



Analysis of the Implementation of Arabic Language Environment (Bi'ah Lughawiyah) to Improve Speaking Proficiency at Ma'had Bina Madani

Agung Efendi, Agung Muttaqien, Siti Khumairotuzahra
Program Studi Pendidikan Bahasa Arab, Fakultas Agama Islam dan Pendidikan Guru
Universitas Djuanda, Indonesia

Volume 6 Nomor 2
Juli 2025: 155-169
DOI: 10.30997/dt.v6i2.19263

Article History

Submission: 05-05-2025

Revised: 28-07-2025

Accepted: 29-07-2025

Published: 29-07-2025

Keywords:

Arabic Language, Bi'ah Lughawiyah, Speaking Proficiency.

Kata Kunci:

Bahasa Arab, Kemahiran Berbicara, Bi'ah Lughawiyah.

Correspondence:

Agung Efendi
(agungfendy77@gmail.com)

Abstrak: Arabic is important to master, especially in pesantren such as Ma'had Bina Madani, particularly in Islamic boarding schools such as Ma'had Bina Madani. This study aims to analyze the implementation of bi'ah lughawiyah at Ma'had Bina Madani in enhancing the Arabic speaking skills of students. The method employed in this research is a qualitative descriptive approach through observation, interviews, and document collection. The findings of this study indicate that the implementation of bi'ah lughawiyah at Ma'had Bina Madani has successfully established a planned, consistent, and applicable Arabic language teaching environment. Daily, weekly, and monthly activities involving teachers, OSIS administrators, and foreign sheikhs as language models also support this success. The combination of theory and practice is the primary factor determining the success of bi'ah lughawiyah implementation. This study confirms that a coordinated and consistent language environment can improve students' Arabic speaking skills. The implementation of bi'ah lughawiyah has a positive impact on increasing students' confidence, fluency, understanding of language structure, and motivation to communicate in Arabic. This research contributes to the development of efficient and practical Arabic language teaching methods in Islamic boarding schools. Therefore, this study can serve as a reference for Islamic educational institutions in supporting the improvement of Arabic language skills among students.

Analisis Penerapan Bi'ah Lughawiyah dalam Menumbuhkan Maharoh Kalam di Ma'had Bina Madani Bogor



Abstrak: Bahasa Arab penting dikuasai, terutama di pesantren seperti Ma'had Bina Madani, Penelitian ini bertujuan untuk menganalisis penerapan bi'ah lughawiyah di Ma'had Bina Madani dalam meningkatkan keterampilan berbicara dalam bahasa Arab bagi para santri. Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif kualitatif melalui observasi, wawancara, dan pengumpulan dokumen. Temuan dari penelitian ini mengindikasikan bahwa implementasi bi'ah lughawiyah di Ma'had Bina Madani berhasil membangun lingkungan pengajaran bahasa Arab yang terencana, konsisten, dan aplikatif. Aktivitas harian, mingguan, dan bulanan yang melibatkan pengajar, pengurus OSIS, serta syekh dari luar sebagai contoh bahasa turut mendukung keberhasilan ini. Kombinasi antara teori dan praktik menjadi faktor utama yang menentukan keberhasilan penerapan bi'ah lughawiyah. Penelitian ini menegaskan bahwa lingkungan bahasa yang terkoordinasi dan konsisten mampu meningkatkan kemampuan berbicara bahasa Arab para santri. Penerapan bi'ah lughawiyah memberikan dampak positif pada peningkatan rasa percaya diri, kelancaran, pemahaman terhadap struktur bahasa, dan motivasi santri dalam berkomunikasi menggunakan bahasa Arab. Penelitian ini berkontribusi untuk pengembangan metode pengajaran bahasa Arab yang efisien dan praktis di lingkungan pesantren. Oleh karena itu, penelitian ini bisa dijadikan referensi bagi institusi pendidikan Islam dalam mendukung peningkatan keterampilan bahasa Arab di kalangan santri.

