



EXPLORING TEACHING PRACTICES IN ARABIC LANGUAGE EDUCATION: A QUALITATIVE CASE STUDY AT AN INDONESIAN ISLAMIC BOARDING SCHOOL

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Abstract

Learning Arabic language is essential in Islamic and formal education, especially in institutions that aim to equip learners with linguistic ability and good character. Bilingual schools involve various factors in the teaching and learning process such as institutional policy, learners' background, and teaching approach. This study aims to examine the practice of Arabic language teaching and learning in SMP Bilingual Terpadu Krian Sidoarjo using a qualitative method. Classroom observations were conducted in 12 meetings over two months, followed by semi-structured interviews with one Arabic language teacher and five selected eighth grade students, as well as document analysis. The results indicate that Arabic language teaching practices apply a mixed instructional strategy combining direct explanation and interactive activities, which support both conceptual understanding and active student involvement. Student participation tends to be dynamic, influenced by lesson design, language proficiency, and self-confidence. The use of bilingual instruction helps students understand the material more easily; however, it may reduce exposure to the target language. Challenges include varying levels of student ability and inconsistent participation, while supporting factors include flexible teaching strategies, diverse techniques, and a positive classroom atmosphere. This study provides insights into Arabic language teaching practices in bilingual schools and highlights important considerations for improving effective teaching and learning processes.

Keywords: Arabic Language Pedagogy, Teaching Practices, Bilingual Education, Classroom Interaction, Student Engagement, Islamic Boarding School (Pesantren), Indonesia

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INTRODUCTION | مقدمة

The significance of Arabic language education cannot be underestimated in the context of Islam and secular educational frameworks where language learning is directly correlated with religion and academic progress. For instance, in Indonesia, the study of Arabic is a core subject as it serves not only as an academic discipline but also as a means to access Islamic sources, including the Qur'an and other scholarly writings. Therefore, the teaching of Arabic presupposes not only the command of linguistic features but also the implementation of proper pedagogical strategies to foster learning effectively.

Unfortunately, Arabic language teaching still encounters a number of challenges, including the inability to maintain student engagement and achieve effective learning. Students consider the language challenging due to differences in its phonetic structure, grammar, and vocabulary. Differences in learners' linguistic background further exacerbate the issue since it leads to unequal learning conditions in the same classroom where some students are capable of active participation and engagement, while others find it difficult to comprehend the material.

Student engagement in Arabic language education can be regarded as a critical aspect of successful learning because it reflects students' willingness to participate, cognition, emotions, and interactions with the learning environment (Sari & Hidayat, 2020). In previous research, scholars have found out that students are more likely to be engaged in meaningful activities that require active participation and collaboration within the classroom (Sari & Hidayat, 2020). However, sustaining students' engagement throughout the entire course remains problematic.

Bilingual learning environment can serve as a powerful tool to help learners overcome challenges associated with studying Arabic as a foreign language. Using multiple languages during instruction allows creating conditions favorable for the comprehension of new information and reduces cognitive load, especially for those students who do not speak the target language fluently (Cummins, 2000). The first language can act as a bridge that connects new knowledge and concepts with learners' existing linguistic repertoire (Cummins, 2000).

Still, bilingual instruction is characterized by a number of limitations. Even though the first language can improve comprehension and enhance the transfer of knowledge, the excessive use of the source language limits students' exposure to the target language. Consequently, teachers should carefully choose moments when they can apply the first language to explain the material or encourage learners to speak Arabic as much as possible.

Prior literature includes a wide variety of studies dedicated to different issues associated with Arabic language instruction, including teaching strategies, student engagement, and bilingual education (Hidayat & Anwar, 2021; Fauzi, 2022). For example, Hidayat and Anwar (2021) found that interactive teaching, student-centered learning, and positive learning atmosphere promoted learning. Fauzi (2022) emphasized the role of bilingualism in language acquisition. At the same time, García (2009) highlighted the importance of translanguaging in bilingual learning environments. Still, the literature review revealed that researchers tended to investigate isolated variables without considering the complexity of teaching practices.

Moreover, most of the literature focused on theoretical models of teaching rather than actual processes taking place within classrooms. Therefore, this gap indicates the need for a more nuanced analysis of teaching practices in Arabic language education from a dynamic perspective. Teaching should be considered not only in terms of applying a theory but also through the lens of a continuous process that involves interaction among teachers, students, and the learning environment. Unlike previous studies that examine these aspects separately, this study integrates instructional strategies, student engagement, and bilingual dynamics into a single analytical framework to capture the complexity of real classroom practices.

