

Implementation of Mahārat Al-Lughah Learning Methods and Their Implications for Santri's Arabic Language Proficiency at Darussalamah Al-Mubarak Islamic Boarding School

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Abstract

This study aims to describe the implementation of the Mahārat Al-Lughah learning method and its implications for the Arabic language ability of santri at Pondok Pesantren Darussalamah Al-Mubarak Cianjur. This research uses a qualitative descriptive approach because it focuses on understanding the learning process, language activities, obstacles, and changes experienced by santri in a natural pesantren setting. Data were collected through observation, interviews, and documentation involving santri who participated in Mahārat Al-Lughah activities, Arabic language mentors, and pesantren administrators. The findings show that the implementation of Mahārat Al-Lughah learning is carried out through vocabulary reinforcement, listening practice, simple conversation, Arabic text reading, writing exercises, and language habituation in the pesantren environment. The method supports the development of santri's Arabic ability in listening, speaking, reading, and writing. Its implications are seen in increased confidence, courage to speak, better vocabulary mastery, and improved understanding of Arabic texts. However, several obstacles remain, including limited vocabulary, different initial abilities, fear of making mistakes, and inconsistent use of Arabic outside formal activities.

Keywords: *Arabic Language Learning; Mahārat Al-Lughah; Pesantren; Santri; Language Skills.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi metode pembelajaran Mahārat Al-Lughah dan implikasinya terhadap kemampuan berbahasa Arab santri di Pondok Pesantren Darussalamah Al-Mubarak Cianjur. Penelitian ini menggunakan pendekatan kualitatif deskriptif karena berfokus pada pemahaman proses pembelajaran, aktivitas kebahasaan, kendala, dan perubahan yang dialami santri dalam lingkungan pesantren secara alamiah. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan melibatkan santri yang mengikuti kegiatan Mahārat Al-Lughah, pembimbing bahasa Arab, dan pengurus pesantren. Hasil penelitian menunjukkan bahwa implementasi pembelajaran Mahārat Al-Lughah dilakukan melalui penguatan mufradāt, latihan menyimak, percakapan sederhana, membaca teks Arab, latihan menulis, dan pembiasaan bahasa di lingkungan pesantren. Metode tersebut mendukung perkembangan kemampuan santri dalam menyimak, berbicara, membaca, dan menulis bahasa Arab. Implikasinya tampak pada meningkatnya kepercayaan diri, keberanian berbicara, penguasaan kosakata, dan pemahaman teks Arab. Namun, masih terdapat kendala berupa keterbatasan kosakata, perbedaan

kemampuan awal, rasa takut salah, dan belum konsistennya penggunaan bahasa Arab di luar kegiatan formal.

Kata Kunci: Kemampuan berbahasa; Mahārat Al-Lughah; Pembelajaran Bahasa Arab; Pesantren; Santri

INTRODUCTION

Arabic language learning in Islamic boarding schools (pondok pesantren) holds a significant position because Arabic is not only studied as a school subject, but is also utilized as a tool to understand the sources of Islamic teachings, classical texts (kitab turats), academic communication, and the formation of the students' (santri) academic culture. In the context of pesantren, Arabic language proficiency cannot simply be limited to mastering grammar rules, memorizing vocabulary (mufradāt), or the ability to translate texts. Students need to be guided to master Arabic as a functional skill used in learning activities, reading, speaking, writing, discussing, and understanding religious texts. Therefore, Arabic language learning in pesantren requires methods that do not merely emphasize theory, but also provide space for directed and continuous practice.

Mahārat Al-Lughah refers to language skills that encompass the abilities of listening, speaking, reading, and writing in Arabic. These four skills are interrelated because students' ability to understand Arabic will be stronger when learning is conducted in an integrated manner. In teaching practice, mahārah al-istimā' (listening skill) helps students capture the sounds and meanings of speech. Mahārah al-kalām (speaking skill) trains students to convey ideas orally. Mahārah al-qirā'ah (reading skill) guides students in understanding Arabic texts. Mahārah al-kitābah (writing skill) helps students structure their ideas in written form. The integration of these four skills serves as an essential foundation in Arabic language learning at Islamic boarding schools, especially for students participating in structured Mahārat Al-Lughah programs.

Several studies indicate that theory-centered Arabic language learning is insufficient to actively develop students' language abilities. Faidah (2022) explains that speaking skills are among the essential competencies in modern Arabic language learning. Through language games, students can learn to speak more actively and enjoyably without being overly afraid of making mistakes. These findings indicate that teaching methods significantly influence students' confidence in using Arabic. Sirad et al. (2026) also demonstrate that the Mu'askar al-Lughah (language camp) program can build a communicative and contextual language environment, especially when learning is conducted through practical exercises, group discussions, and direct interaction with facilitators.

In the context of pesantren, Arabic language learning cannot be separated from the language environment (*bi'ah lughawiyah*). Mahbubah and Masmunah (2026) found that *bi'ah lughawiyah* plays a vital role in improving students' Arabic language skills, both orally and in writing. This development is evident through activities such as discussions, dialogues (*muhawarah*), speeches, lectures, and the publication of Arabic wall magazines. Rahmi et al. (2024) also show that an Arabic language environment in pesantren can be established through both formal and informal settings. The formal environment takes place during instructional activities, whereas the informal environment is formed through daily language habits among students. Both environments help students become accustomed to using Arabic in a more practical, real-world context.

