

## The Management Analysis of Habituation Program of Weekly Morning Arabic Conversation at SMP Maarif 12 Pamekasan

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### **Abstract**

*The purpose of this study is to analyse the management of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan from the aspect of planning, actuating and evaluating. The study used qualitative approach with a descriptive-analytical method by choosing the subject purposively namely the principle, Arabic teacher and student. The data collection technique used observation non participative, deep interview and document analysis. The data analysis used the analysis model of Miles and Huberman. Beginning with data reduction, data display and conclusion drawing. The study result show that the effectivity of habituation program of Arabic conversation is not only determined by the intensity of speaking practice but also the consistent and structured management program. In the planning aspect, the program is designed based on the students' need analysis as well as clear objectives and mechanism. In the actuating aspects, the routine paired conversations practice reinforced by the teacher guidance reflect the strategy of efficient implementation design within the time limitation of formal school. In the evaluation aspect, the formative evaluation conducted through observing the development of students' fluency and self-confidence as well as implementer's internal reflection. Analytically, the integration of planning, actuating and evaluating is the key factor of effectiveness and sustainability of Arabic habituation program in the formal school. This study contributes to the development of the management study of Arabic program by positioning the habituation of Arabic conversation as both a pedagogical and managerial practice which require systematic design and sustainable evaluation.*

**Keywords:** Program management, the habituation of Arabic conversation, Arabic Language

### **Introduction**

Arabic has a fundamental position in Islamic and academic world (Anggara & Nashoih, 2025). For Muslims, Arabic is not only as main media to understand the Islamic teaching (Al-Qur'an and Hadiths) and Islamic classical scientific treasure but also it is a communication media that bridge social interaction, education and religious activities in the world. In Arabic learning, there are four language skills

that must be mastered by the students, namely listening (*maharatul istima'*), speaking (*maharatul kalam*), reading (*maharatul qira'ah*), and writing (*maharatul kitabah*). Those four skills are interrelated and complementary (Solehudin, Nurhanifansyah, & Kholid, 2024). However, from those four language skills, speaking skill (*maharatul kalam*) has important role and becomes one of main competence in Arabic learning which is oriented toward communicative competence. Therefore, the proficiency of speaking skill (*maharatul kalam*) does not reflect the language proficiency but also becomes an essential foundation in meaningful and purposeful communication (Solehudin, 2025).

However, the reality on the ground shows that speaking skill (*maharatul kalam*) is still a relatively weak aspect and becomes a significant challenge for students compared to other languages skills. This is due to Arabic has rich phonology and grammatical structure, so that students with distinct linguistic backgrounds face their own challenges in acquiring speaking skill (*maharatul kalam*) (Habib, Sari, Amini, & Wahyudi, 2025). Actually there are many factors which hinder the students to acquire Arabic speaking skill (*maharatul kalam*), the study result conducted by Amrini Shofiyani (2024) shows that as many as 76,7% of university students in Universitas KH. A. Wahab Hasbullah (UNWAHA) Jombang admitted feeling less confident when asked to speak in Arabic. Similarly, the study result conducted by Najmalia Fitra (2024) showed that the hindering factors of the success of speaking skill (*maharatul kalam*) are insufficient vocabulary and practice as well as limited language environments which support the use of Arabic sustainably.

One of strategy to address the problems of acquiring of speaking skill (*maharatul kalam*) in Arabic for students is the implementation of habituation program of Arabic conversation within the educational institutions. This case is also supported by the view of Arisandi and Ramble (2024) that learning speaking skill (*maharatul kalam*) is not easy, but the students will be able to master it by habituation. The habituation of Arabic conversation enables the students to practice Arabic speaking on a regular basis with other students or teacher. The habituation program is very important to create language environment (*bi'ah lughawiyah*) effectively and sustainably (Astuti, Setyawan, & Aji, 2020). Therefore Arabic is not only a subject which is learned in the classroom but also practiced in daily communication in the school environment.

In various educational institutions and Islamic boarding schools have implemented the habituation program of Arabic conversation. However, the success of that program is very influenced by the effective management. The effective management includes thorough planning, systematic actuating and sustainable evaluation (muzfahdhilah, Wahyuni, Nisa, & Salman, 2025). Therefore, the effective and structured management is crucial in the implementation of habituation program of Arabic conversation to ensure the sustainability, the effectivity and the achievement of habituation program objective of Arabic conversation in the school.