Purpose of the Study the current study examines teaching practices in Arabic language education by considering instructional strategies, student engagement, and bilingual dynamics simultaneously within the classroom context. This integrated focus represents the novelty of the study, as it provides a more holistic understanding of how these elements interact in actual teaching practices. In particular, the research will adopt a qualitative methodology that allows analyzing teaching processes in detail. The purpose of this study is to explore how teaching practices in Arabic language education are implemented and negotiated in a bilingual classroom context.

METHOD

منهج

Research Design

This study employs a qualitative case study design to explore teaching practices in Arabic language education within a bilingual school context. A qualitative approach is considered appropriate as it enables an in-depth understanding of participants' experiences, interactions, and the complexity of teaching and learning processes (Creswell & Poth, 2018). This design allows the researcher to examine teaching practices, student engagement, and bilingual dynamics as they naturally occur in real classroom settings.

Research Setting and Participants

The research was conducted at SMP Bilingual Terpadu Krian Sidoarjo, an Islamic-based junior high school that implements bilingual instruction. The site was selected purposively as it represents a relevant context for studying Arabic language education in a bilingual environment.

The participants consisted of one Arabic language teacher and 28 eighth-grade students who were involved in classroom observations. For the interview phase, five students were purposively selected based on their level of participation and their ability to provide relevant insights into the learning process. Including both the teacher and students enabled the researcher to obtain comprehensive and rich data. The study was conducted over a two-month period to capture the consistency and dynamics of classroom practices.

Data Collection Techniques

To achieve triangulation and obtain rich data, three data collection techniques were employed. First, classroom observations were conducted over 12 sessions (approximately 80 minutes each) using an observation checklist focused on teaching strategies, classroom interaction patterns, and student engagement levels, with the researcher acting as a non-participant observer and taking field notes. Second, semi-structured interviews were conducted with the Arabic teacher and five selected students, each lasting 20–30 minutes, featuring open-ended questions on teaching strategies, student experiences, and learning challenges, with audio-recording and subsequent transcription. Third, document analysis was carried out by reviewing lesson plans, teaching materials, and relevant school documents to support and validate the findings from observations and interviews.

Data Analysis

Data analysis in this paper is based on thematic analysis as defined by Miles et al. (2014). It is comprised of data reduction, data display, and conclusion drawing. The analysis began with transcribing interview data and organizing observation notes. Open coding was conducted to identify meaningful units of data. These codes were then grouped through axial coding to explore relationships among categories. Finally, selective coding was applied to generate key themes that represent the main findings of the study.

Research Procedure

The research procedure consisted of several stages. First, the research focus and site were determined. Second, research instruments such as observation guidelines and interview protocols were prepared. The data collection phase included classroom observations, interviews, and document analysis conducted over 12 meetings within two months. Following data collection, the data were analyzed, categorized, and interpreted to identify patterns and themes. The findings were then systematically reported.

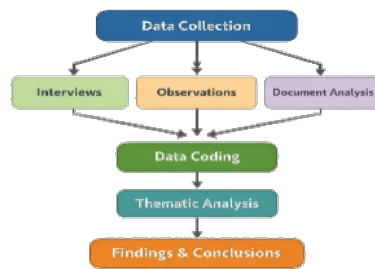


Figure 1. Qualitative Research Procedure in Arabic Language Education Study

Trustworthiness of Data

To ensure the credibility of the study, triangulation was applied by combining data from observations, interviews, and document analysis. Prolonged engagement was achieved through continuous observation over a two-month period. In addition, member checking was conducted by confirming interview results with participants to ensure the accuracy of the data.

Ethical Considerations

Ethical considerations were taken into account by obtaining permission from the school and informed consent from all participants. Participants' identities were kept confidential to ensure privacy and anonymity.

RESULT | نتائج

The research results are based on the data gathered from 12 classroom observations carried out in the course of two months, backed up by semi-structured interviews and document analysis. The analysis pays attention to the way teaching methods are applied in practice in a particular classroom setting, as well as to the reaction of students to those methods in a bilingual learning environment.

This part does not merely provide a report about research results but rather seeks to emphasize real-life classroom interaction and the opinions of the people involved in the process, which helps grasp a more complete picture of the whole process of teaching and learning.

