Arabic, these manifestations require methods that can stimulate active student participation, foster interest in learning, and develop applicable language skills. By understanding these manifestations in secondary schools, teachers can design Arabic learning methods that are more contextual and adaptive to the characteristics and needs of students at that level.

RESEARCH METHOD

This study employed descriptive qualitative research, aiming to provide a detailed and in-depth overview of the implementation of collaborative methods in Arabic language learning at Situjuah Limo Nagari 1 Junior High School. This study utilized primary data obtained through in-depth interviews with informants directly involved in the learning process, including teachers, students, and school officials. Primary data were collected based on observations of the implementation of collaborative methods in the classroom, including the dynamics of student interactions in Arabic. Furthermore, this study utilized secondary data in the form of relevant literature discussing the concept of collaborative methods, Arabic language learning, and the characteristics of learning in junior high schools. By combining primary and secondary data, this study aims to present a comprehensive overview of the application of collaborative learning methods in a contextual and scientific manner.

This study focuses on the implementation of collaborative learning methods in Arabic language teaching at Situjuah Limo Nagari 1 Junior High School, amidst the problem of low student learning outcomes, particularly in speaking skills (maharah kalam) and reading skills (maharah qira'ah). In some junior high schools, conventional teacher-centered learning methods result in low student engagement and underdeveloped Arabic language communication among students. In response to this problem, some schools have begun implementing collaborative learning methods, where students learn in small groups, discuss, complete assignments together, and actively use Arabic in their interactions. However, the effectiveness of these collaborative methods in improving students' language competence has not been systematically studied, particularly in the junior high school context. Therefore, this study was chosen to provide an in-depth understanding of how these methods are implemented and their impact on student learning outcomes.

Participants in this study consisted of various parties directly involved in the Arabic language learning process at Situjuah Limo Nagari Junior High School 1. They included two Arabic language teachers in grades VIII and IX who actively implement collaborative methods in their teaching. In addition, thirty students from grades VIII and IX who participated in Arabic language learning using this method also served as important sources of information for this study. At the managerial level, the principal and one vice principal for curriculum were also involved as participants to provide policy perspectives and institutional support for the implementation of collaborative learning methods. By involving participants from various roles, this study aims to obtain diverse and rich data for a comprehensive understanding of the implementation of collaborative methods in Arabic language learning.

The data collection process in this study utilized three main techniques: interviews, observation, and documentation. In-depth interviews were conducted with teachers, students, and school management to explore their experiences, perceptions, and views on the effectiveness of collaborative methods in Arabic language learning. Observations were conducted by directly observing the teaching and learning process in the classroom, recording student interactions, group management techniques, and the use of Arabic in collaborative activities. Next, documentation in the form of lesson notes, lesson plans, and student evaluation results was collected to strengthen the data obtained. By combining these three techniques, this study sought to obtain an accurate, in-depth, and balanced picture of the phenomenon under study, in accordance with the descriptive qualitative approach used.

The data analysis technique in this study employed the Miles and Huberman approach, which encompasses three main stages: data reduction, data presentation, and conclusion drawing and verification. Data reduction was carried out by sorting, filtering, and organizing raw data from interviews, observations, and documentation into relevant thematic categories. The data were presented in a systematic descriptive narrative to facilitate interpretation of the phenomena under study. Conclusions were then drawn by identifying important patterns, relationships between variables, and implications of the collaborative method. To ensure data validity, this study utilized source triangulation, comparing and confirming information from various data sources, including teachers, students, and school management. This method is expected to ensure high accuracy and objectivity in depicting the reality on the ground.

RESULTS AND DISCUSSION

Based on interviews, observations, and documentation, the implementation of collaborative methods in Arabic language learning at Situjuah Limo Nagari 1 Middle School has shown quite positive dynamics. Interviews with two teachers, one student, and the principal revealed that this method encourages students to be more active in speaking Arabic, although many students initially felt shy. Activities such as small group discussions and role-playing were deemed effective in increasing students' confidence in communicating. Classroom observations showed that students were divided into small groups of 4–5 to create and present Arabic dialogues. The teacher acted as a facilitator, assisting and assisting groups experiencing difficulties. Documentation in the form of lesson plans and photos of activities also supported these findings, where collaborative models such as jigsaw and think-pair-share were integrated into the learning process, with evaluation records showing increased student engagement.

