



Management of the *Muhadatsah Usbu'iyah* Program in Arabic Language Education at the University of KH. Abdul Chalim (UAC) Mojokerto

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Abstract:

The quality of language environment management in higher education institutions is crucial in determining the success of Arabic speaking skills acquisition. This study describes the four main functions of management in the *muhadatsah usbu'iyah* program and its integration within the academic environment at PBA UAC. This research adopts a qualitative descriptive approach and utilizes a case study method. Data collection involves observation, interviews, and documentation, followed by data analysis to reduce, present, and conclude the data. The research findings indicate that activity planning is conducted through work meetings and agreements. The language division's chairman determines the organizational structure. The implementation procedure consists of four stages: 1) preparation of themes and content, 2) technical program application, 3) conclusion, and 4) providing feedback. The language division carries out supervision through attendance monitoring, assessment, and identification of support and obstacles. Integrating the *muhadatsah usbu'iyah* program within the campus environment is considered academically and socially significant, contributing to character development and realizing PBA UAC's vision and mission.

Keywords:

program management;
Arabic language skills;
language environment

INTRODUCTION

As is the case with Arabic language learning, foreign language learners in Indonesia are generally identified by their proficiency in speaking the language they are learning. An indication of an Arabic language learner is if they can demonstrate verbal proficiency in using the language. However, achieving this ability is challenging for

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learners who have mastered Arabic grammar, acquired sufficient vocabulary, and are accustomed to hearing the Arabic language (Miftachul Taubah, 2017). Arabic language learning has been implemented in educational institutions, both formal ones such as public schools and non-formal ones like Islamic boarding schools and Arabic language courses (Hervina H dkk., 2022). Furthermore, a factor that can support the achievement of speaking skills is the presence of a language environment. The language environment is crucial in all language learning-related matters because it serves as a means of language acquisition for second language learners. Naturally, language skills will be honed through a well-managed language environment (Rahman, 2021).

The language environment, known as *bi'ah lughawiyah* in Arabic language learning, refers to a condition where everything heard or seen by learners is related to the target language they want to master (Aflisia & Harahap, 2019). *Bi'ah lughawiyah* specifically refers to an environment where learners must use Arabic to communicate with each other in their daily interactions. By immersing themselves in such a language-rich environment, learners can rapidly acquire the skill of speaking Arabic fluently and correctly without fear of making language mistakes (Indriana & Diantika, 2022). As stated by Thuaimah, learning Arabic without proper support from the language environment can lead to failure for non-Arab learners in mastering the Arabic language (Nasution, 2020). Indeed, to achieve optimal success in learning a second language, the management of *bi'ah lughawiyah* must also receive maximum attention (Ulya dkk., 2022). Good program management in management refers to each of its functions, consisting of planning, organizing, implementing, monitoring, and evaluating (Shobirin & Hilmi, 2021).

Management is the process of planning, organizing, leading, and controlling organizational efforts with all aspects to achieve organizational goals effectively and efficiently (Hidayati dkk., 2019). In a formal or non-formal educational institution, the planning function's success relies on the organizing function, and the effectiveness of the organizing function is determined by the presence of the human resources executing it (Iskandar & Widyastri, 2020). Based on interviews conducted by the researcher with the language division manager, the *muhadatsah usbu'iyah* program is part of the language environment activities. This program was initiated in 2017 to encourage Arabic Language Education (henceforth abbreviated as PBA) students on campus to continue learning and mastering Arabic speaking skills. Initially, the program was conducted every Wednesday afternoon before classes started. However, starting in 2019, it was held on Tuesday afternoons for 30 minutes before classes began. The change in the timing of the *muhadatsah usbu'iyah* program at PBA UAC reflects the management's involvement in efforts to achieve the program's purpose.