Nevertheless, Arabic language learning in pesantren still faces several obstacles. Wirda (2025) found that vocabulary (*mufradāt*) learning in pesantren encounters problems such as students' diverse linguistic backgrounds, difficulties adapting to Pegon Arabic script, limitations in rewriting vocabulary, and low motivation due to fatigue from daily boarding school routines. Mufarokah (2026) explains that barriers to speaking Arabic can arise from linguistic, psychological, and environmental aspects. Linguistic barriers are evident in limited vocabulary and weak grammatical structures. Psychological barriers are seen in feelings of shyness, fear of making mistakes, and a lack of self-confidence. Environmental barriers occur when the use of Arabic is inconsistent, supervision is weak, and the mother tongue remains dominant in daily communication.

Pondok Pesantren Darussalamah Al-Mubarak Cianjur serves as a relevant setting to examine the implementation of the *Mahārat Al-Lughah* learning method, as its students participate in language activities aimed at enhancing their Arabic language proficiency. The program needs to be scientifically examined to understand how the teaching methods are implemented, how students engage in the learning process, how linguistic activities support Arabic practice, and its implications for the students' Arabic proficiency. This study is important because the success of Arabic language learning in pesantren is determined not only by the learning materials, but also by the methods, habituation, environment, guidance, and continuous evaluation.

The main problem in this study lies in the need to deeply understand the implementation of the *Mahārat Al-Lughah* learning method at Pondok Pesantren Darussalamah Al-Mubarak Cianjur. Arabic language learning in pesantren often possesses a distinctive character because it takes place through a combination of formal education, boarding school activities, daily habituation, and a culture of language use. However, the effectiveness of this learning must be examined through its implementation process, rather than merely relying on the existence of the

program itself. The methods employed, the roles of the ustadz (teachers) or mentors, student involvement, forms of practice, and the consistency of language use are vital aspects that require thorough examination.

This research is directed at answering how the Mahārat Al-Lughah learning method is implemented at Pondok Pesantren Darussalamah Al-Mubarak Cianjur. This study also examines the implications of the method on the students' Arabic language skills, encompassing listening, speaking, reading, and writing aspects. Employing a qualitative approach, this research seeks to understand the learning process naturally based on the experiences, activities, and interactions that occur during the Mahārat Al-Lughah activities. The focus of the study is not aimed at measuring effects statistically, but rather at describing the implementation, meaning, constraints, and impacts of the learning process on the development of the students' Arabic language proficiency.

The purpose of this study is to describe the implementation of the Mahārat Al-Lughah learning method at Pondok Pesantren Darussalamah Al-Mubarak Cianjur and analyze its implications for the students' Arabic language proficiency. Specifically, this research aims to uncover the types of methods applied, the stages of instructional implementation, student activities during the program, the obstacles that arise, and the observable changes in Arabic language proficiency throughout the learning process. The results of this study are expected to contribute to the development of Arabic language instruction in pesantren, particularly in programs that emphasize the integration of language skills.

Previous studies show that Arabic language learning in pesantren (Islamic boarding schools) is often examined from the aspect of speaking skills. Faidah (2022) researched the learning of mahārah al-kalām (speaking skills) through language game methods in the Ta'limul Lughatil 'Arabiyyah Al-Khususiyyah program at Pondok Pesantren Al-Ikhsan Purwokerto. The results showed that games such as short cards, guessing pictures, chain messages, storytelling, and story puzzles can help students (santri) become more active in speaking Arabic. The advantage of this method lies in its ability to reduce boredom and alleviate the fear of making mistakes when speaking. However, game methods are not always suitable for all materials and can cause disruption if not managed well.

Another study was conducted by Mubaligh et al. (2022), who examined strategies for improving students' Arabic speaking skills at Pondok Pesantren Al-Ishlah Lamongan. The study found several strategies, including the use of direct methods, vocabulary enrichment, conversation practice after the Isha and Fajr prayers, Arabic speech practice, and the creation of an Arabic language environment. These strategies demonstrate that the improvement of speaking skills is

achieved not only through classroom instruction, but also through daily habituation that provides students with opportunities to communicate using Arabic.

Sirad et al. (2026) examined mentoring in the Mu'askar al-Lughah (language camp) program to improve the Arabic speaking skills of Arabic Language Education university students. The program was implemented through practice-based learning, group discussions, and direct interactions with facilitators. The research results showed an improvement in speaking skills across linguistic, affective, and social aspects. This finding is relevant to the pesantren context as it demonstrates that intensive language programs can shape a more communicative learning experience. However, the context of that research was within higher education, so it does not specifically depict the dynamics of Arabic language learning among santri in Islamic boarding schools.

