



Improving Arabic Language Skills by Integrating the Durusul Lugah Al-'Arabia and Silsilah Al-Azhar As-Syarif Textbooks for PPDU Malang Students

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Abstract: Arabic learning for foreign speakers is not the same as for native speakers. Therefore, innovation is needed, including integrating teaching materials. This study aims to uncover the integration model of Arabic textbooks by describing the forms, influencing factors, and implications that have arisen from the development of Arabic. This research approach is qualitative with the type of case study. Data mining is carried out using observation, interviews, and documentation. The data analysis method is discriminatory-qualitative. The results of this study show that (1) the form of textbook integration is carried out by combining two textbooks, selecting the appropriate theme, and evaluating separately (2) Supporting factors are competent teachers, dormitories, language coaching, and the use of Arabic. Meanwhile, the inhibiting factors are the diversity of students' abilities, dense activities, and lack of examples. Finally, (3) the impact caused is the realization of the environment, increasing abilities, and being able to make students happy to learn Arabic. Therefore, this study concludes that language learning innovation can be carried out by integrating textbooks from various relevant sources per the objectives.

Introduction

Until now, textbook discrepancy is still a problem in learning Arabic in Indonesia. This problem is due to the absence of textbooks that suit the needs of the Indonesian people in learning Arabic (Bahruddin, Andrian, et al., 2021). Therefore, some educational institutions in Indonesia adopt textbooks made in other countries, such as the book *al-Arabiya Lin Nasyiin* and *al-Arabiya Baina Yadaika* from Saudi Arabia (Akbar & Yusuf, 2018). On the other hand, others sought to make their textbooks, as did the modern lodge of Gontor with his textbook *Durus al-Lugah al-Arabiya* (Syamsu, 2018). Similarly, UIN Maulana Malik Ibrahim Malang succeeded in making the textbook *al-Arabiya Lil Hayah* (Toifah & Faruq, 2021). However, several textbooks have proven that it is impossible to realize that learners can master Arabic well.

Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang, located in Astikaton Village, Malang, is one of the Islamic boarding schools that has proven to produce graduates who can speak Arabic. This case is evidenced by several achievements, including successfully sending their alumni to continue studying at Middle Eastern

Universities (Musalwa, 2019). In other words, that PPDU has successfully taught Arabic so that its alumni are considered capable and can take Arabic language lectures in the Middle East. As a consequence of PPDU as a Gontor alumni boarding school, the Arabic textbook used is the textbook used in its parent pesantren, namely *Durusul Lugah Al-Arabiya*. However, PPDU has not only used books from Gontor but also adopted textbooks written by Arabic language experts from Saudi Arabia, namely the book *Al-Arabiya Baina Yadaika*. Currently, the book adopted as a companion to *Durusul Lugah Al-Arabiya* is *Silsilah* of Arabic learning from Al-Azhar, namely the *Silsilah* of *Al-Azhar As-Syarif* (Observation, Aug 22, 2022). Thus, PPDU considers it important to integrate Arabic textbooks written by Indonesian speakers with textbooks written by native Arabic speakers.

The purpose of this study is to reveal three things, namely: (1) the form of integration of *Durusul Lugah Al-Arabiya* textbooks and the *Silsilah* of *Al-Azhar As-Syarif* in learning Arabic at the Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang, (2) that affect the integration of *Durusul Lugah Al-Arabiya* textbooks and the *Silsilah* of *Al-Azhar As-Syarif*, and (3) the integration affects *Durusul Lugah Al-Arabiya* textbooks and the *Silsilah* of *Al-Azhar As-Syarif* to develop the Arabic language in the PPDU Malang environment. The three research focuses are expected to find a model of integration of Arabic textbooks that has been successfully implemented so that it can be carried out elsewhere.