In relation to this study, there are some previous studies which investigated about the habituation of Arabic conversation in educational institutions and Islamic boarding schools. Arianto (2023) found that the model of daily conversation is effective to improve the Arabic proficiency and enthusiasm of students through the habituation of structured conversation. Similarly, Rosanda and Anwar (2024) provided evidence that the weekly conversation have a significant effect on students' vocabulary mastery. The research of Anwar, et al. (2025) also showed that the Arabic conversation contribute to improve the students' speaking fluency and confidence gradually. Besides that, the study of Astuti, Setyawan, dan Aji (2020) emphasized that the success of development of Arabic speaking skill is very influenced by the existence of language environments managed consistently and systematically. Meanwhile, the study of Aini, et al. (2021) showed that the effectiveness of language program is very determined by the management which include planning, actuating, and integrated evaluation.

Despite the various study proved the effectiveness of conversation program in enhancing Arabic speaking skill, most of the study focused on investigating the pedagogical aspects and learning outcomes such as the improvement of vocabulary, speaking fluency and learning motivation. Those studies don't comprehensively investigate how the habituation program of Arabic conversation is managed from educational management perspective, especially in the context of formal educational institutions at the junior high school level. In other words, there is a research gap in the managerial aspect of Arabic habituation program, especially those include the analysis of planning, actuating and systematic evaluation.

Whereas, in educational management perspective, the success of the program is not only determined by the learning method, but also by the quality of the needs - based planning, structured implementation as well as sustainable evaluation (Silmi, Kurniawan, & Subhan, 2023). The effectiveness of program management enables the sustainability of activities, the consistency of implementation as well as the development of measurable students' quality.

Based on the gap, this study offers the analytical approach of program management perspective toward the implementation of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan. this study not only describes the Arabic conversation practice, but also to analysis how the planning process carried out based on the students' needs, how the implementing mechanism implemented operationally as well as how the evaluation carried out to ensure the achievement of program objectives and the development of students' speaking skill.

Based on the background and the research gap, the purpose of this study is to analysis the management of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan including aspects of planning, actuating, and evalusion. The study result is expected to contribute theoretically on the development of management study of language program in formal educational

institution as well as contributing practically to educational institution administrators in designing the effective and sustainable language habituation program.

## **Method**

In this article, the researcher used qualitative approach using a descriptive analytical design to investigate the management of habituation program of Arabic conversation in the school context. This approach was selected because the research is not oriented toward the measure of learning outcomes improvement as commonly found in the previous Arabic conversation study, but rather focuses on the analysis of managerial processes, including planning, actuating, and evaluating the program. Therefore, this research fills the methodological gap in the form of a lack of quantitative study that investigates the management of habituation program of Arabic conversation in formal educational institutions at the junior high school level.

The informants in this research are the principle as the person in charge of the program, the Arabic teacher as the coordinator and technical staff as well as students of SMP Maarif 12 Pamekasan using the technique of purposive sampling based on the direct involvement in the program (Lenaini, 2021). The data collection technique used in this research is non participative observation, semi structured in depth interviews and program document analysis. After the necessary data had been collected, the researcher analysed and processed the data using the Miles and Huberman model of data analysis. The data analysis began with data reduction, data display and conclusion drawing (Nurrisa, Hermina, & Norlaila, 2025) by using thematic categorization based on educational management framework (planning, actuating, evaluating) to ensure a more systematic and analytical analysis.

This research ensures the data validity by applying the principles of trustworthiness which include credibility, dependability, confirmability and transferability (Afiyanti, 2008). Operationally, the data credibility strengthened through source triangulation and method triangulation (Alfansyur & Mariyani, 2020) by comparing data across informants as well as examining the consistency of research finding through observation, interview and documentation simultaneously. This methodological approach strengthens the depth of analysis and gives different contribution compared to previous studies which emphasize more on learning outcomes evaluation than the program's managerial mechanism.

## **Results and Discussion**

Management is an integral part of educational process or activity programs in educational institutions that cannot be separated. Without the existence of management, the objective of education or activity programs will not be realized optimally and effectively (Langeningtias, Putra, & Nurwachidah, 2021). Therefore, SMP Maarif 12 Pamekasan had implemented the structured management in implementing the habituation program of weekly morning Arabic conversation, beginning with the planning, actuating, and evaluating. Based on the result of observations, interviews with the principle as the person in charge of the program,

the Arabic teacher as the coordinator and technical staff as well as students of SMP Maarif 12 Pamekasan, and document analysis related to the habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan can be outlined as follows:

### **1. Planning**

The planning process of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan begun with the student need analysis, in which the students need the habituation of Arabic speaking practice routinely and sustainably so that the students' speaking skill can develop optimally. This is due to the lack of self-confidence and less active in speaking Arabic. The result of interviews with the principle affirms that to achieve on of school vision and mission namely the realization of graduates who can collaborate and contribute at both the local and global level, certainly the students must master foreign language including the active use of Arabic. Therefore, the habituation program of Arabic conversation is one of effort in order that the students of SMP Maarif 12 Pamekasan can speak Arabic fluently and actively as a result they can collaborate and contribute at both the local and global level.