Research on the language environment also serves as an important reference. Mahbubah and Masmunah (2026) found that the bi'ah lughawiyah (language environment) at Pondok Pesantren Mambaul Ulum Bata-Bata Pamekasan plays a role in improving the Arabic language skills of female students. This improvement was evident in discussion activities, dialogues (muhawarah), speeches, lectures, and writings on wall magazines. Rahmi et al. (2024) also showed that the Arabic language environment at Pondok Pesantren Modern Assalam Putri Sukabumi is divided into formal and informal environments. The students provided positive responses because these environments habituate them to using Arabic in their daily activities. Harnika et al. (2024) reinforced these findings by demonstrating a relationship between the linguistic environment and students' speaking skills at a pesantren Arabic language center.

In addition to developmental opportunities, previous research has also highlighted obstacles in Arabic language learning. Mufarokah (2026) found that barriers to speaking Arabic encompass linguistic, psychological, and environmental aspects. Students or university students participating in language programs often experience vocabulary limitations, weak mastery of grammatical structures, shyness, fear of making mistakes, low self-confidence, and inconsistent use of Arabic. Rokhmah (2025) also found that the problems of bi'ah lughawiyah at Pondok Pesantren Ibnu Abbas Wiradesa include linguistic and non-linguistic issues. Linguistic problems include mufradāt (vocabulary), qawā'id (grammar), i'rāb (inflection), and tarkīb (sentence structure), while non-linguistic problems relate to planning, implementation, evaluation, educators' readiness, students' personal factors, and environmental influences.

Regarding reading skills, Wahyudi and Maulidi (2024) researched Arabic language learning through the book *Al-‘Arabiyyah li al-Nāshi’in* to improve the *mahārah al-qirā’ah* (reading skills) of Tahfidzul Qur’an junior high school students. The study showed that utilizing appropriate teaching materials can make students more enthusiastic and find it easier to understand Arabic texts. Meanwhile, Wirda (2025) highlighted *mufradāt* learning through Arabic poetry (*syi’ir*) books in pesantren. The study indicated that vocabulary mastery plays an essential role in students' ability to understand Arabic, yet the process still faces constraints related to motivation, linguistic background, and the ability to rewrite *mufradāt*.

Jundi & Hasibuan (2023) researched Arabic language matriculation strategies at Pondok Pesantren Al-Hasyimiyah Darul Ulum Sipaho. The research results showed that the pesantren implements strategies starting from new student admissions, dormitory grouping, adjustments to learning approaches, placement of *musyrif* (mentors), continuous evaluations, to the application of sanctions and guidance. These strategies aim to equalize the Arabic language proficiency between alumni and non-alumni students. Azizah et al. (2024) also demonstrated that a pesantren educational background can influence Arabic language competence, especially in the aspect of grammatical understanding. However, both university students with a pesantren background and those without still face challenges in *mahārah al-kalām*.

Based on this review, the majority of previous studies still focus on a single specific aspect, such as *mahārah al-kalām*, *mufradāt* learning, *mahārah al-qirā’ah*, *bi’ah lughawiyah*, or strategies for a specific language program. This study holds a position of novelty by examining the implementation of the *Mahārat Al-Lughah* learning method more comprehensively within the context of Pondok Pesantren Darussalamah Al-Mubarak Cianjur. The focus of this research does not merely discuss a single language skill, but examines how the learning method is directed to develop students' listening, speaking, reading, and writing skills. Another element of novelty lies in the analysis of the learning implications on the students' Arabic language proficiency based on the learning process that occurs within the pesantren environment..

This study is grounded in the concept of *Mahārat Al-Lughah* as Arabic language skills comprising four main aspects: listening, speaking, reading, and writing. These four aspects mutually support one another in the process of language acquisition and usage. Listening skills help students (*santri*) understand the sounds, vocabulary, and structure of speech. Speaking skills demonstrate the students' courage and fluency in conveying messages. Reading skills assist students in comprehending Arabic texts, both instructional texts and religious texts. Writing skills show the students' ability to construct words, sentences, and ideas in written form. In the context of

pesantren, these four skills need to be trained through directed methods, repetitive practice, and habituation within the learning environment.

The implementation of the Mahārat Al-Lughah learning method in this study is understood as the process of applying teaching methods designed to help students master Arabic language skills. This implementation encompasses the planning, execution, and evaluation of learning. At the planning stage, the ustadz (teachers) or mentors prepare objectives, materials, methods, and forms of practice that align with the students' needs. At the execution stage, learning can be conducted through content explanation, vocabulary (mufradāt) enrichment, conversation practice, reading practice, writing exercises, discussions, speeches, and the habituation of Arabic language use. At the evaluation stage, students' proficiency can be observed from their courage to speak, reading comprehension, accuracy in vocabulary usage, writing skills, and active involvement in linguistic activities (Rohmatin et al., 2025).

The concept of bi'ah lughawiyah (language environment) also serves as an essential framework in this study. A language environment can expand the students' practice space beyond formal learning. Mahbubah & Masmunah (2026) demonstrate that bi'ah lughawiyah can help students improve their oral and written skills. Rahmi et al. (2024) explain that a language environment in pesantren can exist in formal and informal forms. The formal environment is formed through classrooms, programs, and scheduled activities. The informal environment is formed through daily communication, habituation, supervision, and interactions among students. Thus, Mahārat Al-Lughah learning in pesantren needs to be viewed as a process involving the classroom, boarding school activities, mentors, language rules, and a communication culture.