Teaching Strategies in Arabic Language Learning

From the classroom observation, it is evident that there is a relatively constant pattern in which the instructor starts with a well-defined explanation and later moves towards interactive activities. This is done intentionally in order to lay out the necessary concept foundation before moving towards active learning. This pattern reflects a structured pedagogical approach in which teacher-centered instruction is gradually shifted towards student-centered learning, aligning with communicative language teaching principles.

As evidenced in the observations made, the following classroom interaction shows the combination of explanation and practice in a learning process:

Teacher: "Today we will learn about nominal sentences. Who can remember what is a nominal sentence?"

Student A: "It is a sentence that starts with a noun."

Teacher: "Very good. Let us try making a simple sentence."

Student B: "I... learn Arabic language."

Teacher: "That's almost right, you can say: I learn the Arabic language. Now try making your own sentence with your partner."

The above example clearly shows that explanation is not an independent activity as it goes hand-in-hand with student practice. The teacher gives immediate feedback during the process, thus motivating students to construct their sentences. From a sociocultural perspective, this interaction can be interpreted as scaffolding, where the teacher supports learners in developing their language competence through guided participation.

Another example that supports the above statement can be observed in the following interaction between the teacher and her students:

Teacher: "Repeat after me: ana adhabu ila al-madrasah."

Students: "Ana adhabu ila al-madrasah."

Teacher: "Try changing the sentence using different verbs."

Student C: "Ana akulu...food?"

Teacher: "Good attempt. Try saying: ana akulu at-ta'am. Go on and practice more."

The interviews further support these findings since the teacher states:

"I normally start with explanation but then move towards practice so that they can practice what they have learnt.

From the extensive interaction above, teaching strategies are seen to consist of both structure and adaptability. Explanation is used as a means to begin, but learning is reinforced through continuous application. However, this approach may not fully accommodate students with lower proficiency levels, who might require additional support or differentiated instruction to actively participate in the learning process.

From the analysis point of view, this shows that there is a well-designed instruction method used by the teacher that involves guiding students progressively from understanding to production. Overall, the findings suggest that effective teaching practices in this context emerge from the dynamic interplay between structured explanation, interactive practice, and responsive teacher support.

To further illustrate the relationship between teaching strategies, student responses, and pedagogical functions, the findings are summarized in Table 1.

Table 1. Teaching Strategies in Arabic Language Learning

Teaching Stage	Teacher Activity	Student Response	Pedagogical Function
Explanation Phase	Explains concepts (e.g., nominal sentence)	Listening and recalling knowledge	Building conceptual understanding
Guided Practice	Provides examples and corrections	Attempting sentences	Scaffolding learning
Interactive Practice	Assigns pair/group tasks	Active participation and discussion	Promoting engagement
Feedback	Gives immediate correction	Revising responses	Reinforcing learning

Student Engagement and Participation

It is observed that student participation and engagement are inconsistent within one lesson and depend on the type of activity involved in it. Students are less engaged when there are explanations and more engaged during interactive or group work activities. This variation indicates that student engagement is highly context-dependent and closely related to the instructional design applied by the teacher.

The reasons behind such inconsistency can be seen in real-class situations when the teacher uses different strategies. For instance, the following interaction illustrates a case of students' inability to engage in responding to a teacher's request for answering a question:

Teacher: "Can you answer this question?"

(A long silence in the class)

Teacher: "Don't be afraid to try."

Student F: "I cannot understand what it is."

Here, apart from the silence resulting from lack of confidence in their answers, students might face comprehension problems which would prevent them from responding. From a pedagogical perspective, this reflects a lack of readiness and insufficient scaffolding, which may hinder active participation in teacher-centered activities.

When conducting group work activities, the situation looks different:

Teacher: "Discuss with your partner and create a short dialogue."

Student D: "How should we speak?"

Student E: "Let us come up with a dialogue related to school."

(The students start talking)

In the interviews, the reasons for being engaged or non-engaged in classes were identified. "Sometimes I do not react due to my low confidence level. I do not want to make any mistake." "In case of working in group, I can ask others for help if I am confused."

The difference between passive and active participation proves that engagement level depends on many contextual factors, including teacher's approach and student's feeling of comfort at lessons. This finding aligns with sociocultural theory, which emphasizes the importance of social interaction and collaborative learning in enhancing student engagement.