The *muhadatsah usbu'iyah* program, as a language learning program, clearly needs to consider the four management functions outlined by G.R. Terry (Rohman, 2017), these management functions To support the achievement of the program's purpose include: first, planning, which involves creating concrete plans to determine the direction in which the program will develop and establishing the approach that will be used to achieve the program's objectives (Hartini, 2020). Second, organizing involves aligning the organizational structure with the objectives, environment, and available resources (Rohman, 2017). Third, actuating involves activities that foster teamwork among members to achieve the program's planned objectives and organizational efforts (Anisa, 2021). Fourth, controlling involves monitoring and checking whether the planned tasks

have been carried out correctly to identify supporting and inhibiting factors in the program implementation process (Hidayat & Anwar, 2023).

According to Effendi, the language environment requires clear guidelines regarding the format and model of Arabic language environment development in line with its objectives. It binds commitments and unites a shared vision (Sa'diyah, 2018). Based on the explanation, the researcher believes mastering Arabic speaking requires supportive factors such as a well-managed language environment. Previous studies related to the *bi'ah lughawiyah* program have been conducted by previous researchers, such as the study by Sanusi & Sanah (2019), which discussed optimizing activity planning, organizing the implementation team, and selecting mentors, implementing the program by grouping learners, scheduling, and ending with the supervision of the *bi'ah lughawiyah* program to enhance Arabic language skills. Furthermore, the study by Said (2022) examined core activities and supporting Arabic language activities at *Insan Cendekia* West Halmahera Islamic High School to establish an environment that supports natural language acquisition.

Referring to the research conducted and in line with the vision of PBA UAC to produce professional, creative, characterful, and nationally competitive graduates by 2025, the purpose of this study is to reflect on the management aspect of implementing language environment programs that have long been carried out at PBA UAC. It is done to develop the potential of students' speaking skills, whether for students who already possess these skills or those new to learning them. This research focuses on how the *muhadatsah usbu'iyah* program is managed at PBA and its implementation within the academic environment of UAC in Mojokerto. The urgency of this research lies in enriching studies related to the concept, alternative steps, and management of language environment that have been implemented in several Islamic religious higher education institutions in Indonesia.

METHOD

This research utilizes a qualitative approach with a case study method. Data is collected through observation, interviews, and documentation of the *muhadatsah usbu'iyah* program at Arabic Language Education at the University of Abdul Chalim Mojokerto. This approach is chosen to obtain descriptive knowledge regarding the comprehensive management of the *muhadatsah usbu'iyah* program and to understand it.

Participant (Subject) Characteristics

The research data source are interviews with the Program Study Chairperson (Kaprodi) of PBA and the language division chairperson of the Student Association of the Program Study (Himaprodi) of PBA UAC for the 2022-2023 term. Additionally, observation and documentation are conducted during the program.

Research Design

The research procedure involves identifying the issues surrounding implementing the *muhadatsah usbu'iyah* program, focusing on program management and its integration into the academic environment. The research aims to present the findings

descriptively, with the research serving the purpose of understanding the issues through the information contained in the program. The data is then analyzed interactively using the Miles & Huberman technique, which involves selecting key elements from the data, organizing the data into relationship patterns, and summarizing the data analysis results.

RESULTS AND DISCUSSION

Management of the *Muhadatsah Usbu'iyah* program at PBA UAC

1. Planning function of the *Muhadatsah Usbu'iyah* program

According to Newman, planning is determining what needs to be done, defining the program and its policies, and specific procedures in daily activities that contain explanations of the program's objectives (Jufrih dkk., 2023). In the context of learning, it is interpreted as self-involvement and utilizing existing resources to achieve goals, including increasing learning interest and outcomes (Rosyid dkk., 2019). Based on interviews with the language division chairperson of Himaprodi PBA IKHAC, the purpose of the *Muhadatsah Usbu'iyah* program is to enhance mastery of Arabic speaking skills based on the behaviorism theory "اللغة هي العادة، لا تتم العادة إلا بكثرة الممارسة", develop Arabic vocabulary, strengthen brotherhood among students, and train students' courage in speaking Arabic in public. Therefore, this activity is chosen because it can train and accustom students to speaking Arabic. This program is established for the long term, with implementation scheduled every Tuesday afternoon before class for 30 minutes, from 13:20 to 13:50. The target audience of this program is PBA students from semester 1 to 6.



