



THE EFFECTIVENESS OF USING THE AURAL-ORAL APPROACH IN ARABIC LEARNING (*MUFRADĀT*)

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ABSTRACT

Learning Arabic vocabulary (*mufradāt*) often faces challenges in achieving effectiveness, particularly in motivating students to actively participate and deeply understand the material. Many conventional methods have significantly failed to improve students' listening and speaking skills. This study aims to analyze the effectiveness of using the Aural-Oral Approach in teaching Arabic vocabulary (*mufradāt*). The Aural-Oral Approach, which emphasizes intensive listening and speaking skills, can enhance students' vocabulary acquisition in Arabic. This study was conducted at *Madrasah Diniyah Takmiliah* (MDT) Ar-Rahman Bogor using a quantitative approach with a quasi-experimental design. The research sample consisted of 60 students divided into two groups: the experimental group using the Aural-Oral Approach and the control group using conventional methods. Data were collected through interviews and vocabulary tests before and after the intervention. The results of the data analysis showed a significant increase in Arabic vocabulary skills in the experimental group compared to the control group. This study's novelty lies in applying the Aural-Oral Approach in the context of Arabic language learning at the MDT level, which has not been extensively explored before. These findings indicate that the Aural-Oral Approach effectively improves Arabic vocabulary mastery. Therefore, it is recommended that this method be more widely implemented in Arabic language teaching to maximize student learning outcomes.

Keywords: Arabic Language Learning, Aural-Oral Approach, Method Effectiveness, *Mufradāt*

ABSTRAK

Pembelajaran kosakata (*mufradāt*) bahasa Arab sering menghadapi tantangan dalam mencapai efektivitas, terutama dalam memotivasi siswa untuk aktif berpartisipasi dan memahami materi secara mendalam. Banyak metode konvensional yang kurang berhasil dalam meningkatkan kemampuan mendengarkan dan berbicara siswa. Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan metode Aural-Oral Approach dalam pembelajaran kosakata (*mufradāt*) bahasa Arab. Metode Aural-Oral Approach, yang menekankan pada keterampilan mendengarkan dan berbicara secara intensif, dianggap mampu meningkatkan kemampuan siswa dalam menguasai kosakata bahasa Arab. Penelitian ini dilakukan di *Madrasah Diniyah Takmiliah* (MDT) Ar-Rahman Bogor menggunakan pendekatan kuantitatif dengan desain eksperimen semu. Sampel penelitian terdiri dari 60 siswa yang dibagi ke dalam dua kelompok: kelompok eksperimen yang menggunakan metode Aural-Oral Approach dan kelompok kontrol yang menggunakan metode konvensional. Data dikumpulkan melalui wawancara, tes *mufradāt* sebelum dan sesudah intervensi. Hasil analisis data menunjukkan bahwa terdapat peningkatan signifikan dalam kemampuan kosakata bahasa Arab pada kelompok eksperimen dibandingkan dengan kelompok kontrol. Novelty dari penelitian ini terletak pada penerapan metode Aural-Oral Approach dalam konteks pembelajaran bahasa Arab di tingkat MDT, yang sebelumnya belum banyak dieksplorasi. Temuan ini mengindikasikan bahwa metode Aural-Oral Approach efektif dalam meningkatkan penguasaan *mufradāt* bahasa Arab.

Kata Kunci: Aural-Oral Approach, Efektivitas Metode, *Mufradāt*, Pembelajaran Bahasa Arab

INTRODUCTION

Arabic language learning, particularly vocabulary development (*mufradāt*), is essential to language education, yet it can be challenging (Azizah, 2022). Students' understanding and communication skills are significantly impacted by their level of *mufradāt* proficiency (Anisa et al., 2022). The conventional methods commonly used in Arabic language instruction at various educational institutions are less effective in enhancing students' speaking and listening skills (Al-Sobhi & Preece, 2018). Developing more potent teaching strategies is necessary to encourage students to participate actively in their education.