The implications of learning in this study are understood as the impacts or changes that emerge after students participate in Mahārat Al-Lughah activities. These implications are viewed not only from academic results, but also from the students' ability to use Arabic in real-world activities. Sirad et al. (2026) show that language programs can impact linguistic, affective, and social aspects. The linguistic aspect relates to improvements in vocabulary, structure, pronunciation, text comprehension, and sentence construction skills. The affective aspect relates to self-confidence, courage, and motivation. The social aspect relates to the ability to interact, collaborate, and communicate within a language environment. This framework is used to interpret the implications of Mahārat Al-Lughah learning on the Arabic language proficiency of students at Pondok Pesantren Darussalamah Al-Mubarak Cianjur.

Based on this framework, this study posits that the success of Mahārat Al-Lughah learning is not solely determined by the Arabic language materials taught. Success is also influenced by

teaching methods, practice intensity, student involvement, mentor support, vocabulary (mufradāt) reinforcement, communication habituation, and the presence of a language environment. Therefore, this study qualitatively examines the implementation of the Mahārat Al-Lughah learning method to obtain a comprehensive understanding of the process, constraints, and implications for the Arabic language proficiency of students at Pondok Pesantren Darussalamah Al-Mubarak Cianjur.

METHODS

Research Design

This study employs a qualitative approach with a descriptive research design (Rokhamah et al., 2024). The qualitative approach was selected because this study aims to gain an in-depth understanding of the implementation of the Mahārat Al-Lughah learning method and its implications for the Arabic language proficiency of students (santri) at Pondok Pesantren Darussalamah Al-Mubarak Cianjur. Qualitative research allows researchers to obtain data naturally through direct interaction with research subjects, learning activities, and the pesantren environment. The focus of this research is not aimed at measuring effects statistically, but rather at describing the processes, experiences, constraints, and meanings that emerge in the implementation of Arabic language learning.

The descriptive research design is used to systematically depict field realities based on data obtained through observation, interviews, and documentation. This study seeks to explain how the Mahārat Al-Lughah learning method is applied, how students participate in learning activities, how mentors manage language activities, and the implications of these activities for the students' listening, speaking, reading, and writing skills in Arabic. Therefore, this study positions the learning process as the primary object examined contextually..

Research Site

This research was conducted at Pondok Pesantren Darussalamah Al-Mubarak Cianjur. This location was selected because the Islamic boarding school (pondok pesantren) organizes Mahārat Al-Lughah activities as part of the students' (santri) Arabic language learning. These activities serve as an essential space to observe how Arabic language learning methods are applied within a pesantren environment. The site selection was conducted purposively as it aligns with the focus of this study, namely the implementation of the Mahārat Al-Lughah learning method and its implications for the students' Arabic language proficiency.

As a research site, the pondok pesantren possesses distinctive educational characteristics. The learning process takes place not only within the classroom, but also through daily activities, habituation, peer interactions among students, and guidance from ustadz (teachers) or language administrators. These characteristics are relevant to the study of Mahārat Al-Lughah, as Arabic language skills require direct practice, repetition, a supportive environment, and the active involvement of students in practical language use.

Research Subjects

The subjects of this research are all students (santri) who participate in the Mahārat Al-Lughah activities at Pondok Pesantren Darussalamah Al-Mubarak Cianjur. In addition to the students, this study also involves ustadz (teachers) or mentors of language activities, boarding school administrators in charge of linguistic programs, and pesantren officials who understand the implementation of Mahārat Al-Lughah activities. The involvement of multiple informants aims to obtain more comprehensive data regarding the planning, implementation, evaluation, constraints, and implications of Arabic language learning.

The selection of informants was conducted purposively, based on their direct involvement in the Mahārat Al-Lughah activities. The students (santri) were selected because they are the primary participants in the learning activities. The ustadz or mentors were chosen because they understand the methods, materials, and strategies for implementing the instruction. Language administrators or pesantren officials were selected because they are knowledgeable about the policies, rules, schedules, and forms of Arabic language habituation applied within the boarding school environment. This method of selecting informants aligns with the characteristics of qualitative research, which prioritizes the depth of data over the number of respondents.

Data Collection Techniques

Data collection techniques in this study include observation, interviews, and documentation. Observation was conducted to directly observe the implementation of Mahārat Al-Lughah activities at Pondok Pesantren Darussalamah Al-Mubarak Cianjur. Through observation, the researcher examined the methods used by the mentors, student (santri) activities, learning interactions, the use of Arabic during activities, as well as the learning atmosphere that supports or hinders language practice. Observation was also utilized to see the implications of learning on the students' courage, active participation, and ability to use Arabic.