Figure 1. Conversation material

Furthermore, based on the researcher's observations, this program is responsible for two members of the Language Division, while five other members will oversee it. The themes and content of the materials are related to campus surroundings, such as *في الحمام*, *في الغرفة*, *في الاستئذان*, *الفصل*, *التعارف*, which will be created and distributed through the PBA IKHAC WhatsApp group by the responsible person for the *muhadatsah usbu'iyah* program from the language division in the form of digital pamphlets, as seen

in figure 1 (Dedikasi, 2023). Penalties are imposed for latecomers and absentees. Program evaluation will be conducted at the end of the month or after three program sessions. Furthermore, several locations have been planned depending on the situation and conditions: the front yard of the Rectorate building, the 3rd-floor auditorium of the Tarbiyah building, the Tarbiyah lobby, and online.

2. Organizing function of the *Muhadatsah Usbu'iyah* program

Organizing is arranging, grouping, and distributing tasks and responsibilities and giving individuals the authority to form a driving team to achieve program goals (Baidowi, 2020). Once the program planning function is established, the next step is to organize and create an organizational structure to ensure that the planned *muhadatsah usbu'iyah* program runs according to plan. This organizing process is done through divisional meetings within the language division after being inaugurated as the management of the 2022-2023 Himaprodi from October to June. During these meetings, the head of the language division will discuss with division members, select members as responsible parties and supervisors, and distribute the rotating leader schedule for the *muhadatsah usbu'iyah*. The program's responsible parties accommodate the determination of themes and content creation. As for the leadership of the *muhadatsah usbu'iyah*, it is done on a rotating basis according to the approved schedule. Furthermore, based on interviews, the program leader may be replaced by another division, according to agreements.

The organizational structure of the *muhadatsah usbu'iyah* program in the language division of Himaprodi PBA UAC can be seen in Figure 2 (Dedikasi, 2023).

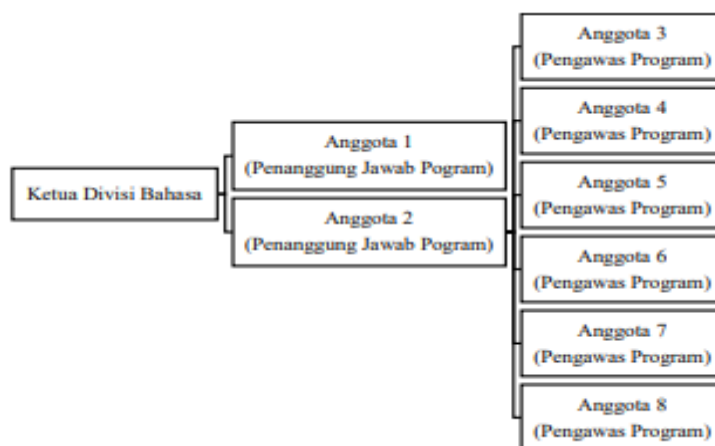


Figure 2. Organizational Structure

3. Implementation function of the *Muhadatsah Usbu'iyah* program

Implementation is the process of converting planned activities into tangible actions effectively and efficiently to achieve objectives. It requires stability and conviction to realize the program (Ruhaya, 2021). Based on the researcher's observation, the *muhadatsah usbu'iyah* program at PBA UAC is conducted for 30 minutes with the following techniques:

- a) The session starts with the participation of PBA students forming lines facing each other and reciting *Basmallah* together as a physical and mental preparation for the

program. It is arranged randomly by the program supervisor based on their semester differences.