The document of program implementation guidelines also includes the main objective of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan, namely making student accustomed to use Arabic through oral communication, enhancing speaking skill (*maharatul kalam*), and building students' self-confidence in Arabic communication. This finding is supported by the Arabic teacher's statement in the interview that the program aims to create Arabic language environment in the school.

In supporting and ensuring the success of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan, the school established the program as weekly routine activity and set rules that all students are required to participate the habituation program of Arabic conversation. The principle stated that the program of Arabic conversation is held every Friday and Saturday before the lesson begins in the classroom and it becomes the school activity agenda coordinated by Arabic teacher. He also added that the Arabic conversation material, implementation procedure and its evaluation are designed by Arabic teacher as the coordinator and technical staff of habituation program of Arabic conversation. The explanation is in line with and supported by the document of program implementation guidelines which mentions that the schedule of habituation program of Arabic conversation is on Friday and Saturday at 07.00 – 07.15 a.m. and as for the target of habituation program of Arabic conversation is all students of SMP Maarif 12 Pamekasan, the implementation mechanism is the students practice Arabic through paired Arabic conversation, the Arabic conversation material and learning source is using "I can speak English and Arabic" book and then the program includes the program evaluation periodically and program follow-up.

Based on the interview result and document analysis related to the planning of habituation program of Arabic conversation of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan can be concluded that the planning of the program has complied with the principles of planning, namely there are student need identification based on the problem in the field, formulation of program objectives, program target as well as the schedule of program implementation, implementation mechanisms, relevant material and learning source and evaluating periodically and program follow-up. This planning is a crucial first step in management, in which the planning step includes determination of objectives and structured and coordinated work plan to achieve the established objectives (Silmi et al., 2023).

The findings of planning program at SMP Maarif 12 Pamekasan showed a similar pattern to the management study of Arabic program in other institution. especially in setting the vision and mission, determining participant target, and formulating implementation mechanism. For instance, the study of Ikhlas et al., (2025) on the Arabic conversation program in Arabic course institution found that the effective program planning is indicated by setting the institutional direction, implementation structure as well as clear arrangement of implementation agenda. This similarity strengthens the interpretation that the systematic habituation program highly depends on the firmness of planning design.

However, there is a crucial difference whereas several studies about the planning of Arabic program tend to emphasize managerial approach based on strategic analysis, such as SWOT analysis and institutional opportunities analysis. The planning of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan is more strongly grounded in the students' need analysis to solve the low students' self-confidence and the lack of speaking practice. Aliyah et al., (2019) emphasized that the planning of a good Arabic program generally started by the mapping of conditions and institutions or participants' need, including through institutional analysis such as SWOT as the foundation of program decision-making. Therefore, the contribution of this research findings emphasizes that the planning of Arabic habituation program in formal school can be effective despite its simplicity if it is real students' need-based and has operational mechanisms design.

## **2. Actuating**

The implementation mechanism of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan is carried out through paired Arabic conversation practice in two steps, the first: the students practice Arabic conversation with their friends in a lined up, face to face formation, the second: the students practice again the Arabic conversation with the teacher. The schedule of habituation program is carried out every Friday and Saturday at 07.00 – 07.15 a.m.

before the lesson begins. The implementation mechanism of this program is conducted regularly and structurally according to the schedule that has been established in the program guidelines document. This finding is supported by the interview result with one of student and Arabic teacher as the coordinator and technical staff of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan.

In its implementation, most of students as the target participants of habituation program of Arabic conversation expressed feelings of enjoyment, spirit and enthusiasm. This was emphasized by the Arabic teacher that 90% of the students were enthusiastic and actively participated in the habituation program of Arabic conversation. One of student also mentioned that the program was enjoyable because the conversations were simple and easy to understand and felt that the Arabic speaking skill had become fluent. Another student stated that they had become more confident and fluent in speaking Arabic.

From a management perspective, actuating is the process of implementing all forms of planning that have been formulated previously, both at the managerial and operational levels, in order to achieve the objectives determined by the organization (Aini et al., 2021). Therefore, the habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan has been implemented in accordance with the planning outlined in the program implementation guidelines.