Interviews were conducted to obtain deeper information from the research informants. Interviews were administered to students (santri), ustadz (teachers) or mentors, language administrators, and pesantren officials involved in the Mahārat Al-Lughah activities. Interview

questions were directed toward the implementation of learning methods, forms of activities, mentoring strategies, student responses, learning constraints, and changes in the students' Arabic language proficiency after participating in the activities. The interviews were conducted in an open and flexible manner so that informants could explain their experiences and perspectives more freely.

Documentation was used to supplement the data obtained from observations and interviews. The documents examined include Mahārat Al-Lughah activity schedules, student lists, activity logs, teaching materials, mufradāt (vocabulary) books, language usage rules, activity photographs, and other documents related to Arabic language learning at the Islamic boarding school. Documentation helped the researcher ensure that the data obtained did not solely originate from informant statements, but was also supported by relevant written and visual evidence.

Research Instruments

The primary instrument in this study is the researcher. In qualitative research, the researcher acts as the data collector, data interpreter, and meaning constructor based on field findings. The researcher is directly present to observe activities, conduct interviews, record essential information, and examine research documents. The presence of the researcher is crucial because qualitative data requires sensitivity to the context, language, behavior, and social dynamics occurring at the research site.

To assist in the data collection process, the researcher utilizes observation guides, interview guides, and documentation guides. The observation guide is used to record learning activities, the applied methods, student (santri) activities, and the use of Arabic. The interview guide is used to ensure that the questions remain aligned with the research focus. The documentation guide is used to ensure that the collected documents relate directly to the implementation of the Mahārat Al-Lughah learning method and its implications for the students' Arabic language proficiency.

Data Analysis Techniques

Data analysis was conducted qualitatively through three stages, namely data reduction, data display, and conclusion drawing or verification. This analytical model refers to the qualitative data analysis stages that emphasize the process of data selection, data organization, and the systematic interpretation of meaning (Miles et al., 2014). Data reduction was performed by selecting, simplifying, and focusing on data that aligned with the formulation of the research problem. Data that were not directly related to the implementation of the Mahārat Al-Lughah learning method and its implications for the students' (santri) Arabic language proficiency were not made the primary focus.

Data display was carried out by organizing the results of observations, interviews, and documentation into descriptive narratives. The data were grouped based on themes, such as instructional planning, method implementation, language practice activities, learning barriers, the role of mentors, student involvement, and the implications for listening, speaking, reading, and writing skills. Data display assisted the researcher in clearly observing the relationships among the findings.

Conclusion drawing was performed after the data had been analyzed and verified repeatedly. The conclusions in this study were not drawn based on preliminary assumptions, but rather on patterns, meanings, and findings that emerged from the field data. Verification was conducted by cross-checking the data from observations, interviews, and documentation to ensure that the obtained findings possessed a solid foundation. Through this process, the research results are expected to depict the implementation of the Mahārat Al-Lughah learning method in an objective and in-depth manner..

Trustworthiness Of Data

The validity of the data in this study was verified through source triangulation and technique triangulation. Source triangulation was conducted by comparing information from students (santri), ustadz (teachers) or mentors, language administrators, and pesantren officials. This technique was used to ensure that the information obtained did not originate from only a single perspective. If there were discrepancies in the information, the researcher re-examined the context of the informants' statements so that the data could be understood more accurately.

Technique triangulation was conducted by comparing data obtained from observations, interviews, and documentation. Data from interviews were cross-checked against field observations and available documents. For example, information regarding the Mahārat Al-Lughah activity schedule was verified through the activity schedule documents. Information regarding Arabic language habituation was verified through observations of the students' daily activities. In this way, the data used in the research became more reliable and trustworthy.

In addition to triangulation, the researcher also re-checked the data obtained from the informants. This verification was conducted to ensure that the researcher did not misinterpret the informants' intended meanings. Field notes, interview results, and collected documents were carefully re-read prior to analysis. This step was taken to maintain data validity and ensure that the research findings truly correspond to the actual conditions at Pondok Pesantren Darussalamah Al-Mubarak Cianjur..

Research Procedure

The research procedure was carried out through several stages. The first stage was research preparation, which involved determining the research focus, developing observation and interview guides, and preparing administrative requirements for the research. The second stage was field data collection through observations of Mahārat Al-Lughah activities, interviews with informants, and the collection of supporting documents. The third stage was data processing and analysis by reducing data, displaying data, and drawing conclusions based on field findings.

The final stage was the preparation of the research report. At this stage, the researcher systematically compiled the research results in accordance with the focus of the study. The analyzed data were presented in the form of a scientific description regarding the implementation of the Mahārat Al-Lughah learning method and its implications for the students' (santri) Arabic language proficiency. The report was structured by considering the interrelationships among field data, theories, and previous studies to ensure that the research results could be academically justified.

RESULT AND DISCUSSION

Implementation of Mahārat Al-Lughah learning methods in pesantren context

The results of the study indicate that the implementation of the Mahārat Al-Lughah learning method at Pondok Pesantren Darussalamah Al-Mubarak Cianjur takes place through activities that integrate directed instruction, linguistic practice, the habituation of Arabic language use, and mentoring by ustadz (teachers) or language administrators. Learning is not solely centered on content explanation, but is directed toward language practice through vocabulary (mufradāt) reinforcement, Arabic text reading exercises, simple conversations, habituating listening to Arabic expressions, and practice writing vocabulary or sentences. This pattern demonstrates that Mahārat Al-Lughah learning in the pesantren possesses an applicative character, as students (santri) do not merely receive linguistic theory, but are also directed to use Arabic in learning activities and daily interactions.