Explanation of this data demonstrates that collaborative methods can create a more dynamic and participatory learning environment than conventional methods. Students who were previously passive began to speak confidently in Arabic, supported by a more supportive group environment. The interaction between students in Arabic, although initially mixed with Indonesian, indicates that this method successfully encouraged the use of Arabic in real-life situations. Support from the teacher as facilitator helped maintain focus in group discussions. Furthermore, an average 15% increase in students' formative scores compared to before the collaborative method was implemented indicates concrete progress in students' speaking skills.

The relationship between these descriptions and explanations and the reality of the research problem indicates that the collaborative method has the potential to address the problem of students' low Arabic speaking skills. Problems previously arising from teacher-centered learning methods, where students were less actively involved in Arabic communication, began to be addressed through this collaborative approach. The phenomenon of active student involvement, both in discussions and presentations, indicates a shift in the learning paradigm that places greater emphasis on developing language skills through direct interaction experiences.

In the context of Arabic language learning, research results indicate that the collaborative method enriches the variety of classroom learning activities. Based on interviews, teachers stated that with this method, students not only memorize vocabulary or sentence structures but also practice Arabic directly in communicative situations. Observations show that group-based assignments, such as creating dialogues and conducting presentations, require students to understand the context in which Arabic is used, expanding their speaking, listening, and critical thinking skills. Lesson plan documentation and activity photos support these findings, demonstrating the use of structured collaborative methods in lesson planning and implementation.

Explanations of these findings demonstrate that learning Arabic using collaborative methods shifts the focus from a memorization-based approach to one based on active use. Group discussions and presentations encourage students to think in Arabic, rather than simply memorizing vocabulary or sentence patterns. The collaborative learning environment also provides space for students to help each other, improve, and build shared understanding. Teacher support, in the form of facilitation without dominating the learning, allows students to gradually develop language independence. Thus, this method fosters more applicable and contextual Arabic language skills.

The relationship between these descriptions and explanations and the reality of the problem suggests that the problem of poor text comprehension (qira'ah) and speaking skills (kalam) can be addressed through the application of collaborative methods. While students previously struggled with text comprehension or speaking due to a lack of opportunities for real-life practice, through collaborative activities, they gain more time and opportunities to interact using Arabic. The increase in formative scores and student activity evaluation records indicate that this change in approach contributes positively to the development of students' Arabic language skills in secondary schools.

In terms of the secondary school environment, research results indicate significant support for collaborative-based learning innovations. Interviews with school principals indicated that this method was welcomed because it transformed the classroom atmosphere from a previously passive one to a more active and dynamic one. Observations revealed that in daily practice, teachers were given the freedom to implement a variety of collaborative methods tailored to student characteristics. Documentation supports this finding, with evidence of the development of lesson plans that accommodate collaborative models and the provision of training programs for teachers to enhance their capacity to implement innovative methods.

Explanation of these findings demonstrates that the role of secondary schools in supporting learning innovations is crucial for the successful implementation of collaborative methods. With structural support from the school, such as flexible curriculum development and teacher training, the implementation of collaborative methods can be carried out consistently and sustainably. A school atmosphere that supports new pedagogical experiments also encourages teachers to be more creative in managing their classes and encourages students to actively engage in Arabic language learning.

