

AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan  
Available online at <https://jurnal.staim-probolinggo.ac.id/Muaddib>

## A PORTRAIT OF INNOVATION IN ARABIC LANGUAGE LEARNING IN INDONESIAN EDUCATION

Slamet Daroini<sup>1</sup>, Mirdawati Razida<sup>2</sup>, Ali Al Haddad<sup>3</sup>, Arham Ahmad<sup>4</sup>

<sup>1</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

<sup>2</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

<sup>3</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

<sup>4</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Email : [slametdumar@pba.uin-malang.ac.id](mailto:slametdumar@pba.uin-malang.ac.id)<sup>1</sup>, [mirdarasyidah@gmail.com](mailto:mirdarasyidah@gmail.com)<sup>2</sup>,  
[alialhaddad@gmail.com](mailto:alialhaddad@gmail.com)<sup>3</sup>, [arhamahmad4141@gmail.com](mailto:arhamahmad4141@gmail.com)<sup>4</sup>

DOI: <https://doi.org/10.46773/muaddib.v7i3.1876>

Received: Juni 2025

Accepted: Juni 2025

Published: Juli 2025

### Abstract :

Arabic language learning in Indonesia has experienced significant developments along with changing times and technological advances. Initially dominated by traditional methods such as sorogan and bandongan, now Arabic language learning has begun to adopt a more innovative, communicative, and contextual approach. This study aims to describe a portrait of innovation in Arabic language learning at various levels of education in Indonesia through a literature review and qualitative descriptive approach. The results of the study show that teaching materials are now more diverse, including textbooks, digital media, and AI-based applications. In addition, various learning methods, such as *Thariqah al-Qawā'id wa at-Tarjamah*, *Thariqah al-Mubāsyarah*, *Thariqah al-Ilhiyyah*, used to adjust learning to the needs of students. This innovation encourages the creation of a more active, relevant, and meaningful learning process. Thus, the development of Arabic language learning must continue to be directed at an adaptive approach to the dynamics of the times and the character of students.

**Keywords :** Arabic language, learning innovation, teaching methods, teaching methods, educational technology

### Abstrak :

Pembelajaran bahasa Arab di Indonesia mengalami perkembangan yang signifikan seiring perubahan zaman dan kemajuan teknologi. Awalnya didominasi oleh metode tradisional seperti sorogan dan bandongan, kini pembelajaran bahasa Arab mulai mengadopsi pendekatan yang lebih inovatif, komunikatif, dan kontekstual. Penelitian ini bertujuan untuk menggambarkan potret inovasi dalam pembelajaran bahasa Arab di berbagai jenjang pendidikan di Indonesia melalui kajian pustaka dan pendekatan deskriptif kualitatif. Hasil kajian menunjukkan bahwa bahan ajar kini lebih beragam, meliputi buku teks, media digital, dan aplikasi berbasis AI. Selain itu, berbagai metode pembelajaran, seperti *Thariqah al-Qawā'id wa at-Tarjamah*, *At-Thariqah al-Mubāsyarah*, hingga *Al-Thariqah Al-Ilhaiyyah*, digunakan untuk menyesuaikan pembelajaran dengan kebutuhan peserta didik. Inovasi ini mendorong terciptanya proses belajar yang lebih aktif, relevan, dan bermakna. Dengan demikian, pengembangan pembelajaran bahasa Arab harus terus diarahkan pada pendekatan yang adaptif terhadap dinamika zaman dan karakter peserta didik.

**Kata Kunci :** Bahasa Arab, inovasi pembelajaran, metode pengajaran, bahan ajar, teknologi pendidikan.

## INTRODUCTION

Arabic has a special position in the journey of education in Indonesia. Since the first time Islam was present in the archipelago in the 7th century AD,

Arabic has not only been studied as a means of communication between nations, but has also become the key to understanding the sources of Islamic teachings, such as the Qur'an, Hadith, and other Islamic literature (M. Thohir et al., 2021). In traditional Islamic boarding schools, Arabic even occupies a very important space because it is the main requirement in the process of learning the yellow book. Over time, interest and need for mastery of Arabic have expanded, not only within the scope of Islamic boarding schools, but also in madrasas, public schools, and universities.

