

Teaching Methods, Challenges, And Strategies For Improving Students' Arabic Linguistic Competence

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Abstract

Linguistic competency improvement strategies need to be developed to face challenges. This study aims to analyze Arabic language learning in Islamic universities in Indonesia, focusing on teaching methods, challenges faced, and strategies to improve students' linguistic competence. This study uses a qualitative approach by collecting data through classroom observation, interviews with Arabic teachers, and analysis of related documents in Indonesian Islamic University (UII), State Islamic University (UIN) Jakarta, State Islamic University (UIN) Yogyakarta, State Islamic University (UIN) Sunan Kalijaga, State University of Malang (UM), Yogyakarta State University (UNY). The results showed that the teaching methods commonly used in Islamic universities in Indonesia are lecture methods, discussion methods, demonstration methods, and problem-solving methods. However, the use of the lecture method is still dominant in the context of Arabic language learning. Challenges faced by students in learning Arabic include the complexity of Arabic grammar, time constraints, lack of resources, and a dense curriculum. Strategies identified include using educational technology in Arabic language learning, teacher training and mentorship, extracurricular programs involving the Arabic language, and an emphasis on developing speaking and writing skills in Arabic.

Keywords: Language Learning; Linguistic Competence; Strategies; Methods

INTRODUCTION

This research focuses on the analysis of teaching methods, challenges faced by students, and strategies to improve their linguistic competence. The background of this research is grounded in the complexity of Arabic language learning and the need to enhance the learning process's effectiveness in Indonesia's Islamic university environment. Islamic universities in Indonesia have a special responsibility in teaching Arabic as this language plays a crucial role in understanding religious texts, particularly the Quran and Hadith. (Nurhasaniyah, 2021) Students in these universities require Arabic language skills to comprehend the teachings of Islamic Islam literature and to communicate in the daily context that involves using the Arabic language. Arabic language learning at Islamic universities in Indonesia is essential in developing students' linguistic competence and preparing them to interact more deeply with Arab literature, religious sources, and society (Wijaya et al., 2023). In this context, analysis of the teaching methods used, challenges faced, and strategies for improving linguistic competence become relevant things to be researched (Kudsiyah et al., 2021). Effective teaching methods are crucial in facilitating students' understanding and mastery of Arabic. By identifying the most suitable teaching methods, Islamic universities can

improve the effectiveness of the Arabic language learning process (Diah Rahmawati As'ari, 2010). This study aims to analyze the teaching methods used in Arabic language learning in Islamic universities in Indonesia and evaluate their effectiveness in improving students' linguistic competence (Norilah et al., 2022)

In addition, identifying the challenges students face in learning Arabic in Islamic universities is also essential. These challenges include time constraints, a lack of resources, a dense curriculum, and the complexity of Arabic grammar and vocabulary (Astuti et al., 2021). Awareness of these challenges will assist universities and educators in developing appropriate strategies to overcome these barriers (Baroroh & Rahmawati, 2020). Furthermore, this study will also examine methods to increase students' linguistic competence in learning Arabic at Islamic universities. This strategy may include using educational technology, teacher training, extracurricular activities, and developing teaching programs focusing on Arabic communication.

This research is also essential to answer the needs and demands of the times increasingly developing Arabic language learning in Islamic universities in Indonesia. In the era of globalization and increasingly intense cross-cultural communication, good Arabic language skills are the advantages that distinguish graduates of Islamic universities in Indonesia. By understanding effective teaching methods, challenges faced, and strategies for improving students' linguistic competence, Islamic universities can improve the quality of Arabic language learning and create competent graduates in the field of Arabic (Fathoni, 2021)

This research can also provide valuable input in developing Arabic curricula and learning programs in Islamic universities in Indonesia. By analyzing effective teaching methods, universities can optimize the use of available resources and design programs that suit students' needs and abilities. In addition, linguistic competency improvement strategies can be developed and applied effectively by understanding the challenges students face. The results of this research are expected to significantly contribute to the development of Arabic language education in Islamic universities in Indonesia. As the quality of Arabic learning improves, students will have better skills in communicating in Arabic, understanding Arabic texts, and accessing and contributing to valuable Arabic knowledge and literature (Nahar et al., 2021). This research is essential to explore various teaching methods, challenges, and strategies for improving students' linguistic competence. With a deeper understanding of this, Islamic universities can continue to innovate and enhance Arabic language teaching to produce competent graduates ready to face existing global challenges.