The relationship between these descriptions and explanations and the reality of the problem confirms that the success of collaborative methods in Arabic language learning in secondary schools depends not only on classroom-level learning strategies but also on systemic support from the school institution. The previous reality, where learning tended to be passive due to the teacher-centered approach, can be transformed into active and interactive learning if there is synergy between teachers, students, and school management. Thus, the implementation of collaborative methods in secondary schools makes a significant contribution to improving the quality of Arabic language learning. Below, the researchers present their findings in a table based on the three objectives of this study:

Table 1. Research Findings

No.	Research Purpose	Research Findings
1	Analyzing how to apply collaborative learning methods in teaching Arabic at Situjuah Limo Nagari 1 Junior High School	The collaborative method is implemented through the formation of small groups (4–5 students) for discussions, dialogue creation, and Arabic presentations. The teacher acts as a facilitator, monitoring and guiding the students' collaborative process.
2	Assessing the impact of collaborative methods on students' Arabic language skills	The collaborative method increased students' speaking confidence, improved classroom engagement, and increased the formative value of Arabic speaking skills by an average of 15%. Discussion and role-play activities encouraged more intensive use of Arabic.
3	Identifying obstacles and supporting factors in the application of collaborative methods in Arabic language learning	Obstacles identified included the dominance of more advanced students, a lack of seriousness on the part of some students, and differences in ability levels. Supporting factors included full support from the school, integration of methods into lesson plans, and increased student motivation in learning Arabic.

The results of this study indicate that the implementation of collaborative methods in Arabic language learning in secondary schools successfully increased student engagement, improved classroom atmosphere, and enhanced Arabic speaking skills. The use of models such as small group discussions, role-playing, and jigsaw and think-pair-share techniques has been shown to encourage students to use Arabic more in communicative situations. Furthermore, a 15% increase in average formative scores demonstrates the positive impact of this method on students' language competency achievement. The support of the principal and the involvement of teachers as facilitators are important factors strengthening the implementation of this method, although challenges such as differences in student ability levels and group discipline remain present in the learning process.

Compared with other research, this study demonstrates the advantages of implementing a more integrated and sustainable collaborative method. Several previous studies have demonstrated the effectiveness of collaborative methods in improving speaking skills, but many have implemented them partially or without strong institutional support. In this study, the integration of collaborative methods occurred not only in the classroom but was also supported by lesson plan planning, daily teacher evaluations, and the principal's commitment to providing ongoing training. This integration demonstrates that the success of collaborative methods relies heavily on the synergy between pedagogical innovation and institutional support, something that has not been widely highlighted in previous research.

Reflecting on the results of this study shows that the use of collaborative methods not only impacts students' Arabic language skills but also indicates that Arabic language learning requires a transformation from a teacher-centered to a learner-centered approach. The implementation of this method affirms the importance of creating a learning environment that allows students to interact, collaborate, and think critically. This addresses the current needs of Arabic language education at the secondary school level, which demands more applicable, relevant learning, and oriented toward developing students' communicative skills.

The implications of the results of this study indicate that the implementation of collaborative methods can be an effective model for reforming Arabic language learning at Situjuah Limo Nagari 1 Junior High School. Teachers can use these findings as a basis for developing various learning strategies that focus more on group-based activities and the functional use of Arabic. Schools can also use the results of this study to design training

programs that strengthen teachers' skills in implementing collaborative learning. Furthermore, Arabic language education policies can be directed toward encouraging active learning methods that prioritize student communication and collaboration. Analysis of why the research results show this pattern points to several key factors: first, the characteristics of the collaborative method itself, which positions students as active subjects of learning; second, a supportive learning environment, where teachers function as facilitators, not simply as providers of material; and third, the existence of structural support from the school that encourages pedagogical innovation. This combination of factors creates a learning ecosystem conducive to the development of Arabic speaking skills. However, obstacles such as differences in student ability and lack of group discipline remain challenges that need to be addressed with additional strategies.

Based on the results of this study, action needs to be taken to strengthen teacher training in managing collaborative group dynamics, particularly in overcoming the dominance of more advanced students and increasing the participation of weaker students. Schools need to provide ongoing professional development programs that focus on the application of active and collaborative methods in Arabic language learning. Furthermore, regular evaluation of the effectiveness of collaborative methods is necessary to ensure that these innovations do not stagnate but continue to evolve according to student needs. With a planned and integrated approach, collaborative methods can become a new standard in Arabic language learning in junior high school.