In its early days, Arabic language learning in Indonesia relied more on simple and monotonous teaching patterns. Methods such as sorogan and bandongan were typical, where the teacher read the text and the students listened, then imitated. The main focus of learning was more on understanding the contents of the book, not on speaking or communicating skills. This pattern was certainly in line with the needs of the times at that time, where mastery of the text was the main provision in carrying out religious activities. (Nur & Norkhafifah, 2024). However, social, economic, and technological changes have gradually driven a shift in the goals of Arabic language learning in Indonesia.

The entry of new approaches into the world of language education, especially methods foreign language learning, also influences the direction of Arabic language teaching development in Indonesia. Along with the flow of globalization and the advancement of language teaching theory, the old approach that only focused on grammar began to be abandoned. Educators began to shift to more communicative and contextual approaches, such as direct methods to competency-based learning models that emphasize active language skills.

On the other hand, this change is not free from the challenges faced by educators. Methods that were successful in the past are not necessarily relevant to be applied today. The digital era, especially in the landscape of the Industrial Revolution 4.0, has encouraged the presence of new innovations in learning, including in Arabic language learning. The use of technology-based learning media such as mobile applications, online platforms, and artificial intelligence-based software is one form of response to the needs of students in this increasingly connected era (M. Thohir et al., 2021).

Innovation in Arabic language learning is not only about changing methods from old to new, but also about how teachers are able to adjust the approach used to the needs and character of students. Because, in the world of education, there is no single method that fits all contexts (Almardhi et al., 2023). Teachers are required to be more sensitive in choosing strategies that are not only effective, but also relevant to the development of the times, the character of students, and future challenges.

Based on this background, this study attempts to describe a portrait of innovation in Arabic language learning in Indonesia. Through a literature review and qualitative descriptive approach, this paper will review how changes in Arabic language teaching methods and strategies are responded to by educators at various levels of education. It is hoped that the results of this study can provide a clear picture of the direction of adaptive and innovative Arabic language

learning in facing the dynamics of the world of education in Indonesia.

## **RESEARCH METHOD**

This research uses a qualitative approach with a library research type (library research) which focuses on Arabic language learning innovation in Indonesia. The research process involves collecting library data by reading, researching, managing, and analyzing relevant data to provide a deep understanding of how the portrait of Arabic language learning innovation in Indonesia (Haryati et al., 2023)

This study uses primary data taken from a literature review that leads to innovation in Arabic language learning with a total of processing from 2 different sources, while secondary data is obtained from literature such as books, articles, journals, and previous research that discusses the transformation of the development of Arabic language learning in Indonesian Education.

The data analysis stage is carried out using the method content analysis by collecting data from various relevant sources. Then it is done by systematically grouping the data based on themes such as learning innovation, Arabic language teaching materials, and relevance.

current teaching materials with the needs of modern Arabic language education.

The validity of the data is guaranteed through source triangulation, which is verifying and comparing information from various literatures or sources to ensure its validity (Sugiyono, 2019). This process helps reduce bias or errors that may occur if only relying on one source, resulting in more comprehensive and reliable findings.

## **FINDINGS AND DISCUSSION**

### **Teaching Materials for Learning Arabic**

Teaching materials are one of the important elements in supporting the success of the Arabic language learning process. Since the beginning of the entry of Arabic into Indonesia, the teaching materials used have been more traditional, namely classical Arabic books that generally contain Islamic literature. These books are studied by students in order to understand religious texts, ranging from those related to fiqh, tafsir, to hadith. In this context, understanding of grammar and vocabulary mastery are honed more through reading, translating, and in-depth explanations of the meaning contained in the text of the book (Nur & Norkhafifah, 2024).

As the world of formal education in Indonesia develops, Arabic language learning materials are no longer limited to yellow books alone. Formal educational institutions such as madrasas, schools, and universities have adapted Arabic language teaching materials in the form of textbooks that are designed more systematically and in accordance with curriculum needs. This book is usually equipped with practice questions, pictures, and more communicative contextual dialogues, so that it can bring students closer to real situations in using Arabic (Nur & Norkhafifah, 2024).