The Aural-Oral Approach, which emphasizes intensive listening and speaking skills, is considered one of the methods that can improve the effectiveness of Arabic language learning. This method focuses on repeated exposure and active practice in using the target language, which is expected to help students better internalize vocabulary and use it in real communication contexts. In implementing this method at MDT Ar-Rahman, students are encouraged to engage in relevant dialogues, listen to authentic conversations, and participate in activities that mimic everyday communication situations. Activities such as role-playing, conversation practice, and listening to audio recordings in Arabic frequently enhance students' language skills.

Previous research relevant to this study encompasses various approaches to language teaching. One such study by Aziz Akhmad Najib found that the AOA/Audio-lingual method significantly improved students' pre-test and post-test scores. The improvements were noted in aspects such as vowels (51.94%), consonants (42.59%), intonation (43.98%), poetry and emphasis words (37.40%), and fluency (42.59%) (Najib, 2021). Another study by Fitri Nurkholis & Ela Isnani Munawwaroh highlighted several advantages of this approach, including students having good pronunciation, proficiency in forming standard sentence patterns that have been practiced, and practical oral communication skills (Nurkholis & Munawwaroh, 2021). Additionally, a study by Khalida Rahmah showed that in vocabulary learning using the Aural-Oral approach and the Suggestopedia method, teachers could utilize visual resources and creative techniques to help students remember vocabulary. Arabic language teachers increasingly use audio or music media (Rahmah, 2023). Another study by Adam Doni Mauladi et al. recommended teaching Arabic with a soft approach and an aural-oral method, emphasizing conversational skills and understanding word roots (Mauladi et al., 2018). Finally, research by Fajriah demonstrated that this approach not only helps students master spontaneous oral and listening skills but also enhances their reading and writing abilities. This approach's advantages are that students have good pronunciation, are proficient in forming practiced standard sentence patterns, and can communicate orally effectively (Fajriah, 2022).

This study aims to fill a gap not addressed by previous research regarding using the Aural-Oral Approach method in teaching Arabic vocabulary (*mufradāt*) at the Madrasah Diniyah Takmiliah (MDT) level. This research aims to provide empirical evidence of the impact of the Aural-Oral Approach method on students' mastery of Arabic vocabulary. Thus, this study is expected to contribute to developing more effective and applicable Arabic language teaching methods in various educational contexts. Through a quantitative approach with a quasi-experimental design, this research will measure the improvement in Arabic vocabulary skills among students using the Aural-Oral Approach method compared to those using conventional methods.

The results of this research are expected to significantly contribute to the development of Arabic language teaching methods at the MDT level. The findings of this research are anticipated to serve as a reference for Arabic language teachers in selecting and implementing practical and

relevant teaching methods. Additionally, the results of this research can provide helpful recommendations for managing MDT Ar-Rahman Bogor and enhancing the quality of Arabic language instruction, particularly in vocabulary mastery. Therefore, this study is beneficial academically and practically for improving the Arabic language competence of students at MDT Ar-Rahman Bogor.

METHOD

This study used a quantitative approach with a quasi-experimental design to analyze the effectiveness of using the Aural-Oral Approach in teaching Arabic vocabulary (*mufradāt*) in Madrasah Diniyah Takmiliah (MDT) Ar-Rahman Bogor. The study involved students from several classes as research subjects, divided into experimental and control groups. The study sample consisted of 60 students divided into two groups: an experimental group using the Aural-Oral Approach and a control group using conventional methods. Data were collected through interviews and vocabulary tests before and after the intervention to gain an in-depth understanding of students' motivation and participation and measure their improvement in Arabic vocabulary skills. The study procedure included a pre-test to measure participants' essential ability, intervention with the Aural-Oral Approach for the experimental group and conventional method for the control group, and a post-test to measure improvement ability after the intervention period.