CONCLUSION

The most striking finding of this study is that the implementation of collaborative learning methods triggered a dramatic transformation in Arabic language skills at Situjuah Limo Nagari 1 Junior High School. Students who were previously passive and reluctant to speak Arabic became more active, engaged in discussions, and significantly improved their speaking skills. The 15% increase in average formative scores is clear evidence that collaborative methods are not merely a learning innovation but an urgent need to improve the quality of Arabic language education. These findings demonstrate that an interactive classroom environment and collaboration-based learning can unleash students' communicative potential, previously hidden behind rigid conventional methods.

This research makes significant contributions both theoretically and practically. Theoretically, the results reinforce the importance of a constructivist approach to Arabic language learning, particularly by prioritizing social interaction as the primary medium for developing language competence. Practically, this study offers a concrete model for implementing collaborative methods, proven effective in the secondary school context. The integration of techniques such as jigsaw, think-pair-share, and role-play in Arabic language learning can serve as a direct reference for teachers, schools, and educational policymakers in designing learning strategies that are more responsive to the needs of students developing communicative skills.

Although this study has demonstrated significant results, there are limitations that provide opportunities for further research. This study only focused on one junior high school with a limited number of participants, so generalizing the results to a broader context requires further research. Furthermore, this study did not explore the long-term impact of implementing collaborative methods on students' language development. Therefore, further research is recommended to expand the scope of schools, involve students with diverse backgrounds, and conduct longitudinal studies to observe the effectiveness of this method over a longer period. This way, the scientific foundation for developing collaborative Arabic language learning methods can be strengthened more comprehensively.

REFERENCES

Addzaky, K. U. (2024). Perkembangan peserta didik SMA (Sekolah menengah atas). *Jurnal Ilmiah Nusantara*, *1*(3), 75–85. https://doi.org/10.61722/jinu.v1i3.1532

Amara, R., Asy'Ari, H., & Anwar, M. S. (2025). Implementasi Metode Kolaboratif dalam Pembelajaran Pendidikan Agama Islam untuk Meningkatkan Partisipasi Siswa. *Jurnal Keislaman*, *8*(1), 107–114. https://doi.org/10.54298/jk.v8i1.368

Anwar, F., Faruza, S., & Gusmaneli, G. (2024). Strategi Pembelajaran Collaborative Learning dalam Meningkatkan Kemampuan Kerjasama dan Komunikasi dalam Pembelajaran PAI. *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, *1*(2), 165–175. https://doi.org/10.62383/hardik.v1i2.218

Ardiansah, A., Masrur, M., & Aulia, M. (2025). Penerapan Metode Qira'ah dalam Pembelajaran Keterampilan Reseptif Bahasa Arab. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *8*(4), 3589–3595. https://doi.org/10.54371/jiip.v8i4.7551

dian Rahmawati, R., & Shofiyani, A. (2020). Strategi Pembelajaran Menulis Bahasa Arab untuk Mahasiswa Program Studi Bahasa Inggris. *Jurnal Education and Development*, *8*(3), 298–298. https://doi.org/10.37081/ed.v8i3.1902

Erwita, W., & Hamzah, A. A. (2025). Pengembangan Bahan Ajar Bahasa Arab Berbasis Keterampilan Berbahasa. *Jurnal Miftahul Ilmi: Jurnal Pendidikan Agama Islam*, *2*(3), 328–338. https://doi.org/10.59841/miftahulilmi.v2i3.213

Fajra, R. R., Syachruroji, A., & Rokmanah, S. (2023). Metode pembelajaran aktif untuk meningkatkan keterampilan berpikir kritis siswa sekolah dasar. *Jurnal Dunia Pendidikan*, *4*(1), 122–129. https://doi.org/10.55081/jurdip.v4i1.1468

Farid, A., Supadi, S., Santosa, H., & Wiharto, A. (2024). Analisis Ketercapaian Standar Kompetensi Lulusan Sekolah Menengah Pertama (SMP). *Jurnal Inovasi Penelitian dan Pengabdian Masyarakat*, *4*(1), 1–21. https://doi.org/10.53621/jippmas.v4i1.286

Humam, M. S., & Hanif, M. (2025). Strategi Pembelajaran Aktif dalam Meningkatkan Keterampilan Kritikal Siswa di Era Modern. *Jurnal Bintang Pendidikan Indonesia*, *3*(1), 262–281. https://doi.org/10.55606/jubpi.v3i1.3592