Not only limited to printed teaching materials, the development of information technology also opens up new space for the presence of digital teaching materials. Various online learning platforms, mobile applications, and interactive learning videos are now an important part of the Arabic language teaching process. This digital material not only provides easy access for students,

but also allows the learning process to be more flexible, interactive, and in accordance with the learning speed of each individual (Almardhi et al., 2023).

In addition, digital teaching materials also support the strengthening of listening and speaking skills in Arabic. Through audiovisual media such as podcasts, YouTube videos, and Artificial Intelligence (AI) based applications, students can hear the use of Arabic directly from native speakers. This helps improve communication competencies and understanding of the Arabic cultural context more authentically, which was previously difficult to achieve through conventional teaching materials (M. Thohir et al., 2021).

With the increasing diversity of teaching materials in Arabic language learning, both traditional and modern, educators have a greater opportunity to combining these sources according to student characteristics and learning objectives (Iman et al., 2021). The choice of the right teaching materials will greatly influence the formation of an effective and meaningful learning atmosphere, especially in facing the challenges of globalization and the need for cross-cultural communication in today's era.

### **Arabic Language Learning Methods**

#### *a. Thariqah al Qawaid wa Tarjamah*

*Thariqah al Qawaid wa Tarjamah* is one of the very classic foreign language learning methods and was once the main method in teaching Arabic in various educational institutions, especially in the early days of the spread of formal education in Indonesia. This method focuses on mastering grammar (*qawā'id*) first, before students are directed to understand and translate Arabic texts into their mother tongue. Through this approach, students are expected to understand the structure of Arabic systematically so that they are able to translate sentences correctly into their own language (Niswah, 2020).

The learning process in this method usually begins with the provision of grammar rules or formulas directly and in a structured manner by the teacher, then students are asked to memorize them and practice their application through translation exercises. The teacher will provide examples of sentences in Arabic that have been adjusted to the rules learned, then students translate the sentences into their mother tongue. Activities like this are carried out repeatedly, so that students not only get to know new vocabulary, but also understand the grammar rules that are the basis for forming correct sentences.

*Thariqah al Qawaid wa Tarjamah* has several advantages, including making it easier for students to understand Arabic grammatical concepts in depth. In addition, this method is also considered effective in building language analysis skills, because students are trained to understand the relationship between foreign language structures and their mother tongue directly. However, this method is also considered to have shortcomings, especially in terms of oral communication skills, because this method focuses more on reading and writing aspects, not on speaking or listening skills. (Sholihah & Lestari, 2021).

In the context of Arabic language education in Indonesia, this method was widely used in traditional Islamic boarding schools and madrasahs in the early days, especially when the main focus of Arabic language learning was to understand classical books or religious literature. However, along with the growing demands for more communicative Arabic language teaching, this

method began to be combined with other approaches that emphasize speaking and listening skills, in accordance with the needs of the times and the demands of students.

Overall, the *Thariqah al Qawaid wa Tarjamah* still has an important position in the map of Arabic language learning methods, especially in the context of teaching Arabic for academic purposes and mastery of classical literature. Therefore, the selection of this method in the learning process needs to be adjusted to the learning objectives, characteristics of the participants education, and the context of educational institutions, so that the learning process runs more effectively and provides optimal results.

**b. At Thariqah al Mubasyarah**

*At Thariqah al Mubasyarah* or direct method is an approach in learning Arabic that positions language as an active communication tool from the beginning of the learning process. In this method, teachers use pure Arabic without the intermediary of their mother tongue so that students are accustomed to understanding the language context directly, not by translating. This method can foster students' ability to think and speak in Arabic naturally, so that the learning process feels more alive and effective compared to theoretical or translation-based methods. (Sudjani & Gunadi, 2020).

In its implementation, this method integrates four basic Arabic language skills listening, speaking, reading, and writing which are taught contextually and functionally. The teacher acts as a facilitator and model in the use of everyday Arabic in the classroom, so that students are directly involved in the active learning process. This method not only improves practical language understanding but also encourages students' interest in communicating using Arabic, because they feel they are a direct part of the interactions that occur in the classroom (Agdaen et al., 2023).

This method also encourages context-based learning through images, body movements, props, and real situations, so that students understand the meaning of vocabulary and language structure intuitively. The application of *At-Thariqah al-Mubasyarah* has a significant impact on increasing students' interest in learning, because they feel a more dynamic and interactive classroom atmosphere, different from the monotonous lecture model (Mulyani et al., 2021).