INTRODUCTION

Language plays a crucial role in human life through its ideational, interpersonal, social, and textual functions, making it an inseparable element of daily activity. For learners, especially Islamic boarding school students (*santri*), mastering Arabic is essential due to its extensive role in religious matters, international communication, commerce, culture, science, and social interaction. Arabic has now become a global subject of study on par with major languages such

as English and Mandarin. In Indonesia, Arabic functions not only as a general subject but also as the primary medium for learning Islamic sciences. Therefore, proficiency in Arabic is vital for *santri* in Islamic boarding schools like Ma'had Bina Madani, as it deepens religious understanding while also improving foreign language competence (Sabri, 2023).

Language is a vital communication tool in human life. Through language, individuals can interact and convey their ideas and thoughts. In Arabic

language learning, four primary skills must be mastered: listening (*maharah istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qira'ah*), and writing (*maharah al-kitabah*). Among these, speaking is one of the most essential aspects of communication (Hendri, 2017). Speaking proficiency in Arabic not only reflects a command of language structure but also demonstrates the ability to communicate effectively in both academic and everyday contexts. Therefore, many Islamic boarding schools emphasize speaking skills as a key indicator of Arabic language mastery.

Speaking skill (*maharah al-kalam* or speaking ability) refers to a person's ability to produce sounds or words to express thoughts, ideas, opinions, desires, or feelings to others. In a broader sense, speaking activity is a system of signs observable through auditory and visual means, involving the coordination of various body muscles to deliver messages and fulfill communication needs. This skill holds a central role in language learning as it is typically the primary focus of language learners. Thus, speaking ability is considered a fundamental foundation in

mastering a foreign language (Nurmasyitha, 2016).

Generally, the goal of speaking skills is to guide students to speak fluently, naturally, and contextually in the target language. Achieving this requires more than just implementing teaching methods or strategies. One proven effective approach is creating a supportive environment, such as the implementation of *Bi'ah Lughawiyah* (Arabic-speaking environment) in the learning process (Sabri et al., 2023).

Bi'ah lughawiyah is one of the key aspects in improving students' Arabic skills. Such an environment not only facilitates Arabic acquisition but also fosters confidence and courage in speaking. As a non-linguistic factor, an Arabic-speaking environment significantly influences the success of Arabic language learning. In a setting that encourages direct communication practice, students tend to be more expressive and actively use Arabic in their daily lives. Intensive and continuous exposure to the language in such an environment accelerates understanding and application, far more effectively than instruction

conducted outside of an immersive environment (Sitti Fauziah, 2018).

The use of Arabic in daily interaction plays a highly significant role in developing students' speaking skills. Islamic boarding schools, as traditional Islamic educational institutions, implement structured environmental systems to support learning processes. With a primary focus on language mastery, these institutions adopt a behaviorist approach that emphasizes habituation and environmental conditioning to shape comprehensive language competence through the four major skills (Rahim Marpaung & Lubis, 2023).

However, efforts to create a *Bi'ah Lughawiyah* as a means of enhancing Arabic speaking skills are not without challenges. One common obstacle is the low motivation among students to actively speak Arabic, often due to limited vocabulary or fear of making mistakes. Additionally, a lack of variety in teaching methods and limited learning media also pose significant challenges. Furthermore, there is a noticeable lack of optimal platforms that allow learners to fully develop their speaking skills (Muttaqien, 2024).

This study focuses on Ma'had Bina Madani as the subject of investigation, given the institution's strong commitment to fostering an Arabic-speaking environment among its students. Through creative learning approaches and efforts to cultivate a supportive atmosphere for active Arabic use, Ma'had Bina Madani presents an interesting case study. The emphasis on this institution is expected to provide concrete insights into the effectiveness of *bi'ah lughawiyah* implementation while also offering solutions to the various challenges in Arabic language learning, especially regarding speaking proficiency.

The purpose of this study is to analyze the implementation of *Bi'ah Lughawiyah* (language environment) at Ma'had Bina Madani in nurturing students' Arabic speaking skills. The research focuses on the language environment process as a medium to cultivate students' speaking competence in Arabic.

METHOD

This study employed a qualitative approach using descriptive methods to provide an in-depth overview of the implementation process of *Bi'ah*

Lughawiyah at Ma'had Bina Madani. This approach was chosen because it allows the researcher to understand the phenomenon comprehensively within its natural context without manipulation. The researcher served as the primary instrument in data collection through direct observation, in-depth interviews, and documentation.