The data obtained were analyzed using descriptive and inferential statistics, with t-tests to compare the pre-test and post-test scores of both groups to identify significant improvements in Arabic vocabulary skills in the experimental group compared to the control group. Statistical analyses were conducted to determine whether the difference in scores between the pre-test and post-test in both groups was statistically significant, which would provide empirical evidence regarding the effectiveness of the Aural-Oral Approach. In addition, interviews with students and teachers were conducted to gain qualitative insight into their experiences during the intervention, such as changes in learning motivation and active participation during lessons. The results of these interviews are analyzed thematically to complement the quantitative findings and provide a comprehensive picture of the impact of this approach. With this methodology, the study aims to provide empirical evidence regarding the effectiveness of the Aural-Oral Approach in improving Arabic vocabulary mastery at the MDT level. The results of this study are expected to contribute significantly to the development of more effective and applicable Arabic teaching methods in Islamic educational institutions, as well as provide practical recommendations for educators in improving the quality of Arabic learning in MDT.

RESULTS AND DISCUSSION

Learning Arabic Vocabulary *Mufradāt*

Learning Arabic *mufradāt* or vocabulary is essential to mastering this language, as vocabulary is the foundation that enables students to understand and use Arabic effectively (Fajriah, 2015). *Mufradāt* learning includes various techniques and methods to enrich students' vocabulary so they can communicate fluently in multiple contexts. One of the commonly used methods in learning *mufradāt* is the use of sentence context (Ali et al., 2022). Placing new words in meaningful sentences makes students more easily remember and understand their use. This technique is often accompanied by exercises in reading and listening to relevant texts, which help students associate new words with specific situations or topics (Permana et al., 2023)—for example, learning family-related vocabulary through dialogue about family members. In addition, the image association

technique is also effective in learning *mufradāt*. Teachers use pictures to associate new words with specific objects or actions. For example, introduce words like "*kitab*" (book) or "*qalam*" (pen) by showing the corresponding pictures. This visual approach helps remember new words because the human brain remembers images better than text (Saepurrohman & Nurhayati, 2020).

Interactive exercises, such as word games, quizzes, and group discussions, are essential in *mufradāt* learning. These activities make learning more enjoyable and encourage students to actively use new vocabulary in conversation (Mitrajati et al., 2023). For example, in a word-guessing game, students must describe a specific word without mentioning it, so other students must guess it. Repetition and revision are also crucial components in *mufradāt* learning. Teachers must repeat the vocabulary periodically and integrate it into various learning activities to ensure new words are genuinely embedded in long-term memory. For example, holding weekly review sessions where students repeat words they have learned and use them in new sentences.

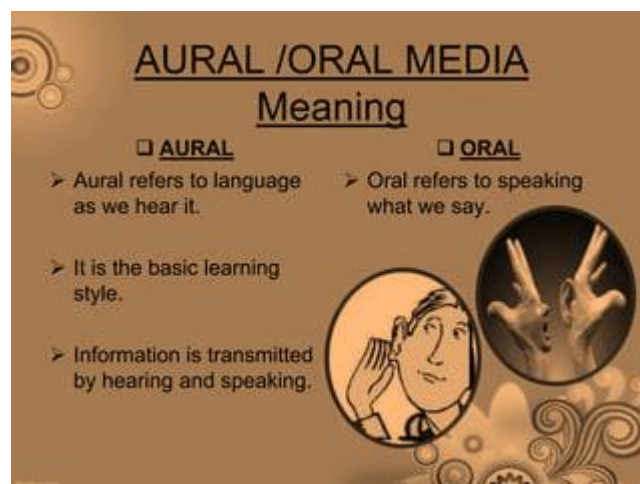
In learning Arabic *mufradāt*, it is also essential to consider cultural aspects. Vocabulary consists not only of words but also of cultural meanings contained in them. Teachers need to provide an appropriate cultural context so that students can understand the use of these words in the daily lives of Arabs (Cholifah & Akmalia, 2021). This method helps students not only master the language but also understand the way of thinking and customs of native-speaking communities. By combining these various methods and techniques, learning Arabic *mufradāt* can be more effective and fun. The diverse approach helps students build strong vocabulary skills, supporting their ability to read, write, listen, and speak Arabic.