However, this method still has challenges, especially for beginner students who do not yet have sufficient Arabic vocabulary. Teachers are required to be more creative in giving cues, choosing learning media, and arranging the classroom atmosphere so that students are still able to understand the message conveyed. The effectiveness of this method depends on the teacher's mastery of Arabic and his/her ability to build communicative and interesting interactions in the classroom (Agdaen et al., 2023).

Overall, *At Thariqah al Mubasyarah* is considered very suitable for forming communicative Arabic language habits among students. If applied with the right strategy, this method can spur students' courage in speaking, foster self-confidence, and create an active learning atmosphere. This method not only teaches language theory, but also gets students used to directly practicing Arabic in their daily lives, so that their skills develop naturally. (Sudjani & Gunadi, 2020).

**c. Thariqah al-Sam'iyah al-Syafahiyyah**

*Thariqah al-Sam'iyah al-Syafahiyyah* an Arabic language learning method that focuses on the approach auditorium (hearing) and oral (speech). The basic concept of this method is that language acquisition begins with the ability to listen and speak before reading and writing. (Brooks, 1975) This is in accordance with the natural process of children in learning their mother tongue, namely they first listen to their surroundings speaking, then imitate what they hear, and then learn to read and write. Therefore, this method is considered very effective in developing communicative language skills, especially in teaching foreign languages such as Arabic.

In its application in learning Arabic, The Shiite and the Sunni emphasizes listening exercises for vocabulary, sentences, or conversations in correct Arabic from teachers or audio media. After listening, students are invited to imitate with correct pronunciation, paying attention to intonation and sentence structure. The teacher plays an active role as a model of good and correct language. This method often uses dialogue or role play (role-play), songs, oral stories, and interactive Q&A to train students' sensitivity to sounds and meanings in Arabic. The goal is for students to become accustomed to the structure and patterns of the language naturally before entering the reading and writing stages.

*Thariqah al-Sam'iyah al-Syafahiyyah* has its own characteristics in learning Arabic. Fuad Efendi explained that: (a) The main objective of this method is to develop the four language skills (listening, speaking, reading, and writing) in a balanced manner. (b) The process of delivering the material begins with listening and speaking activities, then continues with reading and writing. (c) The material is presented in the form of contextual conversations (*hiwār*) or vocabulary (*mufradāt*). (d) Sentence pattern exercises are used to help students understand sentence structure. (e) The vocabulary taught is limited and always related to a particular sentence or context, not taught separately as a single word. (f) Pronunciation teaching is carried out systematically through demonstration, imitation, comparison, contrast, and other methods. (g) Writing material is considered a continuation of speaking skills. (h) Language translation is avoided during the learning process. (i) In the early stages, students are not directly introduced to grammar rules. (j) The selection of material is based on the differences in structure between the target language and the student's mother tongue, so that it is easier to understand. (k) The learning process is designed to minimize student response errors. (l) The teacher acts as the center of activity and the main controller in the class. (m) The use of aids such as audio recordings and visual media is highly recommended, especially through language laboratory facilities. (A. Thohir et al., 2022)

Implementation of the *Thariqah al-Sam'iyah al-Syafahiyyah* in Arabic language learning can be done systematically through various stages that emphasize the development of listening and speaking skills as the main basis for language mastery. (Maulana et al., 2023) In its implementation in the classroom, teachers can start by listening to recordings of conversations in Arabic related to everyday life situations, such as introducing oneself, greeting friends, or buying goods at the market. This recording can be played several times so that students get used to the natural sounds, intonations, and rhythms of Arabic. After the

listening process, the teacher guides students to directly imitate the sentences they have heard, either individually or in pairs, in order to practice correct pronunciation and strengthen understanding of meaning. This exercise can also be done through role play to create a communicative and enjoyable learning atmosphere.