Data were collected from primary sources such as the pesantren leader, Arabic language teachers, and students (*santri*), as well as from secondary sources such as institutional documents and relevant literature. The research was conducted at Ma'had Bina Madani, Bogor, from January to April 2025, and included stages of preparation, implementation, and final report writing.

Data analysis was carried out using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing/verification, conducted in an ongoing, iterative manner. The data were presented in the form of narratives, charts, and visual documents to illustrate the relationships between emerging categories.

The validity of the data was tested using source triangulation to ensure the consistency of information gathered from various informants. Interviews were conducted using a guideline that was developed in accordance with the research questions, while documentation served as a tool for verification and support during the analysis process. All processes were conducted systematically to obtain a deep and comprehensive understanding of the phenomenon under investigation..

RESULT AND DISCUSSION

The Implementation Process of *Bi'ah Lughawiyah* at Ma'had Bina Madani

Etymologically, *Bi'ah Lughawiyah* is derived from two words: *bi'ah* meaning "environment" and *lughawiyah* meaning "linguistic," which can be simply interpreted as a language environment. In the context of language education, this term refers to a consciously constructed atmosphere or ecosystem that supports the habituation and reinforcement of language skills, particularly Arabic. *Bi'ah lughawiyah* encompasses not only formal aspects of classroom instruction but also extends to everyday language practices within

the educational institution. Such an environment is crucial in creating a conducive and practical learning atmosphere that enables students to develop their Arabic speaking skills (*maharah kalam*).

Ma'had Bina Madani is one institution that has seriously implemented the *Bi'ah Lughawiyah* concept. This implementation is not merely an additional program but rather serves as the very soul of the educational process since the institution's establishment. Based on an interview with Respondent I, it was emphasized that Ma'had Bina Madani was founded with a core vision of becoming a Qur'an memorization center that also prioritizes Arabic language proficiency. As quoted in the interview dated February 19, 2025: "This place was established... its main goal... is to learn Arabic..." Hence, the implementation of *Bi'ah Lughawiyah* is deeply embedded in the institution's culture.

One of the approaches in implementing *Bi'ah Lughawiyah* is early habituation to the Arabic language, beginning with teachers (*asatidz*) who consistently use Arabic in daily

communication. This use of Arabic is not limited to classrooms but extends to social interactions between students and teachers as well as among the students themselves. According to Respondent II, students are required to use Arabic for a full 24 hours: "...the children are required to speak Arabic... if they break the rule, there are consequences..." This shows a structured discipline that is designed to build habitual usage and awareness of the importance of Arabic in daily activities.

Teaching and learning activities at Ma'had Bina Madani are fully integrated with the *Bi'ah Lughawiyah* approach. Teachers use Arabic as the medium of instruction, even for subjects other than Arabic itself. One of the textbooks used is *Al-'Arabiyah Baina Yadaik*, a standard book widely employed in communicative Arabic instruction. Respondent II stated: "...Arabic lessons in class use *Al-'Arabiyah Baina Yadaik* and other Arabic subjects as well..." This indicates that the communicative, context-based approach forms the pedagogical foundation at this *ma'had*.

Furthermore, a structured daily program reinforces the application of *Bi'ah Lughawiyah*. This program is tiered based on students' grade levels. For first-year students, the focus is on *hiwar* or basic conversation practice guided by the OSIS language division. This activity takes place every evening after *Maghrib* until *Isha*, involving direct practice, translation, and fundamental grammar (*nahwu* and *shorof*) instruction. Respondent III explained that the aim is to familiarize students early on with speaking and understanding correct language structure.

Meanwhile, for second to sixth-year students, there is the *muhadharah* program Arabic speech training. Every day, two students are scheduled to deliver speeches that they have prepared, which are then reviewed by the Arabic language teacher. This helps sharpen structural accuracy, pronunciation, and confidence in public speaking. As noted by Respondent IV, "...every night two students give speeches, like delivering a message or *ilqo kalimat...*" This routine demonstrates that *Bi'ah Lughawiyah* is practiced not only in informal conversation but also in formal

forums that require clarity of structure and articulation.