Lestari, A. I., Ndona, Y., & Gultom, I. (2024). Pengembangan Sosial Emosional Siswa SD dengan Perspektif Konstruktivisme Sosial Oleh Lev Vygotsky. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *7*(11), 12441–12445. https://doi.org/10.54371/jiip.v7i11.6193

Mardiana, D., & Umiarso, U. (2020). Merdeka belajar di tengah pandemi covid-19: Studi di sekolah menengah pertama di indonesia. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 78–91. https://doi.org/10.31332/atdbwv13i2.1896

Muaziz, N. N., Daryanto, J., & Kurniawan, S. B. (2024). Saling ketergantungan positif dari nilai kerja sama dalam model pembelajaran kooperatif tipe teams games tournament (tgt) pada pembelajaran matematika kelas III sekolah dasar. *Didaktika Dwija Indria*, *12*(4), 288–291. https://doi.org/10.20961/ddi.v12i4.90262

Rifa'i, A. (2021). Kajian Filosofi Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab. *Revorma: Jurnal Pendidikan Dan Pemikiran*, *1*(1), 60–74. https://doi.org/10.62825/revorma.v1i1.1

Rudiamon, S., Al-Rashid, F., & Wahyuni, S. (2025). Analysis of the Role and Development of Social Media in Improving Arabic Language Skills in the 5.0 Era. *Zia Mulla Sadra*, *1*(1), 29–36. https://journal.zmsadra.or.id/index.php/jqa/article/view/28

Rudiamon, S., & Rahmadina, R. (2025). Pemanfaatan Teknologi Speech Recognition untuk Melatih Keterampilan Berbicara Bahasa Arab Siswa MAN 2 Payakumbuh. *Al-Fakkaar*, *6*(1), 1–16. https://doi.org/10.52166/alf.v6i1.8427

Salsabila, Y. R., & Muqowim, M. (2024). Korelasi antara teori belajar konstruktivisme lev vygotsky dengan model pembelajaran problem based learning (pbl). *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, *4*(3), 813–827. https://doi.org/10.51878/learning.v4i3.3185

Sangidah, S., Sholihah, R. A., & Muqorrobin, S. (2022). Kemampuan Keterampilan Membaca Arab antara Siswa Putra dan Putri di Madrasah Tsanawiyah: Arabic Reading Skills between Male and Female Students at Madrasah Tsanawiyah. *Aphorisme: Journal of Arabic Language, Literature, and Education*, *3*(1), 68–79. https://doi.org/10.37680/aphorisme.v3i1.1197

Sholehah, N. F., Ramdani, D., Hasanah, R., Sholihah, A. K., & Kosim, N. (2025). Efektivitas Pendekatan Bilingualisme (Al-Suna'iyyah Al-Lughawiyyah) dalam Pembelajaran Bahasa Arab di Indonesia: Tinjauan Literatur. *DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra*, *5*(3), 1601–1611. https://doi.org/10.53769/deiktis.v5i3.1793

Syahril, M., Nurshafnita, P., & Nasution, F. (2023). Metode dalam pembelajaran bahasa Arab. *EduInovasi: Journal of Basic Educational Studies*, *3*(1), 91–96. https://doi.org/10.47467/edui.v3i1.2869

Toha, M., Hadi, F. N., Zulvia, N., Agustine, J. R., & Khassanah, S. U. (2025). Active Debate: Strategi Pembelajaran yang Mengasah Nalar dan Keberanian Berbicara. *At-Tasyrih: jurnal pendidikan dan hukum Islam*, *11*(1), 454–474. https://doi.org/10.55849/attasyrih.v11i1.325

Umar, M., Zuriyah, N., & Wahyuningsih, S. (2025). Pembelajaran Maharah Qiro'ah Bahasa Arab pada Siswa Kelas XI IPA 7 Madrasah Aliyah Negeri 2 Kota Bima (Studi Kasus Man 2 Kota Bima). *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah*, *10*(1), 210–222. https://doi.org/10.48094/raudhah.v10i1.826