However, several challenges were identified in the implementation of the habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan. The Arabic teacher stated that in the implementation of the program, there were two main obstacles. The first, technical constraints, including the limited time allocated for the program. The limited duration was focused on practicing Arabic conversation without providing explanations of Arabic grammatical rules, so that the short time available could remain effective. The second, linguistic constraints, in which some students experienced difficulties in pronouncing the Arabic conversation dialogues and did not understand the meanings of the sentences and vocabulary in the conversation guidebook. To overcome these challenges, the Arabic teacher and other teachers acted as facilitators by providing additional explanations when students got linguistic difficulties during the implementation of the habituation program.

The implementation mechanism through practicing paired Arabic conversation (*face to face*) which continues with teacher reinforcement shows practice-based learning approaches which is consistent with the creation concept of language environments (*Bi'ah Lughawiyah*). Sanusi dan Sanah (2017) stated that the optimalization of language environment needs the management of structured and routine language activities so that the habituation is implemented systematically. This similarity shows that the routine practice of Arabic conversation with a limited time still have significant pedagogical value if it is implemented consistently.

Compared with the program of Arabic conversation in the Islamic boarding school or intensive courses which is conducted over a longer period and involving intensive activities (Ikhlas et al., 2025), the implementation of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan faces the time limitation. However, it is precisely in the limitation that the program appears using an efficiency-oriented implementation design strategy such as the activity is short, routine, easy to implement and scaffolding support from the teacher to solve the phonology and vocabulary constrains. This finding enlarges the understanding that Arabic habituation program in the formal school doesn't always require high intensity but needs consistency and targeted reinforcement.

### **3. Evaluating**

The implementation evaluation of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan is conducted periodically to ensure that the program is carried out in accordance with the established planning. The Arabic teacher, as the coordinator, stated that the evaluation related to the implementation of the habituation program is conducted through internal discussions and reflective reviews to assess whether the program runs according to the planned schedule and mechanisms. The implementation evaluation encompasses not only technical aspects but also the development of students' Arabic speaking skills. The evaluation is carried out through direct observation during conversation practice and systematic documentation of students' progress. The assessment criteria include students' confidence and fluency in speaking Arabic.

The findings of the program evaluation at SMP Maarif 12 Pamekasan show the evaluation model of observation-based formative namely by observing the students' speaking fluency, students' self-confidence and the internal reflection of program implementation. This model is consistent with the study of the Arabic conversation program management in other institutions which emphasize the importance of control and periodic evaluation to keep implementation consistency (Ikhlas et al., 2025). Therefore, the evaluation in the Arabic habituation program has two functions: (1) to ensure the alignment of implementation with the planning, and (2) to ensure that there is student development indicator which can be observed sustainably. Therefore, evaluation is no less important step than planning because the primary purpose of evaluation is to determine and ensure that the process or implementation of a program is carried out in accordance with the established implementation plan. It also serves to assess the program's output and to identify solutions to shortcomings and challenges encountered during its implementation (Magdalena, Fauzi, & Putri, 2020).

## Conclusion

The purpose of this study is to analysis the management of habituation program of weekly morning Arabic conversation at SMP Maarif 12 Pamekasan which include planning, actuating, and evaluating. Based on the study result, it can be concluded that the success of habituation program of Arabic conversation is not only determined by the intensity of speaking practice but also the consistent and structured management program.

In the planning aspect, the program is designed based on the students' need analysis, the formulation of clear program objectives, the determination of participant target as well as the formulation of implementation mechanism and schedule. It shows that the planning-based students' need becomes the main foundation of Arabic habituation program effectivity in the formal school.

In the actuating aspects, the mechanism of paired practice implemented routinely reinforced by the teacher guidance shows the strategy of implementation design efficiency, namely short, systematic and sustainable activity. This finding indicates that in the context of formal school with the time limitation, the consistency and pedagogical reinforcement are more decisive than long period.

In the evaluation aspect, the program implements formative evaluation through observing the development of students' fluency and self-confidence as well as implementer's internal reflection. The evaluation serves as a control mechanism as well as ensuring the program sustainability.

This study emphasizes that the management of Arabic habituation program in the formal educational institution can be implemented effectively if the functions of management (Planning, actuating, and evaluating) implemented in an integrated manner. Therefore, the contribution of this study lies in confirming that the habituation of Arabic conversation is not only a pedagogical practice but also the managerial practice which require a systematic design to ensure the sustainability of the program and long-term impact. This finding has theoretical implications for the development of management study of language program in the formal education as well as practice implementation for the institution manager in designing the efficient, structured and student's need-oriented language habituation program.

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