In addition to daily programs, Ma'had Bina Madani also implements weekly and monthly activities to strengthen the Arabic-speaking atmosphere. Weekly programs such as *hiwar jam'i* every Saturday morning are conducted under the supervision of teachers and OSIS language staff to habituate students to using Arabic in various contexts. Other weekly programs include regular *muhadharah* and *munaqosyah* (debates), the latter being specifically designed for sixth-year students. According to Respondent III, these activities "...sharpen their Arabic fluency..."

Monthly evaluations are also carried out, covering three main areas: *mufrodat* (vocabulary), *nahwu-shorof* (grammar), and translation. Respondent III explained that each type of test serves a specific purpose: vocabulary mastery, grammatical understanding, and text comprehension. This shows a cognitive reinforcement that complements the practical aspects of *Bi'ah Lughawiyah*. These regular assessments are essential for monitoring students' progress and reinforcing consistent learning habits.

The successful implementation of *Bi'ah Lughawiyah* is also supported by key figures such as teachers and foreign *sheikhs* who serve as mentors and role models. Teachers not only deliver content but also model the use of Arabic in all aspects of student life. The presence of a *sheikh* from abroad enriches *maharah istima'* (listening skills) and indirectly boosts *maharah kalam* (speaking skills). As Respondent I noted, "...we have a sheikh from abroad, and that also contributes to listening and eventually speaking skills..."

In connection with previous research, the concept of *Bi'ah Lughawiyah* as a learning environment has been widely discussed in Arabic language education studies. A study by Hasyim (2018) on Arabic learning based on immersion environments at Pondok Pesantren Darul Arqam found that a supportive environment for intensive Arabic usage can accelerate the acquisition of speaking skills. This is consistent with the findings of Nurhidayati (2020) at Pondok Modern Gontor, which showed that the application of *Bi'ah Lughawiyah* was a key to successful holistic language learning. Thus, the model implemented

by Ma'had Bina Madani may be considered a replication of proven best practices from other modern pesantren institutions.

Supporting and Inhibiting Factors in the Implementation of *Bi'ah Lughawiyah*

In foreign language learning, especially Arabic, the implementation of *Bi'ah Lughawiyah* or language environment is a strategic approach focused on creating a conducive atmosphere to encourage the active and natural use of the target language. *Bi'ah lughawiyah* is not merely an additional teaching method but an integrated system embedded in students' daily activities, where Arabic usage becomes a consistent cultural habit within all aspects of pesantren life. At Ma'had Bina Madani, this concept is realized not only formally in classrooms through instruction in *nahwu*, *shorof*, and *hiwar*, but also through non-formal activities such as *muhadharah*, debates, *hiwar jam'i*, and active supervision by teachers and language division administrators.

One of the main supporting factors for the success of *Bi'ah Lughawiyah* at Ma'had Bina Madani is a structured and tiered learning program. This is evident

from the instructional strategy in which first-year students focus on mastering basic conversation (*hiwar*) through vocabulary acquisition and sentence structure habituation, while second- to sixth-year students are directed toward speech (*muhadharah*) and formal debate (*munaqosyah*) in Arabic. Interviews revealed that each grade level has tailored activities suited to their linguistic capabilities, and these are directly supervised by OSIS officers and Arabic teachers. As stated by Respondent III:

“Each grade has its own level of activities—from *hiwar*, *muhadharah*, to *munaqosyah* for sixth graders...” (Interview, March 11, 2025).

This shows that differentiated methods based on learning level are a key strategy in nurturing a language-based environment.

In addition to the learning program, the success of *Bi'ah Lughawiyah* is strongly supported by the integration of theory and practice in Arabic. Students are not only taught *nahwu* and *shorof* in class, but are also required to apply those rules in their daily spoken communication. During the first six months, new students must memorize

600 to 700 vocabulary items as a foundation for basic communication. As stated by Respondent III:

“We also drill them with *hiwar* methods; we translate it, explain a little *nahwu-shorof*...” (Interview, March 11, 2025).

This indicates that the interweaving of grammatical cognition and oral production is a core principle in building students' communicative competence.