Basic Concepts of the Oral Aural Approach in Learning

The learning process with the Aural Oral Approach begins with the presentation of a dialogue or short reading, where the teacher reads it repeatedly (Sujariati, 2020). At the same time, the learners listen without looking at the text. Furthermore, students imitate and memorize the dialogue or reading with the technique of imitating the teacher's reading sentence by sentence classically while memorizing the sentences, known as the mimicry-memorization (mim-memorization technique) (Afifah et al., 2020). Sentence patterns contained in dialogues or short readings, especially those considered difficult because some structures or expressions are different from the student's mother tongue, are presented with drill techniques. After that, students dramatize the memorized dialogue in front of the class. This process ends with forming another sentence corresponding to the sentence pattern that has been learned. The Aural Oral approach pays primary attention to exercises, drills, memorizing vocabulary, dialogues, and reading texts, and on the other hand, prioritizes the external form of language (patterns, structures, rules) rather than the content of the content and prioritizes validity and accuracy rather than the ability of students to interact and communicate (Rivers, 2018).

The characteristics of the aural-oral approach include being more concerned with structure than meaning and demanding the memorization of dialogues based on structure. This approach does not require contextualizing language items, as language learning focuses on structures, sounds, or words. Mastery or "overlearning" is highly recommended, with tubian exercises as the primary technique. Speech near-native speakers is desirable, and grammatical explanations are strongly avoided. Communicative activities only arise after students experience the process of tubian exercises and other exercises that are long enough (Khan & Thayniath, 2020). Using the student's native language and translation is strictly prohibited in the early stages, and reading and writing are suspended until speaking skills are mastered. The linguistic system of the target language is learned through learning outwardly apparent system patterns, with linguistic

competence as the primary objective. Language diversity is introduced but not emphasized, and principles of linguistic complexity determine the order of units. The teacher controls the students to prevent actions that contradict the theory because language is considered a habit, so all efforts must prevent mistakes. Accuracy or accuracy in the format's validity becomes the primary goal, with students expected to interact with the language system manifested in controlled material (Pourkalhor & Esfandiari, 2017). The teacher determines the language the learners use, and intrinsic motivation is likely to emerge from the structure of the language.



Picture 1: Meaning of Aural-Oral Media

The objectives of the Aural Oral Approach can be best achieved using the most effective techniques, namely audio lingual exercises or pattern drill exercises, which are exercises to listen to various forms of sentence patterns systematically (Jaramillo, 2021). This method is very suitable for teaching Arabic because Arabic has regular sentence patterns. Sentence pattern exercises are usually prepared in recordings arranged for difficulty according to students' ability. In the Aural Oral Approach, teacher creativity is highly demanded to create a pleasant learning atmosphere that does not cause students boredom. In learning, learners must be familiarized with and trained in the repetition of Arabic letters, words, and sentences so that they are memorized and even automatically emerge from their speech. As expressed by Kamal Ibrahim Badri, "*al-lughab 'adab, wal'adatu tuktasabu ila tikerar*" (language is customary, and it must be repeated. This theory is correct because students cannot speak Arabic actively and thoroughly without always getting their tongues used to Arabic (Suleiman, 2019).

Several principles regarding the aural, oral approach include that students must listen, speak, read, and write. Then, Grammar should be presented in sentence patterns or dialogues with everyday topics. All elements of language should be from easy to complex; possibilities for making mistakes in responding should be avoided. In this period, learner error is not considered to be the inability of the language teacher to teach well. This approach requires language learning activities with repetition techniques (Satori et al., 2023).