Next, after students have sufficient listening and speaking skills, the learning process continues to the reading and writing stages. Teachers can provide short texts or dialogues that they have previously listened to, so that students can associate sounds and written forms. In this stage, students learn to read with understanding, then copy or rewrite dialogues based on memory or instructions given. It is important in implementing this method to avoid using direct translation and to distance students from rigid grammatical explanations, especially in the early stages. Instead, teachers emphasize mastery of sentence structure and vocabulary through repetition, contextual examples, and varied exercises. In the process, teachers become the center of learning that provides examples of correct Arabic, and uses assistive media such as audio recordings, videos, or language laboratory facilities to strengthen students' auditory abilities. With this approach, students find it easier to develop their Arabic language skills actively and naturally, in accordance with the sequence of language development starting from listening, speaking, reading, to writing.

*d. Al-Madkhal al-Ittishāli*

Language learning that emphasizes the communication aspect as the core of the learning process. Literally, *Al-Madkhal al-Ittishāli* means "communicative approach", which comes from the paradigm of language learning as a means of communication, not merely as a system of rules or grammatical structures. The basic concept of this approach is that the main goal of learning a language is to communicate effectively in various real-life contexts. (Bakri, 2022) Therefore, the main focus of this approach is not only on mastering grammar or vocabulary separately, but on how language is used in real situations, both orally and in writing.

In its use, the communicative approach encourages learners to actively use Arabic in authentic communicative activities. The teacher acts as a facilitator and communicator, not just as a transmitter of information. Activities used in learning include role-playing (role play), group discussions, interviews, project assignments, and simulations of real-life situations, such as having a conversation in a market, making a phone call, or writing a formal email in Arabic. This approach also emphasizes the integration of the four language skills (listening, speaking, reading, and writing) in each learning unit, rather than teaching them separately (A. Thohir et al., 2022).

Implementation *Al-Madkhal al-Ittishāli* Arabic language classes requires a flexible and context-based curriculum, communicative and authentic teaching materials, and an assessment approach that assesses students' ability to use the language effectively. Teachers need to create a classroom environment that is conducive to communication, where mistakes are seen as part of the learning process, not as failures. Learners are encouraged to actively interact in Arabic from the start, even with limited vocabulary. In the context of the highly dynamic

modern Arab world, this approach is relevant because it is able to bridge the gap between academic and practical linguistic needs. Thus, *Al-Madkhal al-Ittishāli* not only improving students' Arabic language skills, but also equipping them with cross-cultural communication skills that are essential in the global era.

**e. *Thariqah al-Istijabah al-Jasadiyah al-Kamilah***

*Thariqah al-Istijabah al-Jasadiyah al-Kamilah* is an Arabic language learning method that emphasizes physical responses or body movements as a whole in understanding and mastering the language. This method is in line with the concept of Total Physical Response (TPR) developed by James Asher, who believes that language can be learned effectively through the relationship between verbal commands and body movements. In the context of Arabic, *Thariqah al-Istijabah al-Jasadiyah al-Kamilah* involves giving instructions or commands in Arabic to students, then students respond through appropriate physical actions. This approach combines kinesthetic elements in learning, thus helping students understand the meaning of the language naturally and enjoyably, especially for beginners or children. (Wahyuningsih et al., 2023)

In practice, the teacher gives simple commands in Arabic such as "*qif!*" (stand up), "*ijlis!*" (sit down), "*iftah al-bāb*" (open the door), or "*amsik al-kitāb*" (hold the book), then the students respond directly by doing the action. Through repetition and variation of commands, students begin to understand the meaning of vocabulary and sentence structure without the need for translation. This creates a direct and contextual learning experience, where language is understood through experience, not just memorization. This method is also very helpful in activating the involvement of the student's entire body, so that more senses are involved in the learning process, which has a positive impact on memory and understanding. (A. Thohir et al., 2022)

The implementation of this method is very suitable for the early stages of learning Arabic, especially in the introduction of everyday vocabulary, basic commands, or class activities. In addition, this method can also be developed to a more complex level, such as role-playing or situation simulations, for example "shopping in the market" or "activities at home", where students carry out real actions while using Arabic. The teacher acts as a creative and active facilitator, giving various commands and monitoring student responses to ensure understanding. *Thariqah al-Istijabah al-Jasadiyah al-Kamilah* not only effective in improving language proficiency, but also being able to create a dynamic, enjoyable learning atmosphere and reduce students' fear of foreign languages.