Another factor strengthening the implementation of *Bi'ah Lughawiyah* is the active involvement of teachers and language administrators. Teachers not only serve as formal instructors but also as language role models and enforcers in daily interactions. In fact, the presence of a foreign *sheikh* is said to contribute significantly to both *maharah istima'* (listening skills) and *maharah kalam* (speaking skills). As mentioned by Respondent I:

“The teachers really strive to create *Bi'ah Lughawiyah*... we also have one *sheikh* from abroad...” (Interview, February 19, 2025).

Direct interaction with fluent or native speakers provides a strong

linguistic stimulus in language acquisition.

The physical and social environment of the pesantren also plays a critical role. As mentioned by Respondents IV and V, Ma'had Bina Madani encourages Arabic use 24 hours a day, not just during lessons but throughout students' daily lives. The contextual use of Arabic in both spontaneous conversations and formal activities creates a language immersion atmosphere that closely resembles natural acquisition conditions, as advocated in communicative language teaching. In this case, *Bi'ah Lughawiyah* is not only a teaching method but also a living social system within the institution.

Nevertheless, the successful implementation of *Bi'ah Lughawiyah* faces several challenges. One recurring issue is that some students avoid language activities, particularly during *muhadharah* sessions. Respondent III noted the phenomenon of students pretending to be ill to skip participation:

"When they're scheduled for *muhadharah*, some pretend to be sick..." (Interview, March 11, 2025).

This reflects a psychological pressure experienced by some students when required to speak publicly in a foreign language.

In addition, social obstacles arise from the behavior of senior students who hold positions in the student organization (OSIS) but are not consistent in using Arabic. This is counterproductive, as they are supposed to be role models in language practice. Respondent IV stated:

"The senior OSIS members sometimes act freely... and the juniors follow their example..." (Interview, February 19, 2025).

This inconsistency underscores that the internalization of *Bi'ah Lughawiyah* must be collective and comprehensive, and cannot rely solely on junior students without guidance from senior figures.

Lastly, mental fatigue and pressure resulting from strict language expectations-such as vocabulary memorization and the 24-hour speaking rule-can potentially lead to burnout among some students. Although the system aims to create habituation, without a sufficient affective approach, it may become a burden rather than a

motivation. This raises the need for a more balanced approach between linguistic targets and students' emotional well-being.

In relation to previous studies, various research findings have shown that the success of *Bi'ah Lughawiyah* relies on three main pillars: program continuity, environmental consistency, and affective support from teachers and peers. A study by Nurdin (2020) in modern pesantren in East Java, for example, found that a socially consistent linguistic environment, combined with positive reinforcement from teachers, significantly accelerated students' Arabic acquisition. Meanwhile, Al-Fadhil (2018) emphasized that the presence of exemplary figures both teachers and senior students is essential in maintaining a sustainable *bi'ah lughawiyah*. These findings reinforce the conclusions drawn at Ma'had Bina Madani, where the role of teachers and student leaders is crucial in ensuring the *bi'ah lughawiyah* functions as intended.

The Impact of *Bi'ah Lughawiyah* on Students' Arabic Speaking Skills

As a language environment-based learning approach, *Bi'ah Lughawiyah* has a significant impact on the development

of *maharah kalam* or Arabic speaking skills. Conceptually, *Bi'ah Lughawiyah* is not merely a teaching system, but a communicative atmosphere designed to encourage the intensive and natural use of Arabic in daily life. In a pesantren environment like Ma'had Bina Madani, the implementation of this system occurs not only in formal classroom settings but also informally through a variety of daily student activities. The continuity of language practice in multiple contexts—from grammar (*nahwu*) and morphology (*shorof*) lessons, *muhadharah*, *hiwar*, *munaqosyah*, to interactions among students and between students and teachers—makes this environment a comprehensive language immersion space.

One of the primary impacts of implementing *Bi'ah Lughawiyah* at Ma'had Bina Madani is the increase in students' confidence in speaking Arabic. This confidence stems not only from mastery of vocabulary or grammar structures, but also from the habituation of speaking and participating in social contexts that demand verbal expression. Respondent V confirmed this by stating:

“...We have become more confident in speaking Arabic...” (Interview, February 19, 2025).