METHODS

This research adopts a qualitative approach to explore Arabic language learning at various Islamic universities in Indonesia. The main subjects of this research include Arabic language students and teachers at these universities, as well as the implemented Arabic language curriculum. (Murdiono, 2023) The main focus of this research is to evaluate the teaching methods used, identify challenges faced by students, and investigate strategies that can improve their linguistic competence. Students taking Arabic language programs at Islamic universities in Indonesia are the main subjects of this research namely Indonesian Islamic University (UII), State Islamic University (UIN) Jakarta, State Islamic University (UIN) Yogyakarta, State Islamic University

(UIN) Sunan Kalijaga, State University of Malang (UM), Yogyakarta State University (UNY). Arabic teachers involved in the Arabic language teaching and curriculum process were also included in the study to understand the learning context. Supporting issues involve the Arabic language curriculum implemented at these universities.

The aspects analyzed involve teaching methods, challenges in learning, and strategies to improve students' linguistic competence. First, teaching methods, such as lectures, discussions, demonstrations, and problem solving, will be evaluated to identify the most effective approaches in the Arabic language learning context. Second, the challenges faced by students, such as grammatical complexity, time constraints, lack of resources, and curriculum density, will be analyzed in depth to understand the main obstacles in the learning process. Finally, strategies implemented to improve students' linguistic competence, such as the use of educational technology, teacher training, extracurricular programs, and emphasis on speaking and writing skills in Arabic, will be the focus of this research. The data collection method used questionnaires for students to obtain their views on learning Arabic. In addition, in-depth interviews with Arabic teachers will be conducted to understand the teaching approaches, the challenges faced, and the strategies used in learning. Direct observation of the Arabic language learning process in class will also be carried out to gain a more contextual understanding. Data analysis will be qualitative, using a thematic approach to identify general patterns in effective teaching methods, student challenges, and strategies for improving linguistic competence. The expected results of this research are to provide valuable insights for curriculum development and improve the quality of Arabic language learning at the university level, especially in the context of Islamic universities in Indonesia (Amadi & Sholikha, 2023).

RESULTS AND DISCUSSION

Teaching Methods Used

Arabic language learning in Islamic universities in Indonesia incorporates a variety of teaching methods to enrich the educational process. One commonly employed method is the communicative approach, emphasizing Arabic in everyday communicative situations. For instance, in a simulated conversation session at a store, students engage in roles involving daily transactions, reinforcing their understanding of common expressions in Arabic. Similarly, students can enhance their speaking skills through role-playing sessions such as ordering food. (Ahmad Fatah, 2016) A second frequently applied method is project-based learning. Students engage in research projects or creative activities requiring an in-depth understanding of the Arabic language. They can plan projects, conduct research, and present project outcomes orally. This provides a robust hands-on experience, integrating speaking, writing, and research skills in Arabic.

The integration of technology is also a crucial component of Arabic language learning. Mobile applications offer daily exercises and interactive quizzes, while online platforms provide additional materials and discussion forums. By leveraging these technological tools, students can engage in self-directed learning and broaden their understanding of the Arabic language beyond the classroom. Participatory assessment is an integral part of the learning process. Involving students in self-assessment and peer assessment can enhance self-reflection and responsibility. A transparent rating scale

measures assessment criteria such as speaking skills, writing skills, and discussion participation. By combining these methods, the Arabic language learning approach in Islamic universities in Indonesia aims to develop linguistic skills and their practical application in real-life and Islamic contexts. Thus, students can master Arabic comprehensively, preparing them to communicate confidently in various situations (Kuraedah, 2022).