**f. *Al-Thariqah Al-Shamtiyyah***

*Al-Thariqah Al-Shamtiyyah* also known as the "silent teacher method", is an educational approach developed by Caleb Gattegno in 1972. This method is based on philosophical and epistemological principles, in which the role of the teacher is limited, giving students more opportunities to express their opinions and develop their skills independently. (Farros, 2024) This method has several advantages, including: The teacher's role is limited to directing without talking much for about 90% of class time, thus encouraging students to discover for themselves and learn independently (Farros, 2024), focusing on improving students' listening (*maharatul istima'*) and reading (*maharah qiro'ah*) skills (Malik

et al., 2023), and encouraging students to collaborate with each other to solve language problems and foster independence and creativity (Junanah, 2014).

Therefore, this method is very effective, including for improving vocabulary. Research has shown that using this method to teach vocabulary has been effective among high school students, with results showing increased student grades and increased engagement and interest in learning (Amanah et al., 2023), in addition this method is also effective because it can improve students' listening skills. Research has shown that this method is effective in improving students' listening skills, with data showing increased listening scores and increased student engagement (Malik, 2023). So therefore, *Al-Thariqah Al-Shamtiyyah* is an effective approach that encourages student independence and creativity, while improving listening and reading skills. This method relies on minimizing teacher intervention, giving students more opportunities for independent learning and interacting with their peers.

**g. *Thariqah Ta'allum Al-Lughah Al-Mujtama'i***

*Thariqah Ta'allum Al-Lughah Al-Mujtama'i* is an educational approach that focuses on the use of language in social and interactive contexts, which enhances students' ability to use language effectively in everyday life. In the context of Arabic language education, this approach is an effective way to improve students' language skills through community interaction and participation. Pedagogical translation plays a vital role in this method, as it allows learners to use multiple dialects and languages to negotiate and construct linguistic knowledge. In the context of Arabic language learning, these practices are used to value learners' heritage identities and challenge monolingual ideologies, providing rich opportunities for identity negotiation and construction knowledge. (Abourehab et al., 2020).

In a study showed that collaborative and participatory learning increases the effectiveness of Arabic language learning. By combining interactive teaching techniques such as language games, simulations, and interactive dialogues, students' language skills can be significantly improved. Training teachers in modern teaching methods also improves their competence and ability to provide effective teaching (Zulkiflih et al., 2024). The application of these methods, such as learning through art and interacting with artwork, can significantly enhance language and culture learning. Its application provides an inclusive and personalized learning environment, increasing students' engagement and understanding of the Arabic language and culture. (Abdulhadi et al., 2020)

Despite the many benefits of this learning or this method, there are some challenges related to the provision of appropriate educational resources and the varying levels of proficiency among students. To ensure the sustainability of educational programs, strategic plans and community support must be made to address these challenges. (Manik et al., 2024)

**h. *Al-Thariqah Al-Ilhaiyyah***

*Al-Thariqah Al-Ilhaiyyah* is a modern method that aims to improve the learning process through the use of interactive and modern techniques. This method relies on the integration of technology in education to facilitate the learning process and make it more interesting and effective for students. This inspiring Arabic language teaching method relies on the use of modern

technology and interactive techniques to enhance the learning process. It aims to make learning more interactive and interesting for students, which contributes to improving their language skills effectively (Khalil, 2022).

There are several benefits of using this method, including: Motivating students, using technology makes lessons more interesting and motivates students to participate actively, facilitating learning, because technological tools provide multi-sensory learning aids, making the learning process easier and more effective, and improving language skills, this method helps improve students' listening, speaking, reading, and writing skills. (Al-Muntasyiri, 2020) The application of these methods, namely: use of multimedia: Videos, educational applications, and interactive programs can be used to enhance the learning process, electronic learning (e-learning): E-learning can be integrated into the curriculum to provide a flexible and diverse learning environment, and training in the use of technology: Teachers must be trained in the use of modern technology to ensure effective teaching. (Khalil, 2022)

This method in teaching Arabic is an effective method that contributes to enhance the learning process by combining modern technology. This method helps motivate students, facilitate learning, and improve language skills, making it an important choice in developing Arabic language teaching curricula.