This growing confidence is not instantaneous, but is built through repeated speaking experiences, whether in formal settings like speeches and debates or in daily peer conversations. The initial shyness that often hinders students is gradually diminished due to the demand of using Arabic 24 hours a day. This shows that language anxiety can be overcome gradually through repeated and systematic exposure in a supportive environment.

The consistent implementation of *Bi'ah Lughawiyah* also contributes to increased fluency in students' spoken Arabic. This process goes beyond simple vocabulary repetition, involving the use of Arabic in diverse contexts. According to Respondent II:

“...Participating in language activities and communication really improves language proficiency...” (Interview, March 5, 2025).

This fluency development results from repetitive yet varied practice such as daily *hiwar*, weekly *muhadharah*, and end-of-level debates. Consequently, students not only gain fluency in

sentence construction but also improve in selecting appropriate language for different communicative situations.

Another positive effect is the improved understanding of Arabic language structures. This is reinforced by activities that explicitly emphasize grammar, such as text vowelization (*tashih*), application of vowel marks (*harakat*), and sentence structure analysis in *hiwar* and *muhadharah* sessions. In these settings, students are not only learning Arabic communicatively but also prescriptively-according to correct language rules. As stated by Respondent III:

“...Students have to revise with the Arabic teacher, and this builds their confidence and keeps them engaged in language learning...” (Interview, March 11, 2025).

This indicates that language acquisition occurs not passively but through structured corrective feedback, which according to Ellis' (2006) second language acquisition theory is a crucial element in reinforcing correct linguistic forms in long-term memory.

Beyond linguistic and psychological aspects, *Bi'ah Lughawiyah*

also has a positive motivational impact on students. A language environment that consistently encourages Arabic use fosters both intrinsic and extrinsic motivation. Intrinsically, students are driven by the need to communicate effectively within their surroundings, as all activities at the pesantren demand Arabic competence. Extrinsically, they are motivated by institutional reinforcement, such as regular evaluations and active monitoring by language administrators. This is supported by Respondent II:

“...Students will become accustomed to Arabic, feel motivated, and more driven...” (Interview, March 5, 2025).

According to Gardner’s (1985) theory of language learning motivation, a socially and affectively supportive learning environment contributes significantly to integrative motivation, which is proven to accelerate comprehensive foreign language acquisition.

These findings are consistent with Alifudin’s (2021) research, which found that the implementation of a *Bi’ah Lughawiyah* in language-based pesantren significantly enhanced

maharah kalam competence within one year. That study emphasized the importance of consistent language practice across various contexts, which implicitly strengthens students’ linguistic memory and builds speaking confidence. The case of Ma’had Bina Madani reflects similar outcomes: a systematic, structured, and consistent Arabic-speaking environment can bring about strong linguistic and psychological transformation for learners.

CONCLUSION

Based on the preceding discussion, the following conclusions can be drawn:

1. The implementation of *Bi’ah Lughawiyah* at Ma’had Bina Madani is carried out systematically from the institution’s inception. Students are required to use Arabic in all activities, both inside and outside the classroom, through structured programs such as *hiwar* (dialogues), *muhadharah* (speeches), and *munaqosyah* (debates). This process is supported by the use of the *Al-‘Arabiyah Baina Yadaik* textbook and intensive guidance from teachers and student language administrators.

2. The success of the implementation is supported by a tiered instructional program, integration of theory and practice, exemplary role models from teachers, and the presence of foreign sheikhs. However, challenges arise from students' reluctance to participate in activities, inconsistencies among senior students, and fatigue due to the pressure of speaking Arabic around the clock.
3. A consistently maintained Arabic language environment significantly improves students' confidence, fluency, vocabulary acquisition, and mastery of sentence structures. Moreover, *Bi'ah Lughawiyah* fosters strong motivation within students to continuously develop their speaking skills in an active and natural manner.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to all informants who generously shared their time and insights during the research process. Appreciation is also extended to everyone who supported this study, either directly or indirectly. All forms of assistance provided were highly meaningful in the completion of this article.