So far, no previous research has been found that is the same as the research theme, except for some studies that are not directly related, including research (Farid Qomaruddin, 2020) which embarks *Qiraah* textbooks by adapting from several books. Other research (Iva Nichlatul Ulvi, 2019) discusses the integration model of Islamic education curriculum in Islamic educational institutions. Other research (Bahasa et al., 2018) examines the Integration of *Naqli* and *Aqli* in Teaching Special Purpose Arabic at the Universiti Sains Islam Malaysia (USIM). So no research has examined the specifics of the integration of textbooks in Arabic language learning. Therefore, the theme of the integration of textbooks is interesting to study.

Research on the integration of textbooks is important to be studied. There are at least three reasons that are at the same time the output of this research, namely: (1) revealing the uniqueness and success of Arabic learning at PPDU Malang, (2) bringing up an integration model in the use of Arabic textbooks in Islamic boarding schools, and (3) exploring in depth the research theme, so that the results can be implemented in other institutions that have concern for teaching Arabic.

Method

Approaches and Types of Research:

The approach used in this study is qualitative to naturally understand a phenomenon in a social context by prioritizing the process of deep communication between the researcher and the phenomenon under study (Herdiansyah, 2010). This type of research is a case study, which is a case of integration of textbooks applied in Arabic language learning in Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang.

Data and Data Sources:

This research data is as much information as possible about the teaching material integration model applied in PPDU, taken from various sources. Researchers consider the people considered to know and are best involved in the leadership and learning of Arabic within Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang.

Data Collection Techniques:

Techniques in the excavation and data collection of this study are carried out with three methods considered appropriate by researchers for qualitative approach research: observation, interviews, and documentation. Researchers make observations on Arabic learning activities, both in the classroom when the learning process occurs and outside the classroom in the form of various linguistic activities and activities in Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang.

The researcher interviewed four teachers consisting of 2 cottage caregivers: Dr. KH. Muhammad Ajir, M.A. and KH. Ahmad Syakirin, M.A., and two teachers of Arabic, namely: Ust. Rizal Ali Efendi and Ust. Rofiqi. Besides the caregivers and teachers of Arabic, the researcher interviewed three students: Azzam Sabil Alaudin, Zarofi Al-Azzam, and Dzakwan Ahmad. Documentation method, by looking for data on things or variables in the form of notes, transcripts, books, newspapers, and magazines, especially the two textbooks being studied, *Durusul Lughah Al-Arabia* and the *Silsilah* of Al-Azhar As-Sharif. The researcher used the above method to obtain data about the integration model of textbooks in the pesantre.

Data Analysis Methods:

The data analysis method carried out in this study is descriptive-qualitative, that is, describing or describing the data obtained through research instruments. For data processing in analysis, this study uses several techniques that include data reduction, presentation, and verification or inference.

Result

Forms of Integration of *Durusul Lughah Al-'Arabia's* Textbook and the *Silsilah* of *Al-Azhar As-Sharif* in Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang

Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang was founded on 1 Muharram 1431 H. to coincide with December 18, 2009, by five founders who

subsequently entered the ranks of the Pondok waqf body. PPDU is one of the pesantren founded by alumni of Pondok Pesantren Darussalam Gontor. The alumni who founded it was Dr. KH. Muhammad Ajir, now a caregiver at the central PPDU located in Dusun Bamban, Desa Asrikaton, Kec. Pakis, Kab. Malang, Jawa Timur. He founded PPDU together with 4 of his friends after obtaining *waqf* land from local villagers (<http://www.daarul-ukhuwwah.org/> accessed 29 August 2022). As a Gontor alumni boarding school, excellence in the language field, especially Arabic, is the main concern until the entire curriculum is taken from the Gontor central pesantren, including the Arabic curriculum.