Analytically, it should be stated that engagement is a complex phenomenon influenced by several aspects like instructional design, students' comprehension skills, and psychological condition. Furthermore, the presence of peer support in group activities appears to reduce anxiety and increase students' willingness to participate, indicating that collaborative settings play a crucial role in facilitating engagement.

To further illustrate the patterns of student engagement under different classroom conditions, the findings are summarized in Table 2.

Table 2. Student Engagement and Participation Patterns

Classroom Activity	Student Behavior	Underlying Factor	Impact on Engagement
Teacher Explanation	Silence, hesitation	Low confidence, low comprehension	Passive participation
Question-Answer	Limited response	Fear of making mistakes	Low engagement
Group Work	Active discussion	Peer support, collaboration	High engagement
Interactive Tasks	Participation and idea sharing	Comfortable learning environment	Increased engagement

The Role of Bilingual Context in Learning

Another factor noted in the classroom context is bilingual learning as an effective way to understand certain content in a better way. The teacher often changes the languages while explaining something new and complicated to students, switching from Arabic to Indonesian or vice versa. This practice reflects the strategic use of translanguaging, where multiple languages are utilized to facilitate comprehension and support meaning-making in the learning process.

For example, this can be seen during the following conversation:

Teacher: “Nominal sentence is a sentence that starts with a noun... Let me explain this to you in Indonesian so you could easily comprehend.”

Student G: “Ah, so now I got it!”

Although such technique proves to be helpful and efficient, there is still one side effect to it. Students get used to hearing explanations in Indonesian and start depending on it instead of comprehending Arabic. This indicates that while bilingual instruction lowers cognitive barriers, it may also reduce students’ exposure to the target language, which is essential for language acquisition.

This is evident from the following quotes from the interviews:

“I know everything better in Indonesian; sometimes, it feels like I am waiting for an explanation in Indonesian instead of understanding Arabic.”

The same problem is highlighted by the teacher herself:

“Sometimes, when I teach only in Arabic, it seems difficult for students, but when I give too many explanations in Indonesian, then they do not practice Arabic enough.”

It becomes clear that a dual language environment provides a complicated mechanism. On the one hand, there is the opportunity to provide help in understanding the material, and on the other hand – limited language exposure. From a pedagogical perspective, this finding highlights the need for a balanced use of both languages, where the first language functions as a support tool rather than a dominant medium of instruction.

To further illustrate the advantages and limitations of bilingual instruction in the classroom, the findings are summarized in Table 3.

Table 3. The Role of Bilingual Context in Learning

Aspect	Classroom Practice	Benefit	Limitation
Language Switching	Arabic–Indonesian explanation	Improves comprehension	Reduces exposure to Arabic
Use of First Language	Explaining complex concepts	Lowers cognitive load	Creates dependency
Student Response	Better understanding after translation	Increases confidence	Delays independent language use
Teaching Strategy	Flexible bilingual instruction	Supports learning process	Limits target language practice

Challenges Associated with Arabic Language Teaching

Other challenges include those linked to the diverse levels of proficiency of students and classroom management problems. These challenges indicate that teaching Arabic in a heterogeneous classroom requires adaptive instructional strategies to accommodate varying student needs.

For instance, from the following conversation, it becomes clear that there are differences in levels of proficiency amongst the learners.

Teacher: “Are you all able to understand?”

Student I: “Yes.”

Student J: “Not quite. I still don’t understand.”

Teacher: “Alright, let me try again with an easier illustration”

This example shows how varied the levels of competence are among students enrolled in one class. From a pedagogical perspective, this reflects the need for differentiated instruction to ensure that all learners can access the material at their respective levels of understanding.

The teacher went ahead and said the following,

“The levels of ability are different among the students. This makes me change my ways of teaching all the time.”

Another challenge associated with this practice involves keeping students interested.

“They are very active when classes begin but eventually lose their concentration.”

In this case, the constraints faced during teaching include heterogeneity in the students' proficiency levels and time limitations. Additionally, fluctuating student motivation suggests that sustaining engagement requires continuous variation in teaching techniques and classroom activities. In analyzing this finding, the process involved in teaching can be viewed as a continuous one. Overall, these challenges highlight the dynamic and complex nature of classroom teaching, where teachers must constantly adjust their strategies to respond to students' diverse abilities and engagement levels.

To further illustrate the key challenges identified in Arabic language teaching, the findings are summarized in Table 4.