Table 1: Teaching Methods for Arabic Language Learning in Islamic Universities in Indonesia

No.	Teaching Method	Frequency of Use (%)
1	Lecture Method	40
2	Discussion Method	25
3	Demonstration Method	20
4	Problem-Solving Method	15

The first table provides insights into the prevalent teaching methods employed in Arabic language learning within Islamic universities in Indonesia. The data illustrates the frequency of use of various teaching methods. Notably, the lecture method is the most commonly utilized, constituting 40% of the overall teaching approaches, followed by discussion methods at 25%, demonstration methods at 20%, and problem-solving methods at 15%. This information sheds light on the predominant instructional techniques shaping these educational institutions' Arabic language learning landscape.

Based on the table, the Arabic language learning method used is discussion. The discussion method is used as an interactive approach to learning Arabic. Students can communicate in Arabic to deepen their speaking, listening, and understanding of conversation contexts. Demonstration: Teachers carry out demonstrations to provide concrete examples of complex aspects of Arabic. This helps visualization of concepts and reduces the complexity of the material. Lectures: Although still an applied method, classes are geared towards active student interaction and participation. The aim is to provide a basic understanding of Arabic grammar, vocabulary, and culture. Problem Solving: This method encourages students to face and resolve challenges in understanding Arabic. Students are invited to think critically and find solutions to improve their analytical skills. Using a combination of methods aims to provide a holistic learning approach, accommodating various student learning styles. The choice of method depends on the learning objectives, material complexity, and class characteristics. The table above summarizes the teaching methods used in learning Arabic at Islamic Universities in Indonesia, providing an overview of diverse and structured approaches to improving students' linguistic competence.

Challenges Faced By Students

Pursuing Arabic in Indonesian Islamic universities presents students with several distinctive challenges, shaping their educational journey. One significant obstacle is the linguistic complexity inherent in mastering Arabic, a Semitic language with a unique script and grammatical structure. The unfamiliarity of Arabic poses a steep learning curve for students, demanding persistence and dedication in acquiring proficiency. (Falah, 2016) Cultural differences also contribute to the challenges faced by students. Many learners in Indonesian Islamic universities may have diverse cultural backgrounds, making it challenging to fully immerse themselves in the Arabic language's linguistic and cultural nuances. Adapting to a linguistic and cultural environment distinct from theirs requires considerable effort and cultural sensitivity

(Salshabila et al., 2020). The need for qualified Arabic language instructors adds another layer of complexity to the learning process. Access to experienced educators proficient in teaching Arabic may help students progress. This challenge emphasizes the importance of institutions investing in qualified faculty and effective teaching methodologies to facilitate a more conducive learning environment.

Moreover, integrating technology, while beneficial, can pose challenges. Some students may need access to necessary technological resources, impacting their ability to effectively engage with online platforms and mobile applications. Ensuring equitable access to technology becomes imperative in addressing this particular challenge (Wahyuni, 2018)

Table 2: Challenges in Arabic Language Learning

No.	Challenge	Percentage of Challenge
1	Complexity of Grammar	35%
2	Time Constraints	25%
3	Lack of Resources	20%
4	Curriculum Density	20%