Besides being an alumni pesantren, PPDU has an obsession with becoming a pesantren that can produce clerics ready to fight to spread Islam like the ulama and *da'i*, so the motto instilled in its students is "to become warrior scholars". Therefore, in addition to attention to Arabic language learning, PPDU also pays attention to teaching the al-Quran and religious sciences. Its alumni are also directed to explore Islam by continuing their studies at universities in Middle Eastern countries. With this obsession, PPDU not only added tahfidz al-Quran lessons but also added Arabic material from textbooks other than those used in Gontor. (Interview, Kyai Ajir, Aug 22, 2022)

In the first part of this study, the form of textbook integration carried out at PPDU will be presented as follows:

First: The form of textbook integration in PPDU combines two textbooks. The first is *Durus al-Lughah al-'Arabiya*, written by Imam Zarkasyi, one of the Trimurti founders of the Darussalam Gontor Islamic Boarding School, assisted by one of his students, K.H. Imam Syubani. *Durus al-Lughah al-'Arabiya*'s Arabic textbook consists of 2 volumes; volume 1 contains 15 chapters and some additional lessons, while volume 2 consists of 14 chapters and additional chapters tashrif. All students who have studied in Gontor are no strangers to the book because they must have studied it thoroughly in the first year. In addition, all branch pesantren use the *Durus al-Lughah al-'Arabiya* book and the *Kulliyatul Muallimin al-Islamiyah* (KMI) education system. (<https://trimurtipress.com/> accessed August 29, 2022)

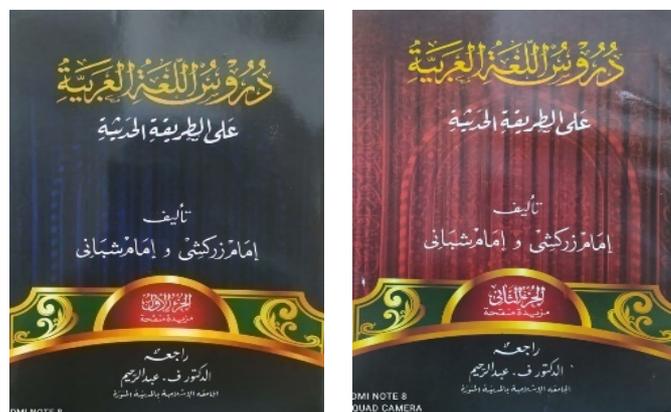


Figure 1. Cover of Durus al-Lughah al-'Arabiya textbook volumes 1 and 2

The second textbook is the *Silsilah* of *Al-Azhar As-Sharif*, the main book of Arabic language learning for students of Al-Azhar University before entering college according to their study program. Learning Arabic preparation for prospective students of Al-Azhar University is in collaboration and carried out by an institution called Al-Sheikh Zayed Center for teaching Arabic for Non-Natives. Among the goals is to prepare prospective students with active abilities in Arabic so they can take lectures at Al-Azhar University using Arabic instruction. The textbook used *Silsilah* of *Al-Azhar As-Sharif*, consisting of 6 volumes, is compiled based on modern methods of learning Arabic for non-Arabs. (<http://azhar-ali.com/go/> accessed August 29, 2022)

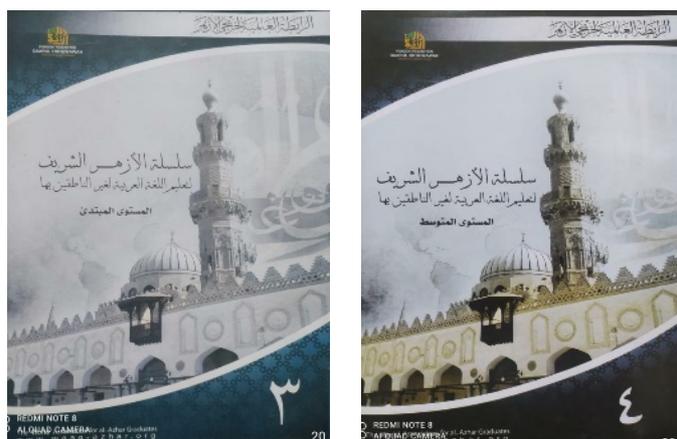


Figure 2. Cover of the Textbook *Silsilah* of *Al-Azhar As-Sharif* volumes 3 and 4