## CONCLUSION

Innovation in Arabic language learning in Indonesia shows significant dynamics along with the development of the times, the needs of students, and technological advances. Learning that was previously dominated by traditional methods such as sorogan and bandongan has now evolved towards a more communicative, interactive, and technology-based approach. The use of diverse teaching materials, both printed and digital, reflects teachers' efforts to adapt learning to the characteristics of today's students. The presence of Artificial Intelligence (AI) based applications, audiovisual media, and online platforms provide more flexible and attractive alternatives for Arabic language learning at various levels of education.

The various learning methods described, from *Thariqah al-Qawa'id wa at Tarjamah* to *Al-Thariqah Al-Ilhaiyyah*, show that there is no single approach that can be applied absolutely. Each method has its own advantages and challenges. Therefore, the role of teachers is very important in choosing, modifying, and combining approaches that are appropriate to the learning context. Finally, the portrait of Arabic language learning innovation in Indonesia suggests the importance of continuing the development of adaptive learning strategies. Integrating traditional values with modern approaches is key to creating meaningful, relevant learning that is able to answer the challenges of globalization in Arabic language education.

## REFERENCES

- Almardhi, M. R., Syamsuddin, M. B., & Bachtiar, F. (2023). *Urgensi Bahasa Arab Dalam Perkembangan Pendidikan Islam Di Era Digital 4.0*. 2(1), 99–113.
- Almisyariy, . (2020). The technical Approach for Teaching Arabic. , 108-116. <https://doi.org/10.36772/ARID.AIJEPS.2020.124>
- Agdaen, A. M., Rusli, R. K., Mutaqqien, A., & Sudjani, D. H. (2023). تطبيق طريقة المباشرة على تعليم المحادثة في المعهد الإسلامي رباط نور المصطفى ديفوك. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 4(2), 95–101. <https://doi.org/10.30997/tjpb.v4i2.8542>
- Almardhi, M. R., Syamsuddin, M. B., & Bachtiar, F. (2023). *Urgensi Bahasa Arab Dalam Perkembangan Pendidikan Islam Di Era Digital 4.0*. 2(1), 99–113.
- Almisyariy, . (2020). The technical Approach for Teaching Arabic. , 108-116. <https://doi.org/10.36772/ARID.AIJEPS.2020.124>
- Bakri, A. S. (2022). Model Pembelajaran Mahārah al-Kalām dengan Pendekatan Komunikatif di Madrasah Aliyah. *Aphorisme: Journal of Arabic Language, Literature, and Education*, 3(2), 69–80. <https://doi.org/10.37680/aphorisme.v3i2.2180>
- Brooks, N. (1975). The Meaning of Audiolingual. *The Modern Language Journal*, 59(5–6), 234–240. <https://doi.org/10.1111/j.1540-4781.1975.tb02350.x>
- Farros, A., & , M. (2024). Metode Shamitah (The Silent Way Method) dalam Pembelajaran Bahasa Arab. *INTIFA: Journal of Education and Language*. <https://doi.org/10.62083/7jg41m70>.
- Haryati, R., Jailani, M., & Ramadhan, M. F. (2023). Eksplorasi Learning Concept Menurut Ibnu Khaldun (Relevance Study pada Pembelajaran Bahasa Arab Era Modern). *Al-Jawhar : Journal of Arabic Language*, 1(1), 70–86. <https://ejournal.diwanpustaka.com/aljawhar/article/view/22>
- Iman, M. Z., Yaumi, M., & Baso, Y. S. (2021). Pengembangan Bahan Ajar Bahasa Arab Berbasis Mobile Learning. *Shaut al Arabiyyah*, 9(1), 11. <https://doi.org/10.24252/saa.v9i1.18994>
- Junanah, J. (2014). Silent Way: Metode Pembelajaran Bahasa Arab yang Mendorong Peserta Didik Lebih Kreatif, Mandiri, dan Bertanggung Jawab. , 8, 41-50. <https://doi.org/10.20885/TARBAWI.VOL7.ISS1.ART4>.
- Khalil, A. (2022). Modern Tools of Teaching Arabic to Students. *Visnik KNLU. Serîâ "Psihologiâ ta pedagogîka" / Visnyk KNLU. Series "Pedagogy and Psychology"*. <https://doi.org/10.32589/2412-9283.35.2021.251133>.
- Malik, I., Miolo, M., Samad, M., & Artikel, I. (2023). Silent Way Method Sebagai Alternatif Pembelajaran Maharatul Istimā'. *AL-KILMAH*. <https://doi.org/10.58194/alkilmah.v2i2.1850>.
- Manik, W., Hasibuan, M., Karo, T., Dongoran, I., Iqbal, M., & Ulum, B. (2024). Introduction of Arabic Vocabulary to Early Childhood through Community Service Program at PAUD An-Nur Serba Jadi IV, Sunggal District, Deli Serdang. *Al-arkhabii: Jurnal Pengabdian Masyarakat*. [https://doi.org/10.51590/jpm\\_assunnah.v4i4.748](https://doi.org/10.51590/jpm_assunnah.v4i4.748).
- Maulana, M. R., Ilhami, H., & Shodiqin, R. (2023). Masyākilu Ta'Ļimi 'Ilmi Al-Şorfi Bi Madrasah Al-Irsyād Al-Mutawassiṭah Al-Islāmiyyah. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 6(2), 413. <https://doi.org/10.35931/am.v6i2.2588>