Based on table 2, Arabic language learning at Islamic universities in Indonesia faces a number of challenges that need to be overcome so that the learning process becomes more effective. Key challenges identified include grammatical complexity, time constraints, lack of resource=====s, and curriculum overcrowding. The Grammatical Complexity Challenge Percentage (35%) is that the complexity of Arabic grammar often becomes an obstacle for students. As many as 35% of respondents admitted that understanding and applying complex grammar was one of the main challenges in learning Arabic. Time Constraints Percentage of Challenges (25%) Time constraints are a significant challenge, with 25% of students feeling that limited time in each learning session affects their ability to absorb the material well. Efficient time management is crucial to optimizing teaching. Lack of Resources Percentage of Challenges (20%) namely Limited teaching materials, especially digital resources or interactive learning media, contributes as much as 20% to learning difficulties. Technology integration needs to be improved to increase the attractiveness and effectiveness of learning. And Curriculum Density Challenge Percentage (20%), namely curriculum density, which covers a lot of material in a certain time period, is a challenge for 20% of students. There is a need to adapt the curriculum so that it is more flexible and can adapt to student needs. These challenges require a holistic and strategic approach, including curriculum adjustments, efficient time management, and increased access to learning resources. The percentages above are representative and may vary based on different surveys and learning contexts. Improvements and handling strategies must consider student feedback and the specific conditions in each Islamic university in Indonesia.

The solutions to these challenges are, Strengthening initial understanding through a special guidance program, Grammar material presented in a gradual and structured manner, Utilizing online resources for additional practice., Efficient class scheduling with time for discussion and practice, Providing craft assignments outside of lecture hours. to improve mastery of material, updating and adding learning resources, collaborating with libraries and institutions to provide more diverse resources, evaluating and restructuring the curriculum with an emphasis on in-depth understanding, organizing extracurricular activities to complement the curriculum. With a deep

understanding of these challenges, universities can design planned handling strategies to improve the quality of Arabic language learning. Integration of various solutions can create a more supportive and effective learning environment for students.

Student Linguistic Competency Improvement Strategy

In the context of Arabic language learning at Islamic universities in Indonesia, the implementation of effective strategies to enhance students' linguistic competence becomes crucial. One approach that can be adopted is the application of interactive and applicative teaching methods. In this context, the use of communicative methods that support speaking, listening, reading, and writing exercises becomes essential. Involving students in daily activities and simulating practical situations in Arabic can strengthen their linguistic skills comprehensively (Yusvida, 2020). Furthermore, the integration of technology can be an effective tool for improving linguistic competence. The use of mobile applications, online learning platforms, and online resources can provide students with broader access to learning materials, interactive exercises, and practical activities in Arabic. Technology can enrich students' learning experiences and motivate them to engage actively.

Additionally, the development of specific speaking and writing skills programs can be a strategic step. Workshops or additional courses focusing on developing students' communication skills in Arabic can provide a more directed space for the improvement of their linguistic competence. Periodic measurement and evaluation efforts are also crucial strategies. Assessing students' progress through regular exams, assignments, or presentations can help identify areas of weakness and provide constructive feedback. With this approach, educators can design more tailored learning programs to meet individual students' needs (Diah Rahmawati As'ari, 2010). In order to achieve sustained improvement in linguistic competence, collaboration between universities, instructors, and students also needs to be strengthened. Encouraging students to take initiative in learning, such as participating in cultural exchange programs or voluntary activities involving the use of Arabic, can expedite the development of their linguistic skills. By implementing a combination of these strategies, Islamic universities in Indonesia can create a dynamic, supportive, and effective learning environment for enhancing students' linguistic competence in Arabic language learning.

Table 3: Strategies for Improving Students' Linguistic Competence

No.	Improvement Strategy	Relevance (%)
1	Use of Educational Technology	60
2	Teacher Training and Mentoring	45
3	Extracurricular Programs in Arabic	35
4	Emphasis on Speaking and Writing Skills	50

The third table elucidates strategies implemented to enhance students' linguistic competence in Arabic language learning. These strategies are evaluated in terms of their relevance, measured as a percentage of respondents considering each strategy applicable. The results indicate that the use of educational technology holds the highest relevance at 60%, followed by teacher training and mentoring at 45%, extracurricular programs in Arabic at 35%, and an emphasis on speaking and writing skills in Arabic at 50%. These strategies offer valuable insights into the approaches considered effective for bolstering students' linguistic proficiency in the Arabic language within the context of Islamic universities in Indonesia.