PPDU combined the two textbooks because *Durus al-Lughah al-'Arabiya*'s textbook does not yet contain new vocabulary and themes in Arabic, so it is intended that students master modern Arabic as contained in the content of the *Silsilah* of *Al-Azhar As-Sharif*. Before using the *Silsilah* of *Al-Azhar As-Sharif*, the textbook used as an addition was the book *al-Arabiya baina Yadaika* written by Dr. Abdurrahman Al-Faozan and his friends, which also contained modern vocabulary and themes in Arabic. However, because most of the purposes of further study of PPDU alumni are Al-Azhar University and so students have preparations since this time, the teaching books that are considered more appropriate are *Silsilah* of *Al-Azhar As-Syarif*. (Interview Kyai Syakirin, Aug 22, 2022)

Second: The core language learning material at PPDU is the *Durus al-Lughah al-'Arabiya* textbook, which consists of 2 volumes, taught to PPDU students in grades 1 and 2. The *Silsilah* of *Al-Azhar As-Sharif* consists of 6 volumes, not all of which are taught in the PPDU. As additional material for Arabic enrichment, the *Silsilah* of *Al-Azhar As-Sharif* is taught to students in grades 3 to 6. The *Silsilah* of *Al-Azhar As-Sharif* volume 1 is taught to grade 3 students, volume 2 for grade 4 students, volume 3 for grade 5 students, and *Silsilah* volume 4 for grade 4 students. Thus, the PPDU fully teaches *Durus al-Lughah al-'Arabiya* two volumes for grades 1 and 2 of *Kulliyatul Muallimin al-Islamiyah* (KMI) and in addition to enriching the Arabic language skills of students using additional textbooks volumes 1 to 4 *Silsilah* of *Al-Azhar As-Syarif*.

As stated by Kyai Ahmad Syakirin, for most PPDU alumni the purpose of the study is the Al-Azhar University of Egypt, so Arabic preparation must be done early by the test material that will be passed by alumni when they want to enter Al-Azhar (Interview Kyai Syakirin, Aug 22, 2022). How to integrate it, of course, not all of *Silsilah of al-Azhar As-Sharif* is taught to KMI students, but only four volumes. The book choice is because PPDU is a Gontor Islamic boarding school, which still has to use the Gontor Arabic curriculum, which is quite easy, so it is suitable to be taught in KMI beginner classes. In addition, the *Silsilah of Al-Azhar As-Sharif* is quite difficult, so it is suitable to be taught in the middle and upper classes. The learning model of the *Silsilah of Al-Azhar As-Sharif* is not by studying the entire content of the book but selected themes that are by the abilities of students because their nature is only for enrichment. (Interview Ust. Rizal AF, Aug 26, 2022)

Third: Setiap pembelajaran harus diikuti dengan evaluasi untuk mengevaluasi dan mengukur ketercapaiannya terhadap tujuan yang telah ditetapkan. Likewise, the integration of the two textbooks of Durus al-Lughah al-'Arabiya and the *Silsilah of Al-Azhar As-Sharif* is evaluated according to the instructions contained in each book. The evaluation is done using the questions in the book for grades 1 and 2 of KMI, which use the Durus al-Lughah al-'Arabiya. This case is with the *Silsilah of Al-Azhar As-Sharif*, taught in grades 3 to 6. The implementation of learning evaluation is divided into the midterm and end-of-semester exams. (Interview Ust. Rizal AF, Aug 26, 2022). For any technical implementation of the evaluation, both in the middle and end of the semester, each teacher gives questions and is ready to correct any mistakes of students and give the correct answers. (Interview Ust. Rofiqi, Aug 29, 2022).