Table 4. Challenges in Arabic Language Teaching

Challenge	Classroom Evidence	Underlying Issue	Impact on Learning
Different proficiency levels	Students show varied understanding	Heterogeneous abilities	Unequal learning outcomes
Instructional adaptation	Teacher modifies explanations	Need for flexible teaching	Increased teaching complexity
Decreasing student interest	Students lose focus over time	Limited attention span	Reduced engagement
Time constraints	Limited time to address all student needs	Classroom management issues	Incomplete understanding

Factors Supporting the Learning Process

Notwithstanding difficulties, several factors which promote the learning process become apparent in the study results, namely the application of interactive techniques and fostering a positive classroom atmosphere. These factors indicate that effective learning is not only influenced by instructional strategies but also by the emotional and social environment of the classroom.

As can be seen from the following example of communication:

Teacher: “Now make up a dialogue between you two.”

(The students start communicating actively and seem more relaxed)

Student K: “It is more interesting than just listening.”

Moreover, the interviewees also state the following:

“I love studying Arabic because of the application of various techniques by the teacher.”

“No matter how complicated the Arabic language is, I am motivated to learn through interactive lessons.”

It can be concluded from the above analysis that the factor of student motivation is connected with the learning process environment. Interactive techniques and a positive atmosphere increase the motivation of students to study. This finding suggests that when students feel comfortable and actively involved, they are more likely to develop a positive attitude towards learning.

From the analytical point of view, such an approach reveals the significance of the affective learning dimension. In line with affective learning theory, emotional engagement and a supportive classroom climate play a crucial role in enhancing students' motivation and participation.

To further illustrate the key factors supporting the learning process, the findings are summarized in Table 5.

Table 5. Factors Supporting the Learning Process

Supporting Factor	Classroom Practice	Student Response	Impact on Learning
Interactive Techniques	Dialogue, group work, active tasks	Increased participation	Higher motivation
Positive Atmosphere	Relaxed and supportive environment	Comfort and confidence	Improved engagement
Teacher Strategy	Use of varied teaching methods	Interest and enjoyment	Sustained attention
Student Motivation	Positive attitude towards learning	Active involvement	Better learning outcomes

DISCUSSION | مناقشة

According to the findings of this study, teaching Arabic language within a bilingual educational setting cannot be analyzed solely from the viewpoint of fixed pedagogy. Instead, it should be examined as a complex practice characterized by the interplay between teaching strategies, engagement patterns of students, and the overall classroom context. Based on the evidence presented above, teaching strategies employed by teachers should not be seen as the mere implementation of certain approaches but rather as a constant negotiation process. Consequently, it becomes necessary to understand teaching as a practice that depends on various contextual variables as much as on any theoretical assumptions about pedagogy.

First of all, it should be noted that the most common teaching practice in bilingual schools relies on combining explanation-based approaches with interactive and cooperative learning techniques. This issue was previously discussed in the literature in regard to the effective delivery of language courses (Hockly, 2018; Zaid, 2020); however, based on the present study, this approach cannot be fully explained solely with reference to its effectiveness. In this particular case, explanation serves as an essential stage that allows students to familiarize themselves with new concepts before engaging in discussions. On the other hand, explanation alone cannot ensure the desired effect, necessitating the inclusion of interactive learning experiences.

It appears that this study demonstrates that this kind of combination of approaches is essential under specific circumstances and in certain conditions. In particular, bilingual classes are characterized by high heterogeneity in terms of the learners' abilities and language proficiency, making it impossible to rely on exclusively teacher-centered or student-centered approaches. Instead, teachers are required to balance between the two approaches and adjust their strategies to match current learning requirements.

In a way, this study presents the notion of scaffolding, which refers to facilitating students' ability to gain knowledge (Creswell & Poth, 2018). At the same time, the evidence shows that scaffolding in this case does not represent a system of measures consciously taken by the teacher but an organic process of helping students learn in collaboration with peers. Therefore, further research will need to explore how the theory of scaffolding can be applied in such contexts.

Student engagement is yet another important aspect associated with teaching practices in this context. As demonstrated in the findings of the present study, engagement patterns vary depending on the particular activities that students perform. The evidence shows that students become significantly more involved in learning activities that allow them to work with peers in

collaborative or cooperative contexts and engage in communicative activities. However, their level of engagement drops considerably during the explanation phase, especially when students experience difficulties comprehending material.