REFERENCES

- Anwar, S. (2023). Implementasi Lingkungan Bahasa bagi Penutur Non Arab di Pesantren Modern. *Implementasi Lingkungan Bahasa Bagi Penutur Non Arab di Pesantren Modern*, 11(2), 794-815.
- Arsal, A., Wannn, M. R., Al Fadhil, R., & Mukramin, S. U. (2023). Kreativitas Guru Dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Pendidikan Dasar Islam*, 1(3), 110-119.
- Hendri, M. (2017). Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif. *Potensia*
- Istiqomah, I., Bahraini, L., Verawati, A., & Ayudiyanti, P. A. (2024). Analisis Metode Pembelajaran Maharatul Kalam Tingkatan Kmi Gontor Dan Universitas Darussalam Gontor. *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor*, 2(1), 31-39.
- Khoirunnisa, P., & Nuriah, S. S. (2024). Metode-Metode Dalam Pembelajaran Bahasa: GTM (Grammar Translation Method) The Direct Method, Audio Lingual, The Silent Way. *Karimah Tauhid*, 3(5), 5795-5804. https://doi.org/10.30997/karimah_tauhid.v3i5.13220
- Mulya Rahmawati, S., Abunawas, K., & Yusuf, M. (2022). Peran Bi'ah Lughawiyah Dalam Menunjang Pembelajaran Bahasa Arab di Pondok Pesantren Darul Huffadh Tuju-Tuju Kab.Bone. *Inspiratif Pendidikan*,
- Pabesak, R. R., & Santoso, M. P. (2023). Penerapan Metode Ceramah dan Tanya Jawab dalam Proses Pembelajaran Daring Di Sd Kristen di Medan. *Aletheia Christian*

- Educators Journal*, 4(1), 1-8.
<https://doi.org/10.9744/aletheia.4.1.1-8>
- Rahim Marpaung, W., & Lubis, Z. (2023). Strategi Penerapan Lingkungan Bahasa Arab Dalam Meningkatkan Kemahiran Berbahasa Arab di Pesantren Modern Darussalam. *Inspiratif Pendidikan*, 12(1), 183-191. <https://doi.org/10.24252/ip.v12i1.39073>
- Riyanti Br Ginting, R. H., & Setiawan, H. R. (2022). Implementasi Pembelajaran Fiqih dengan Menggunakan Metode Demonstrasi di Betong Junior Khalifah School. *Ansiru Pai: Pengembangan Profesi Guru Pendidikan Agama Islam*, 6(2), 151. <https://doi.org/10.30821/ansiru.v6i2.14788>
- Sabri, M. A., Ma'arif, A. K., Hamid, A., & Pringsewu-Lampung, S. (n.d.). Pengaruh Bi'ah Lughowiyah terhadap Kemampuan Berbicara Bahasa Arab di Smp Quran Darul Ikhlas Pringsewu.
- Sari, C. D. P., & Kastuti, T. I. (2023). Keigo Learning in Building Omotenashi no Kokoro through a Communicative Language Teaching Approach. *Japanese Research on Linguistics, Literature, and Culture*, 5(2), 110-117. <https://doi.org/10.33633/jr.v5i2.8432>
- Supriatnaningsih, R. (2014). Pendekatan Komunikatif dengan Role Play Dalam Pembelajaran Kaiwa pada Mahasiswa Semester V Tahun 2013/2014.
- Syafitri, A., Yundayani, A., & Kusumajati, W. K. (n.d.). Hubungan antara Kepercayaan Diri Siswa terhadap Kemampuan Berbicara Bahasa Inggris. *Tujuan maharoh kalam*. (n.d.).
- Ummah, M. N. (2025). Strategi Komunikasi dalam Mengatasi Ketidaktepatan Berbahasa Lisan pada Mahasiswa Penutur Asing: Studi Kasus Mahasiswa Uganda yang Belajar Bahasa Indonesia. 11(1).
- Wahyuningsih, E., Tolinggi, S. O., & Baroroh, R. U. (2021). Pendekatan Humanistik Melalui Permainan Edukatif Bahasa dalam Pembelajaran Bahasa Arab di Sekolah Islam Terpadu. *Maharaat: Jurnal Pendidikan Bahasa Arab*