The evaluation results found that *Durus al-Lughah al-'Arabiya's* textbook was easier than the *Silsilah of Al-Azhar As-Sharif*. This result was expressed by students who said that "it is easier to learn Arabic using *Durus al-Lughah al-'Arabiya*, more difficult *Silsilah of Al-Azhar As-Syarif* than *Durus al-Lughah al-'Arabiya*, because the *mufrodat* used is already difficult" (Interview Dzakwan A, Aug 25, 2022). The same impression was also conveyed by Azzam Sabil Alaudin and Zarofi Al-Azzam, who were active students of PPDU when interviewed at the cottage (Interview Dzakwan A, Aug 25, 2022). The same impression was also conveyed by Azzam Sabil Alaudin and Zarofi Al-Azzam, who were active students of PPDU when interviewed at the cottage (Interview Aug 25, 2022).

Factors influencing the Integration of *Durus al-Lughah Al-'Arabiya* Textbooks and the *Silsilah of Al-Azhar As-Sharif* in PPDU Malang

Learning Arabic at the Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang can be successful due to an integration model alone and other factors outside the integration process. In implementing the integration learning of the *Durus al-Lughah al-'Arabiya* textbook and the *Silsilah of Al-Azhar As-Sharif*, two factors influence its success: supporting and inhibiting factors. Related to the factors that support the success of

learning in the form of the integration of two textbooks at the Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang, four things were found, namely:

First: Competent teachers. PPDU has competent teaching staff in Arabic; they can speak mainly spoken languages actively. Based on observations made by researchers, many of the teachers at PPDU are graduates of universities in the Middle East. Among them are a graduate of the Islamic University of Medina, Al-Azhar University of Egypt, Jordan University, and others. Most of the teachers at PPDU are also graduates from the main Islamic boarding school, namely Gontor, who is well known for having good Arabic skills. (Observation, Aug 22, 2022). Competent teachers, according to Ust. Rofiqi, are those who know the abilities of students or the understanding of students during the learning process, and teachers need to master the material taught and know how to teach correctly (Interview Ust. Rofiqi, Aug 29, 2022).

Second: The dormitory program. The dormitory is a special type of education in Islamic boarding schools. Besides the dormitory training students' independence, it can also be used as a means of learning Arabic; with the practice of using Arabic verbally among fellow students, teachers, and *kyai*, a language environment will be formed. This positive language environment makes it easier for students to practice using the language. The phenomenon in PPDU was found that students tried to use Arabic When talking to their friends, as well as *kyai* and teachers when calling, asking, and directing students also using Arabic (Observasi, Aug 22, 2022).

Third: Language naming program. Data were obtained from interviews with students that language coaches carried out Arabic language coaching. The existence of language development is the most important factor that affects the success of Arabic learning at PPDU. Language development is usually carried out in the dormitory by giving Arabic vocabulary, conversational exercises, and speech exercises. This language development program is very helpful for students to learn to master Arabic. In particular, Arabic language development is managed by a special section in the cottage under the name of the language section or *Qism al-Lughah*, with various programs designed to develop Arabic in PPDU. (Interview, Azzam Sabil Alaudin, Aug 25, 2022).

Fourth: They are learning other subjects in Arabic. Most of the subjects taught at PPDU use textbooks written in Arabic. Based on observations, several diktat textbooks or books in Arabic, including *Aqidah*, *Hadith*, *Tafsir*, *Fiqh*, and others. The use of Arabic textbooks for subjects other than Arabic is a factor that supports the success of Arabic learning. By being accustomed to reading Arabic books, their vocabulary indirectly increases, and their ability to read Arabic also increases. It is even better if the teacher also uses Arabic when explaining the lesson in order to be an example and resource for learning listening skills or *istima'* (Observasi, 22 August 2022).