These findings expand upon the understanding of previous studies, which frequently emphasized a single aspect of Arabic language skills. Faidah (2022), for instance, asserts that language games can help students become more active in mahārah al-kalām (speaking skills) learning. Mubaligh et al. (2022) also found that improving students' speaking skills can be achieved through direct methods, vocabulary enrichment, conversation practice, speeches, and the creation of a language environment. This study holds a different position as it does not merely view speaking

skills as the primary goal, but examines how the Mahārat Al-Lughah learning method interconnects listening, speaking, reading, and writing skills within a single pesantren learning process.

The implementation of the learning method at Pondok Pesantren Darussalamah Al-Mubarak Cianjur also shows that the success of Arabic language learning is not sufficiently determined by teaching materials or activity schedules. Success is largely determined by practice consistency, the mentors' ability to actively engage students, and the students' courage to use Arabic despite still facing limitations. In this context, the learning method serves as a tool to form language habits. When students are provided with mufradāt, trained to articulate sentences, asked to read texts, and subsequently directed to rewrite the learned words or expressions, the learning process transitions from passive comprehension to a more active use of the language.

The role of language environment in strengthening Arabic competence

The language environment plays an essential role in strengthening the implementation of the Mahārat Al-Lughah learning method. The research findings show that students (santri) find it easier to use Arabic when classroom instruction is supported by a boarding school atmosphere that provides space for practice. The habituation of Arabic greetings, the use of daily vocabulary (mufradāt), simple conversations, and linguistic activities serve as factors that assist students in reviewing materials outside of study hours. This condition indicates that Arabic language learning in pesantren cannot be separated from bi'ah lughawiyah (the language environment) as a social space that shapes language habits.

This finding aligns with Mahbubah and Masmunah (2026), who found that bi'ah lughawiyah helps improve students' Arabic language proficiency, both orally and in writing. Activities such as dialogues (muhawarah), discussions, speeches, lectures, and wall magazine publications can reinforce students' language skills because the language is utilized in real-world activities. Rahmi et al. (2024) also show that an Arabic language environment in pesantren consists of formal and informal environments. The formal environment is formed within instructional activities, while the informal environment is formed through daily interactions. In this study, both environments appear to complement each other, as the Mahārat Al-Lughah activities provide the foundational material, while the boarding school environment provides the space for practice.

However, the mere existence of a language environment does not automatically make students capable of speaking Arabic proficiently. A language environment requires supervision, exemplary role modeling, rules, and consistency. Without supervision, students tend to revert to using their mother tongue because it is easier and more comfortable. This finding reinforces Mufarokah (2026), who explains that among the barriers to implementing bi'ah lughawiyah are

inconsistent use of Arabic, weak supervision, and the dominance of the mother tongue. Therefore, *bi'ah lughawiyah* must be understood as a system of habituation that requires structural support, rather than merely a slogan for Arabic language use within the boarding school environment.

Implications for listening, speaking, reading, and writing skills

The implications of *Mahārat Al-Lughah* learning on the students' (*santri*) Arabic language proficiency are evident across four main skills. In the listening aspect, students begin to get accustomed to hearing Arabic instructions, vocabulary, and expressions used by the mentors. This listening habituation is important because students require exposure to sounds and meanings before they are able to respond orally. In the speaking aspect, students demonstrate greater courage when asked to introduce themselves, answer simple questions, articulate *mufradāt* (vocabulary), or engage in short conversations. This courage serves as an initial indicator that the learning process not only yields understanding, but also encourages language use.

In the reading aspect, students begin to be assisted in understanding Arabic texts through vocabulary recognition, pronunciation exercises, and gradual text reading. This finding correlates with Wahyudi and Maulidi (2024), who demonstrate that utilizing appropriate teaching materials can increase students' enthusiasm and comprehension of Arabic texts. In the context of Pondok Pesantren Darussalamah Al-Mubarak Cianjur, reading exercises function not merely as a technical activity, but also serve as a bridge for students to understand Islamic materials presented in Arabic. Reading proficiency serves as an essential foundation for students in participating in classical book (*kitab*) studies, understanding supplication (*doa*) texts, and expanding their vocabulary.

In the writing aspect, the implications of learning are evident in the students' ability to copy text, write *mufradāt*, construct simple sentences, and understand the basic structure of Arabic sentences. However, writing skills tend to require more time compared to other skills because students must master letter forms, vocabulary, sentence structure, and semantic accuracy. Wirda (2025) indicates that *mufradāt* learning in pesantren often encounters obstacles regarding the students' ability to rewrite vocabulary without looking at the text. This finding is relevant to this study because vocabulary mastery and writing exercises must be conducted routinely so that the students' Arabic language proficiency does not stop at oral memorization.