This Aural-Oral Approach assumes that language is what is heard and spoken. Departing from this assumption, the first language is speech, for language teaching must begin by classically listening to the sounds of language in the form of words or sentences and then asking students to imitate them. This approach is then recited before learning to read and write is taught (Binós et al., 2021). The development of communication that closes the distance between other individuals and the need for language to be used in oral communication is the motivation for the

birth of this approach. The following is the teaching process with the Aural-Oral Approach (Mohammed & Muhy, 2021):

1. The presentation of dialogue or short readings is done by the teacher reading them repeatedly, and students listen without looking at the text.
2. Imitation and memorization of dialogue or short readings with the technique of imitating the teacher's reading sentence by sentence classically while memorizing these sentences. This technique is called the Mimicry-memorization (mim-mem) technique.
3. The presentation of sentence patterns contained in dialogue or short reading, especially those considered difficult because some structures or expressions are different from the structure in the student's mother tongue, is done with drill techniques.
4. Dramatization of dialogues or short rehearsed readings. Students dramatize memorized dialogues in front of the class in turn.
5. The formation of other sentences that correspond to the sentence pattern that has been studied.

The Aural Oral approach in language learning has several significant advantages. First, this approach is particularly effective in improving listening and speaking skills because students are directly involved in activities that require them to imitate and produce authentic language sounds (Richards & Rodgers, 2014). With a focus on repetition and intensive drills, students become more familiar with the structure and intonation of the target language, which helps them develop more natural and accurate speaking skills. In addition, this approach avoids complex grammatical explanations in the early stages, so students can more quickly begin to use language in communicative situations (Liu et al., 2020).

However, the Aural Oral Approach also has some drawbacks. One is the lack of attention to meaning and context since this method emphasizes memorization and reproduction of sentence structures. This approach can make learning monotonous and less attractive for some students, hindering their ability to understand and use language creatively in various situations. In addition, this approach often neglects reading and writing skills in the early stages, which can be a drawback if students need literacy skills early on. Another limitation is that this approach relies heavily on the quality of teachers and teaching materials available, so in some cases, students may not get enough practice to achieve the desired language proficiency.

The Aural-Oral Approach Method in Arabic Language Learning

The Aural Oral approach in Arabic is called *al-madkhal al-sam'i al-shafabi*; this approach assumes that language is what is heard and spoken, while writing is only a representation of speech (Hermawan, 2018). Departing from this assumption, language is speech. The habit factor reinforces this assumption because a behavior will become a habit if repeated many times, and language teaching must be done with repetition techniques (Hanani, 2020). So, learning must begin by classically listening to the sounds of language in the form of words or sentences and then asking students to imitate them. To then be memorized before learning to read and write is taught.

The Aural-Oral Approach (AOA) method in Arabic language learning emphasizes listening and speaking as foundational skills for language acquisition. This method, rooted in the behaviorist language learning theory, posits that language is best learned through habitual practice and repetition (Lotfi-Khajouei et al., 2022). In the context of Arabic, a language known for its complex phonetic and grammatical structures, the AOA method can be particularly effective. Engaging students in intensive listening and speaking exercises helps them internalize vocabulary

and language patterns, making it easier for them to use the language in real-life situations (Alda, 2018).

One of the key strengths of the AOA method is its focus on active engagement and practical usage of the language. Traditional language teaching methods often emphasize rote memorization and passive learning, which can be less effective in developing actual communicative competence. In contrast, the AOA method involves students in role-playing, dialogues, and listening to native speakers, which mirror everyday communication scenarios. This method improves their vocabulary and enhances their ability to understand and respond appropriately in different contexts, boosting their confidence and fluency in speaking Arabic.

Moreover, the AOA method can improve pronunciation and intonation, critical components of effective communication in Arabic. Arabic has unique phonetic features, such as emphatic consonants and guttural sounds, which can be challenging for non-native learners. Through repeated listening and speaking exercises, students can develop a more accurate pronunciation and a better understanding of the rhythm and melody of the language. This phonetic training is essential for clear and effective oral communication, helping students to be understood by native speakers and to engage more fully in Arabic-speaking environments.