Meanwhile, the inhibiting factor of learning success in the form of integration of two textbooks in Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang, it was found that there were three things, namely:

First: Diverse student abilities. The ability of PPDU students varies in Arabic; some are already familiar with Arabic because they are graduates of Madrasah Ibtidaiyah, while those who are elementary school graduates are not familiar with Arabic. This condition is what PPDU caregivers say so that in learning at PPDU, they are grouped into several classes according to their abilities (Interview Kyai Ajir, Aug 22, 2022). This diversity of Arabic language skills is an obstacle for PPDU so that the Arabic learning process is not biased to be equalized; the teacher's strategy in teaching is also not the same. Teaching in the high class is easier than teaching in the lower grades, one of the teachers at the same time said (Interview, Ust. Yasyak July 29, 2022).

Second: The density of student activities. The intensity of PPDU students' activities is quite high; they must get up early at 03.00 to clean themselves and immediately go to the mosque to carry out evening prayers followed by dawn prayers. Activities after the dawn prayer are reading the morning *dzikr* and memorizing the al-Quran. After that, prepare for classroom learning until 13:00 noon. Based on observations made by researchers, some students are not enthusiastic about participating in learning activities in class, look lazy and even sleep in class (Observation, Aug 22, 2022). This condition is an obstacle for teachers who must try to find the right methods and strategies to eliminate student sleepiness.

Third: Lack of teacher example. What is meant by exemplary here is the teacher's example of giving an example using Arabic. Based on observations made by researchers, it was found that teachers already use Arabic when calling students. Similarly, students answered them using Arabic. However, Some teachers have not consistently used Arabic when speaking to fellow teachers (Observation, Aug 22, 2022). It could be that the teacher quibbles because he is not in the process of learning Arabic with students, so there is no need to use Arabic. However, if the student knows about it, the student may also imitate not using Arabic when talking to his friends.

Implications of the Integration of *Durus al-Lughah al-'Arabiya* Textbooks and the *Silsilah of Al-Azhar As-Sharif* in PPDU Malang

Integrating of *Durus al-Lughah al-'Arabiya*'s textbooks and the *Silsilah of Al-Azhar As-Sharif* was considered quite successful by teachers and students in Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang. Among the impacts of successful Arabic learning felt by the PPDU community are the following:

First: There is a good Arabic environment. Based on observations made by researchers at the Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang, it was found that the Arabic language environment there. This language environment is characterized by the use of written Arabic in the names of the pesantren, student rooms, buildings, and

classes. In addition, Arabic writings can also be found on the attendance sheet of student activities, a list of student scores, and student report cards. Therefore, the existence of Arabic writings shows that the PPDU environment has been relatively realized for use in obtaining and learning Arabic. Furthermore, in addition to the "write" environment, there is also an "oral" environment in the form of announcements using Arabic (Observation, Aug 25, 2022). Thus, both the "written" and "oral" environments have been formed in the PPDU.

Second: It increased students' Arabic language skills. Among the implications of learning Arabic with an integration system with all the factors that support its success are the emergence of courage and increased students' ability to use Arabic. Initially, students felt compelled by the 24-hour Arabic learning model in the cottage environment. However, they became accustomed to it, and the result was the increasing competence of students in Arabic (Interview, Azam Sabil Alauddin Aug 25, 2022). Another student said that he felt his Arabic language increased drastically because previously, his Arabic skills were only a little bit, and now it has increased (Interview, Dzakwan Ahmad, Aug 25, 2022). Similarly, Zarofi said that his Arabic became more and improved because he used Arabic even though it was a little forced by constant use; eventually, a great sense of curiosity arose (Interview, Zarofi, Aug 25, 2022).

Third: The student's love for Arabic is getting stronger. All students interviewed stated that they became happy and in love with Arabic after they learned Arabic at Pondok Pesantren Daarul Ukhuwwah (PPDU) Malang. This statement was submitted as stated by one of the students who is learning Arabic. It became happy and fun because he has an obsession with being able to study in the Middle East, whose language of instruction is Arabic (Interview, Dzakwan Ahmad Aug 25, 2022). Likewise, listening to Arabic can bring up feelings of curiosity (Interview, Azam Sabil Alauddin Aug 25, 2022).