Learning constraints and critical interpretation

The main obstacles in the implementation of the *Mahārat Al-Lughah* learning method relate to differences in the students' (*santri*) initial abilities, vocabulary limitations, fear of making mistakes, and the lack of consistency in using Arabic in daily communication. Students who possess a stronger background in Arabic language learning tend to follow the activities more rapidly.

Conversely, students who are not yet accustomed to Arabic require more intensive guidance. These disparities demand that mentors utilize flexible methods, such as ability grouping, repetition of materials, the use of concrete examples, and gradual exercises.

These findings align with Azizah et al. (2024), who show that educational background can influence Arabic language competence. University students with a pesantren background tend to be stronger in grammatical understanding, whereas those without a pesantren background face specific challenges in mastering Arabic. In the context of the students at Darussalamah Al-Mubarak Cianjur, differences in learning backgrounds also serve as a factor influencing student responses to Mahārat Al-Lughah activities. This demonstrates that the implementation of learning methods needs to begin with mapping the students' abilities, rather than merely delivering the same material to all participants.

Psychological barriers also constitute a significant aspect of Arabic language learning. Some students tend to feel shy, afraid of making mistakes, or lack self-confidence when asked to speak. This condition indicates that Arabic language learning is not merely a linguistic issue, but also an affective one. Faidah (2022) found that language games can reduce the fear of making mistakes when students speak Arabic. Sirad et al. (2026) also show that language programs can improve the linguistic, affective, and social aspects of participants. Therefore, the Mahārat Al-Lughah learning method needs to create a safe atmosphere so that students have the courage to try, even if their sentence structure and pronunciation are not yet perfect.

Another obstacle relates to the consistency of the language environment. Students may understand the materials while activities are taking place, but the use of Arabic often declines when they are outside of formal settings. Rokhmah (2025) explains that the problems of bi'ah lughawiyah (language environment) can arise from aspects of planning, implementation, evaluation, individual student factors, educators, and environmental influences. This finding demonstrates that Mahārat Al-Lughah learning requires a broader support system. If the boarding school relies solely on formal instruction, the students' language proficiency will be difficult to develop optimally. However, if formal learning is reinforced by language habituation, supervision, and evaluation, students have a greater opportunity to use Arabic continuously.

Table 1. Interpretation of research findings on Mahārat Al-Lughah learning implementation

Research finding	Critical interpretation	Relevant previous studies
Learning is carried out through mufradāt (vocabulary), conversations, reading texts, and writing exercises	The learning approach has shifted toward integrating the four language skills rather than relying solely on memorization.	Faidah (2022); Mubaligh et al. (2022)
The boarding school environment supports the practice of Arabic.	The bi'ah lughawiyah (Arabic language environment) extends learning beyond the classroom into students' daily activities.	Mahbubah & Masmunah (2026); Rahmi et al. (2024)
Students become more confident in speaking after participating in language practice sessions.	Improvements in language ability are not only linguistic but also affective, particularly in terms of confidence.	Sirad et al. (2026); Mufarokah (2026).
Students still experience limitations in vocabulary and sentence structure.	Weaknesses in mufradāt (vocabulary) and qawā'id (grammar) remain the primary barriers to active Arabic language use.	Wirda (2025); Rokhmah (2025)
The use of Arabic remains inconsistent outside formal learning activities.	Effective language learning requires clear regulations, supervision, and continuous evaluation to sustain the language environment.	Rahmi et al. (2024); Jundi & Hasibuan (2023)

Novelty of the findings

The novelty of this study lies in its focus, which does not limit Arabic language learning to a single language skill. Most previous studies have examined Mahārah al-Kalām (speaking skills), bi'ah lughawiyah (the Arabic language environment), mufradāt (vocabulary learning), or Mahārah

al-Qirā'ah (reading skills) separately. Faidah (2022) and Mubaligh et al. (2022) focused on speaking skills, while Wahyudi and Maulidi (2024) emphasized reading skills. Wirda (2025) discussed challenges related to vocabulary acquisition. Mahbubah and Masmunah (2026), as well as Rahmi et al. (2024), highlighted the role of the Arabic language environment. In contrast, this study adopts a broader perspective by examining the implementation of the Mahārat al-Lughah learning method as an integrated process that connects listening, speaking, reading, and writing skills within the context of Islamic boarding school (pesantren) education.

Another novel contribution of this study is its more comprehensive examination of the implications of Arabic language learning. The learning outcomes are assessed not only in terms of students' speaking proficiency but also through their ability to understand spoken instructions, comprehend written texts, acquire vocabulary, write simple sentences, and develop the confidence to use Arabic in daily communication. Accordingly, this study contributes to the understanding that Arabic language learning in pesantren should be viewed as a holistic system involving instructional methods, the language environment, teachers or mentors, habitual language practice, and continuous evaluation. This perspective enriches the literature on Arabic language education by positioning Mahārat al-Lughah as an integrated learning process rather than a set of isolated language skills.