- b) The assigned program leader will begin by reading aloud the conversation content that has been prepared and distributed beforehand, repeating it several times in a loud voice, followed by all PBA students.
- c) Students are given 10 minutes to practice the conversation, and they are allowed to refer to the digital conversation pamphlet on their smartphones, which has been provided.
- d) The program leader instructs the students to engage in a conversation about the theme freely or without relying on the guideline pamphlet for 5 minutes. This session is conducted as a platform to develop conversations based on the given theme.
- e) The program leader selects two students to engage in a dialogue in front of the other students without referring to the text or relying on developed conversations related to the theme for 5 minutes.
- f) The program continues with the program leader reading aloud five vocabulary words found in the digital conversation pamphlet several times, followed by the students until memorized, for 5 minutes.
- g) The program concludes with a group singing session, where a song is taught to each new student as follows:

أَهْلًا وَسَهْلًا تَحِيَّةً مِنْ طَلَبَةِ الْجَامِعَةِ ×٢
مَنْ أَنْتُمْ إِسْمُكُمْ وَمِنْ أَيْنَ جِئْتُمْ، وَأَيُّ الَّذِي يَكُونُ مِنْ رَجَائِكُمْ ×٢
سَلَامُنَا لَنَا وَلَكُمْ وَلِلْمُسْلِمِينَ، وَأَجِبُوا هَذَا بِوَعَلَيْكُمْ السَّلَام ×٢



Figure 3. The implementation in front of the Rectorate building



Figure 4. The implementation in the Lobby of the Tarbiyah Building



Figure 5. The implementation in the Auditorium on the 3rd floor of the Tarbiyah Building



Figure 6. The implementation online

- h) Furthermore, in the last 10 minutes of the program, the language division utilizes the time to administer penalties to PBA students who arrive late for the *muhadatsah usbu'iyah* program. Late arrivals are counted after the program leader begins by reciting *Basmallah*. The penalties are divided into two categories. Penalties for lateness: First lateness: Recite one vocabulary word along with one sentence; Second

lateness: Recite ten vocabulary words along with 1 sentence for each word; third lateness: Tell a story for 2 minutes. Penalties for absences: First absence: Recite ten vocabulary words; Second absence: Perform *khitobah* for 5 minutes; Third absence: Make an *insya' hurr*.

In this observation activity, the researcher found that the program was carried out according to its planning and organization. This can be seen from figure 3, 4, 5, and 6 (Dedikasi, 2023).

4. Controlling function of the *Muhadatsah Usbu'iyah* program

In close association with activities such as evaluation, correction, supervision, and monitoring, supervision is aimed at assessing and correcting all aspects of the implemented activities, guiding them toward the correct path in alignment with the objectives (Mubarok, 2021). Supervision involves examining and overseeing to ensure that all tasks are carried out properly and by each member's existing regulations or job descriptions (Anisa, 2021). Based on the interview results, supervision is conducted by taking attendance from each batch to determine the attendance and absence of students from each program implementation. Absent students will be subjected to penalties. The format of attendance (Dedikasi, 2023) illustrated in the table 1.

Table 1. Theme and number of program participants

Date	Theme	Number of Participants per Batch				Description
		2020	2021	2022	Total	
16/05/2023	في الحمام ١	23	18	19	60	<i>Muhadatsah usbu'iyah</i>
23/05/2023	في الحمام ١	22	17	0	39	<i>Muhadatsah usbu'iyah</i>
30/05/2023	في الحمام ١	19	17	16	52	<i>Muhadatsah usbu'iyah</i>
06/06/2023	التقويم	12	13	20	45	<i>Muhadatsah usbu'iyah</i>

Source: Compiled by researchers, 2024.

Next, in this *muhadatsah usbu'iyah* program, evaluation is conducted at the end of each month after three program implementations. During the evaluation week, the material is reviewed, and the language division will send a digital pamphlet containing 15 vocabulary words according to the given theme for the past three weeks. Subsequently, the PBA students will develop sentences from these 15 vocabulary words in conversations related to the theme. The language division will be divided into several groups to assess the Arabic speaking abilities of the students using a rating scale of 1-5, detailed and applied in a table 2 (Dedikasi, 2023) as follows:

5 = Fluent - relevant to the theme

4 = Fluent - somewhat relevant to the theme

3 = Less fluent - relevant to the theme

2 = Less fluent and not quite relevant to the theme

1 = Silent

The language division also identified supporting and inhibiting factors in implementing the *muhadatsah usbu'iyah* program. The supporting factors include 1) enthusiasm and spirit of PBA students in participating in the program to increase their vocabulary and develop their potential in speaking Arabic, 2) teamwork spirit of the language division in carrying out their responsibilities, and 3) evaluation activities facilitate the language division in monitoring the improvement of Arabic speaking abilities of PBA UAC students. On the other hand, inhibiting factors include 1) laziness among some students in participating in the program, 2) lack of awareness among some students to arrive on time, and 3) some non-dormitory students often arrive late or do not attend.