Discussion

This study's findings are three things: (1) the integration of the two Arabic Language Textbooks *Durus al-Lughah al-'Arabiya* and *Silsilah of Al-Azhar As-Sharif*, at the Daarul Ukhuwwah Islamic Boarding School (PPDU) is carried out with a combination of the two textbooks, by teaching the first book in its entirety and selecting several themes from the second book. Learning evaluation is carried out independently through mid-semester and end-semester tests. (2) Factors that support the successful integration of Arabic textbooks, namely: the availability of competent and mastering Arabic teachers, students living in dormitories, and language development. The inhibiting factors are the diversity of student abilities, student activities in the student boarding school which are quite dense, and the lack of teacher examples in applying Arabic. (3) The implications of the successful integration of textbooks are: the realization of a relatively good Arabic-speaking environment.

Combining textbooks in Arabic learning is important because there is no book that can completely meet all users' needs. Therefore, efforts to develop Arabic textbooks to suit the needs of users are always carried out; for example, Umi Chabibatus Zahro and Ujang Khiyarusoleh have developed Arabic teaching materials based on local wisdom, so that Arabic is easy to understand and not feared by learners (Zahro & Khiyarusoleh, 2021). The integration model has also been carried out in several subjects other than Arabic, including the research of Tutik Sri Wahyuni, which aims to develop biochemistry textbooks that are integrated with scientific values in the al-Qur'an at IAIN Tulungagung (Wahyuni, 2019). The integration process in teaching materials like this can help students have diverse experiences, but at the same time requires the ability to string together and associate material from one source with material from another (Khozin et al., 2021).

Textbooks cannot be separated from the Arabic learning process because the material presented in the textbook is the main component of learning besides teachers and students. Textbooks cannot be replaced with learning media (Abu al-Futuh Ridwan at al, 1962); in fact, all media are made based on the material contained in the textbook. In learning Arabic foreign speakers, textbooks are very necessary, especially if there is no reliable and competent Arabic teacher who masters the material (Muhaiban, 2016). Thus, the selection of the right textbook becomes a necessity in the process of learning Arabic.

On the other hand, not all textbooks can help to learn well. Arabic textbooks are considered good if they have principles, (1) present integrative material between the four skills of the language and the three elements of the language in a propositional manner, (2) pay attention to gradations in their presentation, starting from the simplest to a more complex material (Thu'aimah, 1405), (3) presents standard Arabic, not *Amiyah* (Madekur, 1431), (4) does not use intermediary language in learning, and (5) presents cultural content, both Arabic and Islamic cultures because the essence of language is cultural (Al-Faozan, 1435). Thus, the availability of textbooks that suit the needs of learners with the criteria mentioned above is indispensable for the success of learning Arabic.

This Arabic enrichment model is important, especially if the core textbooks used are not yet by the desired learning objectives. Arabic preparation program for lectures, as carried out by UIN Maulana Malik Ibrahim Malang with an intensive Arabic learning program or PKPBA, for a whole year (Bahrudin, Syuhadak, et al., 2021a), likewise the Ar-Rayah College of Arabic Language Sciences. Even at STIBA Ar-Rayah, in addition to the language preparation program, it also organizes enrichment programs specifically for students who are weak in learning languages with the program *taqwiyyatullughah* (Bahrudin, Syuhadak, et al., 2021b).

Language enrichment is important partly because learning Arabic for Arabic, and non-Arabic speakers have differences. The Arabs were certainly familiar with all the elements of language, starting from sound, vocabulary, and structure. At the same time, a non-Arab speaker has never known him. Arabic speakers have come to know two of the four language skills, namely: listening and speaking. As for reading and writing, it is

not yet known by Arab speakers except after entering formal school. While speakers are non-Arabic, the four language skills are not yet known at all (Al-Faozan, 1435).