Implications for Arabic language learning in Islamic boarding schools

The findings indicate that the implementation of Mahārat al-Lughah instruction in pesantren requires a well-planned and consistent instructional model. Arabic language learning should not be limited to content delivery or vocabulary memorization. Students need repeated opportunities to listen, imitate, read, speak, and write in Arabic. These four language skills should be systematically integrated into interconnected learning activities. For example, the mufradāt (vocabulary) introduced at the beginning of a lesson can subsequently be used in conversations, incorporated into reading texts, and further developed through simple sentence-writing exercises.

A practical implication of this study is the need to strengthen the role of Arabic language instructors. Their responsibilities extend beyond delivering instructional content to fostering students' confidence, monitoring language use, providing constructive feedback, and designing learning activities that are appropriate to students' proficiency levels. Jundi and Hasibuan (2023) demonstrated that institutional strategies, such as grouping students according to their proficiency, assigning musyrif (language supervisors), conducting continuous evaluations, and providing systematic guidance, can help reduce disparities in students' Arabic language abilities. These findings are consistent with the present study, which suggests that the implementation of Mahārat al-Lughah becomes more effective when supported by a structured guidance and mentoring system.

This study also demonstrates that the evaluation of Arabic language learning should encompass both the learning process and practical language performance. Assessment should not

rely solely on vocabulary memorization or written comprehension tests. Instead, it should evaluate students' confidence in speaking Arabic, their ability to understand spoken instructions, their reading accuracy, their ability to write simple sentences, and their consistency in using Arabic during daily activities within the pesantren. Practice-based assessment provides a more authentic representation of students' language proficiency. Such an approach enables pesantren to identify areas of progress as well as aspects that require further improvement.

From a theoretical perspective, this study reinforces the view that Arabic language learning in pesantren is multidimensional. Arabic should be understood not only as a system of grammatical rules but also as a social and communicative skill that requires continuous practice, confidence, interaction, and a supportive language environment. Therefore, the implementation of the Mahārat al-Lughah learning method should be examined through the interrelationships among instructional methods, students, instructors, learning materials, and the pesantren culture. This perspective helps explain why students who possess theoretical knowledge of Arabic grammar may not necessarily be able to use the language actively if they are not supported by consistent practice and an immersive language environment.

CONCLUSION

This study confirms that the implementation of the Mahārat al-Lughah learning method at Darussalamah Al-Mubarak Islamic Boarding School (Pesantren), Cianjur, plays a significant role in strengthening students' Arabic language proficiency. Arabic language instruction should not be understood merely as the delivery of learning materials, vocabulary memorization, or grammar exercises. Learning becomes more meaningful when students are provided with opportunities to listen, speak, read, and write in an integrated manner through structured, repetitive activities that are closely connected to daily life in the pesantren.

The findings demonstrate that the Mahārat al-Lughah learning method contributes to the development of students' Arabic language proficiency in several dimensions. Students become more accustomed to listening to Arabic expressions, gain greater confidence in speaking, find it easier to comprehend simple texts, and become more proficient in writing vocabulary and basic sentences. These improvements reflect not only linguistic development but also affective growth, particularly in terms of students' confidence, willingness, and courage to use Arabic during learning activities.

A key contribution of this study is its recognition that the success of Arabic language learning in pesantren is determined not only by classroom instructional methods. It is also influenced by the language environment, the roles of teachers and language mentors, consistent language habituation, vocabulary enrichment, communicative practice, and continuous assessment. Therefore, Mahārat al-Lughah should be implemented as an integrated instructional system rather than as a set of separate language skills. Listening, speaking, reading, and writing should be developed in a complementary manner to enable students to use Arabic more actively and functionally.

This study also reveals that challenges in Arabic language learning remain associated with differences in students' initial proficiency, limited vocabulary, fear of making mistakes, inadequate mastery of sentence structure, and inconsistent use of Arabic outside formal learning activities. These findings suggest that Mahārat al-Lughah programs should be managed through more

adaptive instructional planning. Language instructors should assess students' proficiency levels, select teaching methods appropriate to their needs, provide gradual and scaffolded practice, and create a supportive learning environment in which students feel comfortable making mistakes as part of the learning process.

The contribution of this study lies in its conceptualization of Mahārat al-Lughah as a holistic learning process within the pesantren context. Unlike previous studies that have primarily examined Mahārah al-Kalām (speaking), mufradāt (vocabulary), Mahārah al-Qirā'ah (reading), or bi'ah lughawiyah (the Arabic language environment) separately, this study demonstrates that students' Arabic language proficiency develops through the interaction of instructional methods, language practice, the boarding school environment, teacher guidance, and students' learning experiences. Consequently, this study may serve as a reference for pesantren seeking to design Arabic language learning programs that are more active, communicative, integrated, and sustainable.

Future research may focus on developing a more operational model of Mahārat al-Lughah instruction specifically designed for the pesantren environment. Subsequent studies could also compare the effectiveness of different instructional methods across the four Arabic language skills, examine the role of musyrif (language supervisors) in fostering a bi'ah lughawiyah, or investigate students' language development using mixed-methods approaches that combine qualitative and quantitative research. Such studies are essential to ensure that Arabic language education in pesantren is strengthened not only through its longstanding traditions but also through increasingly systematic pedagogical and academic practices..

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