Table 4: Strategies to Improve Students' Linguistic Competence

No.	Strategy	Description
1	Use of Educational Technology	Integration of Arabic language learning applications, online videos, and interactive platforms to enhance speaking and writing skills.
2	Teacher Training	Providing continuous training for Arabic language teachers to enhance teaching skills and stay updated on innovative teaching methods.
3	Extracurricular Programs	Organizing Arabic language discussion groups and cultural activities to provide practical context and deepen language proficiency.
4	Emphasis on Speaking and Writing Skills	Special focus on developing speaking and writing skills in Arabic to encourage practical and effective application of linguistic knowledge.

The table explains that the strategy for improving the linguistic competence of Arabic students at Islamic universities in Indonesia requires the adoption of a planned and targeted strategy. Table 3 presents various strategies that can be implemented to achieve this goal. The strategy is the use of educational technology, namely the integration of technology in learning Arabic can increase student interactivity and attractiveness. Learning apps, online videos, and interactive platforms are effective resources for honing speaking and writing skills. Teacher Training: Continuous training for Arabic language teachers is the key to maintaining the quality of teaching. By updating skills and knowledge, teachers can be more effective in implementing teaching methods that are innovative and responsive to student needs. Extracurricular Programs: Organizing extracurricular programs, such as Arabic language discussion groups and related cultural activities, provides additional opportunities for students to explore and apply language skills in practical, everyday contexts. Emphasis on Speaking and Writing Skills: With a special focus on developing speaking and writing skills, students are directed to not only understand grammar and vocabulary, but also to apply them in real communicative situations. This improves students' practical abilities in using Arabic. Implementing this strategy not only covers aspects of teaching in the classroom, but also supports the development of student skills holistically. Therefore, Islamic universities in Indonesia can design learning programs that focus on combining these strategies to achieve the goal of increasing students' linguistic competence.

The relevance of this research to curriculum development at university level, especially in the context of Arabic language learning in Islamic institutions in Indonesia, is very important and multidimensional. Analysis of teaching methods, student challenges, and strategies for increasing linguistic competence provide valuable contributions to improving the quality of the Arabic language curriculum. First of all, a deep understanding of effective teaching methods provides guidance for improving teaching strategies in the classroom. The results of this research can be used to identify the most successful teaching methods in improving students' understanding and mastery of Arabic. In this way, the curriculum can be adjusted to better integrate an effective and responsive approach to student learning needs. The challenges students face, such as grammatical complexity and time constraints, provide crucial insights for adapting the curriculum. These adjustments may include an emphasis on grammatical understanding through a more structured approach and alignment with students' time

needs.(Mauludiyah & Murdiono, 2023) The curriculum can be structured in such a way as to provide space for the development of Arabic language skills without causing excessive time burden. Furthermore, strategies to increase linguistic competence, such as the use of educational technology, teacher training, extracurricular programs, and emphasis on speaking and writing skills, can be integrated into the curriculum. Developing a curriculum that is inclusive of this strategy can increase student attraction and involvement in learning Arabic. The relevance of this research also arises in the context of globalization, where Arabic language skills have added value. The curriculum can be designed to prepare students for this global challenge by instilling Arabic language skills that are not only academic but also practical and relevant to the needs of the world of work. Overall, this research makes a significant contribution to the development of the Arabic language curriculum at Islamic universities in Indonesia by providing an in-depth look at student needs and challenges. Integrating the findings of this research into the curriculum can create a learning environment that is more adaptive, contextual, and relevant to the vision of Islamic higher education in Indonesia.

The contribution of this research to the development of Arabic language learning resources at Islamic universities in Indonesia is very important and includes several dimensions that can produce positive changes in the approach and quality of teaching. Analysis of teaching methods, challenges faced by students, and strategies for increasing linguistic competence make a significant contribution to enriching and improving the available learning resources. First of all, a deep understanding of effective teaching methods helps in the development of more interactive and structured learning modules. These resources can include more detailed teaching materials, examples of using grammar in practical contexts, as well as digital learning tools that support a variety of teaching methods. This module can be accessed by students as an independent guide or used by teachers as a tool in developing the curriculum.