Table 2
Rating scale for *Muhadatsah Usbu'iyah*

Batch	No	Name	Evaluation				
			Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
2020	1	AF	2	3	3	-	-
	2	BSM	3	4	3	4	4
2021	3	NHP	4	-	3	4	4
	4	PS	4	-	5	5	5
2022	5	AK	2	1	2	2	3
	6	I	5	4	4	4	5

Source: Compiled by researchers, 2024.

Integration of the Muhadatsah Usbu'iyah program within the academic environment of UAC

The provision and repetition of vocabulary and its application in conversation prepare for Arabic language communication. Activities with language environment characteristics serve as a form of habituation and stimuli for fluency in language communication (Ulya dkk., 2022). Based on the interview with the Head of the PBA UAC Program, academically, this program is one of the flagship programs for the PBA UAC department and serves as an iconic representation of PBA UAC. In terms of implementation, every Tuesday afternoon, a neat line of PBA students can be seen engaging in the *muhadatsah usbu'iyah* program in the campus surroundings. This program supports the vision and mission of PBA UAC, which is to produce professional graduates through effective and creative learning. Therefore, the aspects contained in this program serve as learning instruments that will result in creative students, as they are required to develop Arabic speaking skills based on a wide vocabulary, reading materials, and exposure to various forms of conversation.

Applying the Arabic language environment is one aspect that can inspire students to develop their abilities and potential in mastering the Arabic language. Moreover, the learning atmosphere in a language environment challenges students to courageously and confidently develop their skills (Awwaludin dkk., 2022). Socially, the *muhadatsah usbu'iyah* program can strengthen the bonds and brotherhood/sisterhood among students within the extended family of PBA UAC. It is evident in the program implementation, where students are paired across batches, allowing PBA students to know their seniors and juniors. Furthermore, it plays a significant role in the learning

process within the PBA study program. In this regard, if students feel comfortable and familiar with the learning process at PBA UAC, it will influence them in various aspects, especially in both academic and non-academic areas for each student.

The language environment is an effort to shape successful learners optimally in learning the Arabic language; thus, it requires maximum attention. This notion arises from the fact that although every learner possesses language acquisition tools, they may only be proficient in speaking Arabic as a means of communication with the availability of good input data from the Arabic language itself (Junaidi & Hidayah, 2018). The *muhadatsah usbu'iyah* program also plays a role in shaping the character of PBA UAC students. Besides its main objectives, this is demonstrated by how students muster the courage to speak using Arabic, from simply uttering and mimicking the content of prepared conversations to developing them according to the designated theme. Additionally, this program fosters a spirit of cooperation, as in conversation activities, students think about themselves and consider how to respond to stimuli given by their conversation partners. As a result, students can demonstrate the character of respecting others and becoming good listeners.

CONCLUSION

The main purpose of the *muhadatsah usbu'iyah* program at PBA UAC, managed by the PBA department's Himaprodi, is to provide a platform for students to practice and develop their Arabic language skills interactively. The management of this program is carried out while considering the functions of management. It begins with planning conducted through language division meetings to discuss the objectives and program procedures. During organizing, the head of the language division selects a program responsible for division members. Implementation follows the planning and organizing of the program, involving the preparation of themes and conversation content, dissemination, reading, and mimicking of conversation content, application of conversation content with and without referring to the text and providing examples of conversation content development, closure, and enforcement of penalties. Finally, supervision involves taking attendance of program participants, conducting attendance, and identifying supporting and inhibiting factors.

The *muhadatsah usbu'iyah* program is directly and indirectly integrated and plays a role in PBA UAC. This program is assumed to be a supportive factor in realizing the vision and mission of the PBA UAC study program, categorized into three aspects: academic, social, and character formation.

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