Learning evaluation is important to measure the success of a learning process, as is the case with Arabic language learning. This statement is shown by the results of the study that the success of the learning process is not only due to the appropriate material and the right strategies carried out by the teacher but also the need for appropriate evaluation to create quality learning (Ramadhani, 2018). The evaluation also has an impact on the learning process; among the benefits of evaluation in Arabic learning found by Tri Qurnati in his research is that teachers can find out the extent of student's mastery of learning materials, can be reinforcement, can be feedback, can overcome obstacles in the learning process (Qurnati, 2015).

A program or activity cannot be said to be successful because of the activity itself, but factors outside the activity in question influence success. Similarly, if the activity is less successful, then there must be things outside the activity that affect its insufficiency. The success of Learning Arabic is partly due to the background factors of students; this is as shown by the results of research by Achmad Zaenudin (Zaenudin, 2021). Methods and strategies can also influence Arabic learning; as shown by the study's results, the method selection factor can make it easier to understand and master Arabic (Arif, 2019). If in this study, two supporting and inhibiting factors were found, then this adds to the results of Mubarak Bamualim's research that the factors affecting Arabic learning are categorized into two types, namely external and internal (Bamualim, 2021). Related to inhibiting factors, this strengthens the research results, which state that Arabic language learning problems can come from teachers, students, curriculum, and management (Bahrudin, 2017).

As for implications, it is an indicator of the success of a learning process. Likewise, Arabic learning can be measured from the implications it causes, including the formation of a language environment. This statement is in accordance with the research results that the Arabic language environment can be formed through various linguistic activities (Lubis & Lubis, 2021). On the other hand, learning the right Arabic language in a good environment can increase learners' ability, as the results of research show an increase in *kalam* and *kitabah* in students (Nulaila et al., 2022). Likewise, success in teaching Arabic can create a good perception and love of Arabic, as the results of the research shows that the right method can make learners happy to learn Arabic (Andini Rachmawati & Husin, 2022).

Conclusion

The findings of this study are three things by the focus of the research, namely: (1) The form of integration of *Durus al-Lughah al-'Arabiya* textbooks and the *Silsilah* of *Al-Azhar As-Syarif* is carried out by combining two textbooks; first for the beginner level and

second for the advanced and high level. Books are taught throughout, and secondly, it is carried out with the selection of appropriate themes. Meanwhile, the evaluation is carried out separately for each book in mid- and end-of-semester tests. (2) Supporting factors are the availability of competent teachers, students' dormitory, language development programs, and the use of Arabic in teaching other subjects. Meanwhile, the inhibiting factors are diverse student abilities, the density of activities of the cottage students, and the teacher's lack of good use of Arabic. (3) Arabic language learning activities at PPDU, including supporting factors, influence the realization of the Arabic language environment, the increasing ability of students in the Arabic language.

It turns out that the success of Arabic learning and its development in an educational institution can be done through various activities, including the model of integrating Arabic textbooks by adopting various relevant learning resources to learn Arabic at the institution. The results of this study reinforce the opinion that no textbook can meet the needs of all language learners in all places. Arabic textbooks made by certain experts or institutions must have shortcomings, including not meeting the needs of all Arabic language learners. So the way out of this problem is to integrate textbooks. At the same time, the results of this study can motivate experts and observers of Arabic language learning always to innovate to find methods and strategies that facilitate the process of learning Arabic, especially for non-Arabs.

The theme of this study was limited to efforts to see the model of integration of the two textbooks of *Durus al-Lughah al-'Arabiyah* and the *Silsilah of Al-Azhar As-Sharif*. Further researchers are advised to complement the results of this study by taking more samples and exploring other data that have not been the focus of this study.

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