Another significant advantage of the AOA method is its potential to increase student motivation and engagement. Language learning can often be a daunting task, but the interactive and dynamic nature of the AOA method makes it more enjoyable and less intimidating for students. Activities like listening to songs, watching videos, and participating in conversational games can make learning more relatable and fun. This increased engagement can lead to better retention of vocabulary and a more positive attitude towards learning the language, which are crucial factors in achieving long-term language proficiency.

The Aural-Oral Approach method offers a comprehensive and effective strategy for Arabic language learning. The technique helps students internalize vocabulary and language patterns, improves pronunciation and intonation, and increases engagement and motivation by focusing on listening and speaking. Given the unique challenges of learning Arabic, the AOA method provides a practical and interactive approach that can significantly enhance language acquisition. As educators continue to seek effective ways to teach Arabic, incorporating the AOA method into language programs can lead to improved outcomes and more proficient Arabic speakers.

Acquiring Arabic Vocabulary (*Mufradāt*) through the Aural-Oral Approach

The Aural-Oral method for learning Arabic vocabulary (*mufradāt*) has proven effective in enhancing students' language abilities. This method emphasizes listening and speaking skills as the foundation for language mastery. In Arabic, which has complex phonetic and grammatical structures, this approach allows students to internalize vocabulary and language patterns through repetitive and intensive practice. Frequently listening to and using new vocabulary in daily conversations, students can more quickly master and apply it in real-life contexts.

One of the main advantages of the Aural-Oral method is its focus on active engagement and practical use of the language. Traditional teaching methods often emphasize rote memorization and passive learning, which are less effective in developing communicative competence. In contrast, the Aural-Oral method involves students in various activities such as role-playing, dialogues, and listening to native speakers, which mirror everyday communication situations. This factor improves their vocabulary acquisition and ability to understand and respond appropriately in different contexts, enhancing their confidence and fluency in speaking Arabic.



Picture 2: The process of teaching *mufradāt* using the aural-oral approach

From the results of these observations and interviews, quoted again from a literature study on the Aural-Oral Approach method (listening-pronunciation method) (Hijriyah et al., 2022) explained that the Aural-Oral Approach method or called (*al-madkhal al-sama'i as-syafabi*) is a method used in learning to listen to language sounds in the form of classical words or sentences which learners then imitate. It is then memorized, which is aimed to be used in oral communication, and this method is done continuously by repetition or replication techniques. However, it can also be said that this method is included in the conventional (Traditional) method, a teaching method commonly used by educators (Nurkholis & Munawwaroh, 2021). The Aural-Oral Approach method (listening-pronunciation) is a method that requires practice or practice that is done repeatedly so that students can remember the correct pronunciation, which educators have exemplified. As a case in point, in an interview with MDT leader Ar-Rahman, it was said that the Scientific Approach or Aural-Oral Approach method had been applied in Arabic classes. One Arabic teacher noted that many students had difficulty pronouncing the *hijaiyyah* letters before using this method. However, after several months of applying the Aural-Oral method, a significant improvement was seen in their abilities. Santri, who used to make pronunciation mistakes, can now pronounce *mufradāt* more eloquently and confidently. For example, a student who initially had difficulty pronouncing the word "عَلَيْكُمْ" can now pronounce it fluently after regularly attending listening and pronunciation sessions with their teacher.

As a case in point, an educator at MDT Ar-Rahman observed that some students often had difficulty reciting their newly learned Arabic vocabulary. When students mispronounce the word "قَلَمٌ" (pen), the educator gives repetition and models the correct pronunciation several times. Educators then use the singing method to teach the word, as most students are between the ages of one and three elementary schools. By turning lessons into songs, students become more interested and motivated. They sing the word "قَلَمٌ" together to a pleasant rhythm, which helps them remember and pronounce the word correctly. After several sessions, students who were initially struggling can now pronounce the word "قَلَمٌ" fluently and correctly. Some students start memorizing other vocabulary more quickly through this method.