- Mulyani, W. S., Razi, F., & Mulyana, A. (2021). Pengaruh Penggunaan Thariqah Mubasyarah Terhadap Minat Belajar Bahasa Arab Peserta Didik Kelas VII di Sekolah Qur'an Indonesia Megamendung. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 2(1), 25–36. <https://doi.org/10.30997/tjpba.v2i1.3621>
- Niswah, N. (2020). Ta'lim al-Kitābah fī Dhau'ī Tharīqah al-Qawā'id wa at-Tarjamah Ta'kid Ahammiyah ath-Tharīqah wa Adwārihā wa Iktisyāf Tikniyyāt Ta'limihā. *ARABIA Jurnal Pendidikan Bahasa Arab*, 12(1). <https://doi.org/10.21043/arabia.v12i1.7463>
- Nur, S., & Norkhafifah, S. (2024). Transformasi Perkembangan Pembelajaran Bahasa Arab Dalam Pendidikan Di Indonesia. *An-Nashr : Jurnal Ilmiah Pendidikan Dan Sosial Kemasyarakatan*, 2(1), 29–40. <https://jurnal.asy-syifa.id/index.php/an-nashr/article/view/34>
- Sholihah, H., & Lestari, M. W. (2021). *THARIQAH AL-QAWA'ID WA AL-TARJAMAH DALAM PEMBELAJARAN BAHASA ARAB* (pp. 23–41). Kanzun Books.
- Sudjani, D. H., & Gunadi, G. (2020). Thariqah Mubasyarah: Metode Pembelajaran Bahasa Arab pada Perguruan Tinggi. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 1, 39–46. <https://doi.org/10.30997/tjpba.v1i1.2573>
- Sugiyono. (2019). Metode Penelitian Kuantitatif : Konsep Dasar Metode Penelitian Kuantitatif. *Brain Academy*, April 2016, 15. <https://www.brainacademy.id/blog/penelitian-kuantitatif>
- Thohir, A., Melinia, C. N., Sholihah, H., & Nubaha, M. (2022). *Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing*. Kanzun Books.
- Thohir, M., Melinia, C. N., Sholihah, H., & Nubaha, M. (2021). *METODE PEMBELAJARAN BAHASA ARAB SEBAGAI BAHASA ASING* (M. Thohir, C. N. Melinia, H. Sholihah, & M. Nubaha, Eds.). Kanzun Books.
- Wahyuningsih, Y., Maretha, C., & Alrajafi, G. (2023). THE USE OF TOTAL PHYSICAL RESPONSE METHOD ON THE STUDENTS' LEARNING MOTIVATION. *SIGEH ELT : Journal of Literature and Linguistics*, 3(2), 117–124. <https://doi.org/10.36269/sigeh.v3i2.2069>
- Zulkifli, Z., Fitria, F., Ardi, A., & Mahmud, B. (2024). Empowering Arabic Language Learning through Community-Based Assistance: A Model from TPA Nurussajadah, Lampoko Village. *Mangabdi: Journal of Community Engagement in Religion, Social, and Humanities*. <https://doi.org/10.31958/mangabdi.v1i2.14130>.