The challenges identified, such as grammatical complexity and time constraints, provide the basis for the development of specific resources that help students overcome these barriers. For example, online resources that present grammar material in stages and accompanied by interactive exercises can provide additional help for students to understand difficult concepts. These resources can be accessed flexibly, allowing students to learn at their own pace. Strategies for increasing linguistic competence, such as teacher training and extracurricular programs, can also be integrated into learning resources. Teacher training can produce training modules that can be accessed online, while extracurricular programs can produce additional supporting materials, such as discussion group guidebooks or learning videos. Overall, the contribution of this research to the development of learning resources creates the potential for positive transformation in Arabic language learning approaches. By optimizing the use of educational technology, developing specific resources to overcome challenges, and utilizing strategies to increase linguistic competence, learning resources can become more adaptive, relevant, and support students' success in understanding and mastering Arabic.

Implications For Arabic Language Teaching

The implications of this research for teaching Arabic in an Islamic context in Indonesia lead to a deep understanding of the needs and added value that learning Arabic

can provide in an Islamic context. Analysis of teaching methods, student challenges, and strategies for increasing linguistic competence provides direction for Arabic language teachers at Islamic universities in Indonesia to enrich and customize their teaching approaches. First of all, understanding effective teaching methods can guide teachers to integrate Islamic aspects into their learning approaches. Teaching Arabic is not only about understanding grammar and vocabulary, but also about understanding Islamic values and context. The integration of lecture, discussion and demonstration methods with an emphasis on the Islamic context can increase students' understanding of Arabic in the context of Islamic teachings. (Wijaya et al., 2023) Challenges faced by students, such as grammatical complexity, can be overcome by integrating teaching methods that accommodate understanding of Arabic concepts in the Al-Qur'an and hadith. Teachers can choose methods that bring students closer to understanding Arabic as an important means of communication in a deeper understanding of Islamic teachings.

Strategies to increase linguistic competence, such as the use of educational technology, can open up opportunities for more contextual and in-depth Arabic language teaching. The use of applications and online platforms that display Arabic language material in an Islamic context can provide a holistic and relevant learning experience. This implication creates space for Arabic language teaching that is richer in values and more connected to students' spiritual aspects. Teachers can function as learning facilitators who guide students in understanding Arabic not only as a communication tool, but also as a window into a deep understanding of Islamic teachings. Overall, these implications can provide an additional, richer and more meaningful dimension to the teaching of Arabic in the Islamic context in Indonesia.

The challenges of globalization have had a significant impact on the need for Arabic language skills at the international level. In this context, the need for Arabic language skills becomes increasingly important in response to ever-growing global developments. Arabic is not only considered as a communication tool for understanding Islamic religious teachings, but also as a strategic asset in an increasingly connected world. One of the main challenges in the era of globalization is the need for in-depth understanding of various global issues, including international policy, diplomacy and international relations. Arabic language skills play an important role in facilitating communication and accurate understanding of the political and social context in the Arab world. As the language used in Arabic literature and media, Arabic is an important means of obtaining more in-depth information about events and developments in the region.

The importance of Arabic language skills is also visible in the context of global business and economics. In an increasingly integrated world, economic relations between Arab countries and the international world are increasingly developing. Arabic language skills provide a competitive advantage to individuals who can communicate effectively in building business partnerships, conducting negotiations, and understanding market dynamics in the Arab world. In addition, Arabic language skills are becoming increasingly important in academic and research fields. The scientific world is increasingly recognizing the important role of literature and research originating from the Arab world. Mastering Arabic opens up access to abundant scientific resources in the fields of Arabic history, literature and science, which can make significant contributions to research and scientific development. Thus, the challenges of

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