Based on the existing body of literature, it should be stated that the results obtained here correspond to previous findings in this area, as they show how cognitive and affective aspects influence engagement rates among students (Sari & Hidayat, 2020; Rahman, 2021). At the same time, this study presents a unique perspective on the nature of engagement, as it shows that it is a result of negotiation between students' and teachers' efforts.

Analytically, this means that student engagement cannot be analyzed in isolation from the learning experience as a whole, as it emerges as part of complex processes related to learning. Specifically, it occurs as a function of the interplay between various pedagogical strategies employed by teachers and students' motivation to engage in activities.

Finally, bilingualism plays an essential role in learning practices in this educational setting, as demonstrated in the study's findings. Specifically, the use of Indonesian as a second language in the explanation phase proved effective in helping students comprehend material and learn new things. This phenomenon can be analyzed based on bilingualism theories, according to which learning a new language relies on using native language as scaffolding (Cummins, 2000; García, 2009).

However, at the same time, this bilingual approach creates an inherent challenge for teachers, namely the difficulty of balancing between accessibility and maximization of learning. On the one hand, using the native language allows students to grasp new concepts easily; on the other hand, it reduces their opportunities to practice the second language.

In essence, the issue described above can be defined as pedagogical negotiation, which refers to the process of choosing teaching approaches and adjusting to certain learning requirements. In this case, teachers need to make sure that learning material is accessible to all students but also to help students maximize their opportunities to learn a foreign language.

Beyond instructional strategies and bilingual aspects, this study examines another critical factor: the heterogeneity of student skills, which makes teaching practices highly challenging and necessitates differentiated strategies. Although this phenomenon has been analyzed in existing literature (Rahman, 2021), the findings offer a novel insight: differentiated teaching does not necessarily refer to formal, predefined strategies but rather to teachers' attempts to make instruction understandable for all students—through clarifying concepts, explaining more carefully, and repeating information. Analytically, this reveals a significant gap between theory and practice, warranting further research attention.

Finally, student engagement emerges as the biggest challenge in this context, despite the proven effectiveness of interactive activities. Specifically, the findings demonstrate that keeping students interested in learning tasks over entire class periods remains difficult, even when diverse teaching strategies are employed.

On the other hand, it becomes evident that there are multiple factors that help increase student engagement rates, such as a teacher's willingness to help and develop a positive learning environment. In a way, this conclusion corresponds to existing research in the field (Fauzi, 2022; Karim & Abdullah, 2023).

In general, based on the findings discussed above, it is possible to draw a number of practical implications concerning teaching practices that need to be adjusted in order to improve

learning experience in this context. First of all, teachers should start using more flexible and adaptive strategies for teaching students, which can involve using bilingual approach and creating positive and collaborative learning environment.

Furthermore, from a theoretical viewpoint, this study can be seen as adding some important nuances to the existing knowledge about bilingual education and learning strategies, as it demonstrates the significance of considering contextual factors during instruction. In relation to Abjadiah: International Journal of Education, the findings of the study contribute to the discussion of learning in a bilingual context, adding new insights to existing literature.

Overall, this study presents several directions for conducting future research in this area. Specifically, there is a need to develop more sophisticated and systematic approaches to dealing with the challenges of using bilingualism. Furthermore, researchers should pay more attention to exploring ways to address issues related to the diversity of skills and abilities among students enrolled in language courses.

CONCLUSION

خاتمة

This study demonstrates that teaching practices in Arabic language education within bilingual classrooms are dynamic and context-dependent, shaped by the interaction between instructional strategies, student engagement, and bilingual use. Effective teaching emerges from a balanced integration of structured explanation, interactive learning activities, and flexible language use to support comprehension, though challenges such as varying student proficiency levels and fluctuating engagement require continuous teacher adaptation. The study also emphasizes that bilingual instruction plays a dual role—facilitating understanding while potentially limiting exposure to the target language—thus necessitating careful and strategic use of both languages to optimize learning outcomes. Additionally, a supportive classroom environment and interactive teaching techniques are essential for fostering student motivation and participation.

From a practical perspective, teachers should adopt flexible and responsive strategies that accommodate diverse student needs while maintaining meaningful engagement. For future research, more focused investigations are recommended, including comparative studies across different Islamic boarding schools, longitudinal research examining the development of students' language proficiency over time, and mixed-methods studies that integrate qualitative insights with quantitative measurement of learning outcomes. These approaches may provide a more comprehensive understanding of Arabic language teaching practices in bilingual contexts.

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