This approach not only makes the learning atmosphere more enjoyable but is also effective in improving the ability to master Arabic vocabulary. With the addition of singing techniques, the Aural-Oral Approach method has been proven to help students fluently pronounce vocabulary.

In addition, educators at MDT Ar-Rahman gain new knowledge about innovative and effective learning methods, which are then applied in their classrooms for better results.

The Aural-Oral method is also highly beneficial for improving pronunciation and intonation, critical components of effective communication in Arabic. Arabic has unique phonetic features, such as emphatic consonants and guttural sounds, which are often challenging for non-native learners. Through repeated listening and speaking exercises, students can develop more accurate pronunciation and a better understanding of the rhythm and melody of the language. This phonetic training is essential for clear and effective oral communication, helping students to be better understood by native speakers and to engage more fully in Arabic-speaking environments.

Another significant advantage of the Aural-Oral method is its potential to increase student motivation and engagement. Language learning can often be daunting, but the Aural-Oral method's interactive and dynamic nature makes learning more enjoyable and less intimidating for students. Listening to songs, watching videos, and participating in conversational games can make learning more relevant and fun. This increased engagement can lead to better vocabulary retention and a more positive attitude toward language learning, crucial factors in achieving long-term language proficiency.

CONCLUSION

The study concludes by highlighting the value of the Aural-Oral Approach in Arabic vocabulary instruction, especially at the Madrasah Diniyah Takmiliah (MDT) level. By assessing the effectiveness of this strategy in improving students' understanding of *mufradāt* and acknowledging the shortcomings of traditional teaching methods in promoting holistic language skills, the study sought to close the research gap. Using a quasi-experimental design and a quantitative methodology, the research aimed to show empirically how the Aural-Oral Approach affected the learning of Arabic vocabulary. The results are anticipated to substantially contribute to the development of Arabic language instruction by providing helpful advice and insights for both institutions and teachers. According to the literature review, a rising corpus of research supports dynamic, student-centered language teaching approaches, especially in Arabic instruction.

Research has demonstrated the advantages of the Aural-Oral Approach, highlighting its contribution to enhancing language proficiency in general, fluency, and pronunciation. Furthermore, innovative approaches and visual aids demonstrated how flexible this approach accommodates a range of learning preferences. The study aimed to expand on these discoveries by illuminating their usefulness and relevance concerning MDT Ar-Rahman Bogor. The research findings can also influence curriculum creation and pedagogical approaches in Arabic language instruction. The study makes a strong case for the Aural-Oral Approach's implementation in language classrooms by highlighting its observable advantages, which motivates teachers to prioritize communicative and interactive learning opportunities. The results show potential for improving the standard of Arabic language instruction, namely vocabulary mastering, which will help students at MDT Ar-Rahman Bogor become more proficient language users overall. Ultimately, the study's significance transcends academic realms, with implications for practical implementation and institutional policy. The results are anticipated to serve as a valuable resource for Arabic language teachers, guiding them in selecting and implementing effective teaching strategies tailored to their students' needs. Moreover, the research findings can inform decision-making processes at the administrative level, guiding efforts to optimize Arabic language

instruction and curriculum development at MDT Ar-Rahman Bogor and similar educational institutions. The study represents a holistic endeavor to advance Arabic language education, combining empirical inquiry with practical implications for pedagogy and institutional management.

AUTHOR CONTRIBUTIONS STATEMENT

[AZN] contributed to the conception and design of the study, conducted the data collection and analysis, and wrote the initial draft of the manuscript. [AS], as the primary supervisor, provided guidance throughout the research process, contributed to interpreting the results, and reviewed and revised the manuscript critically for important intellectual content. [YN], as the advisory lecturer, offered strategic direction for the study, provided insights on the theoretical framework, and assisted in refining the manuscript for publication. All authors have read and approved the final version of the manuscript.

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