

STRATEGIES OF ARABIC LANGUAGE LEARNING BASED ON CREATIVE PROJECT AT UNIVERSITIES IN CENTRAL JAVA

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Keywords	Abstract
Strategy Arabic Language Learning Creativity Central Java	<i>This study aims to explore and describe creative project-based Arabic language learning strategies in universities in Central Java. The importance of this research lies in its efforts to address the challenges in learning Arabic in the modern era by introducing innovative and interactive approaches. A creative project-based approach is expected to increase student engagement, motivation, and ability to learn Arabic. The research method used is qualitative, with data collection techniques in the form of in-depth interviews, class observations, and document analysis. The research subjects include lecturers and students from several universities in Central Java who have implemented this learning strategy. The results of the study show that this strategy is able to increase students' interest and active participation in learning Arabic. The creative projects carried out, such as the nahwu sharaf olympiad, Taqdimul Qishah, musabaqah qiroatul kupole, qiroatus Shi'ir, ghina Arabi', calligraphy and khitobah provide opportunities for students to apply their knowledge of Arabic in a real context. The implementation of creative project-based learning strategies in universities in Central Java has proven to be effective in increasing students' motivation and Arabic language skills.</i>
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INTRODUCTION

Arabic language learning in higher education has a very important role in equipping students with essential language skills for various academic, professional, and personal purposes (Noor, 2018) Arabic, as one of the internationally widely spoken languages in religious, cultural, and economic contexts, offers significant opportunities for students to broaden their horizons and increase global competitiveness (Nasution & Lubis, 2023) In addition, Arabic language skills can open up access to rich classical and contemporary literature and contribute to a deeper understanding of Islamic civilization (V. I. Aulia & Anggraeni, 2023)

Innovative and effective approaches in learning Arabic in higher education are applied to achieve optimal educational goals (Rambe, 2019) One approach that shows great potential in increasing student engagement and learning outcomes is a creative project-based learning strategy (Rati et al., 2017) This strategy emphasizes the use of

practical and interactive projects that allow students to apply their knowledge of Arabic in the real world (Muklason et al., 2023) Arabic language learning in the modern era faces a number of complex challenges (Jamil & Agung, 2022) One of the main challenges is the lack of motivation and student involvement in the learning process (Tungkagi et al., 2022) Traditional teaching methods that are monotonous and less interactive are often unable to attract students' interest, thus negatively impacting the achievement of learning outcomes (Jailani, 2022) In addition, limitations in teaching resources, such as up-to-date teaching materials and innovative learning tools, are also obstacles in creating an effective learning environment.

In facing these challenges, creative approaches to learning Arabic offer great potential to overcome these problems (Beghetto, 2021). A creative project-based approach, which engages students in practical and interactive activities, can increase their interest and motivation to learn. Through projects such as video making, drama, or creative writing, students in addition to learning languages theoretically (Ediana et al., 2023). This approach also encourages students' collaboration and active engagement, which in turn can strengthen their communication skills in Arabic (N. Aulia & Asbari, 2024)

Regulation of the Minister of Religion Number 2 of 2008 Chapter IV regulates increasing awareness of the importance of the Arabic language, its culture, and diversity to strengthen the Arabic language learning process and increase its effectiveness. This regulation emphasizes that an in-depth understanding of the Arabic language is not limited only to linguistic aspects, but also includes the recognition and appreciation of the culture and values carried by native speakers of the language. By integrating cultural elements in the curriculum and teaching methods, it is hoped that students will not only be able to master Arabic technically, but also understand the inherent social and cultural context (Syuhadak et al., 2021) This aims to create a more holistic and comprehensive learning environment, where students can appreciate diversity and apply it in their daily interactions, so that the Arabic learning process becomes more effective and meaningful.

Universities in Central Java have a very important role in the development of creativity-based Arabic language learning (Purwanto & Asbari, 2020). As a center of higher education, the university is responsible for maintaining quality Arabic language learning and also promoting innovative approaches in the teaching and learning process. By encouraging the use of creative project-based methods, universities open up opportunities for students to develop language skills actively and creatively. In addition, universities also play a role in creating a learning environment that stimulates imagination and collaboration, where students can apply their knowledge in a real context (Kamaruddin et al., 2024)

The implementation of creative project-based learning strategies in universities in Central Java offers opportunities to address traditional challenges in Arabic language teaching. By engaging students in engaging and meaningful projects, this strategy can increase motivation to learn and make the learning process more enjoyable and effective. However, the success of this implementation is highly dependent on the readiness of the institution, the ability of lecturers to manage projects, and adequate resource support (Nastiti & Ni'mal'Abdu, 2020)

This study aims to explore and describe creative project-based Arabic language learning strategies in universities in Central Java. The main focus is to understand how this approach can be applied effectively, as well as to know its impact on students' motivation and Arabic language skills. It is hoped that the results of this research can make a significant contribution to the development of more innovative and effective Arabic teaching methods in the higher education environment.

METHOD

This study uses a descriptive qualitative approach to explore and describe creative project-based Arabic language learning strategies at Semarang State University (UNNES), Matha'liul Falah Pati Islamic Boarding School Institute (IPMAFA), and Al-Qur'an Science University (UNSIQ), Wonosobo. This approach was chosen because it allows researchers to gain an in-depth understanding of the phenomenon being studied through rich and comprehensive data collection.

The data of this study aims to describe the program manager's view of creativity-based Arabic language learning, as well as to analyze the implementation process and documentation related to planning, processes, and results. The data used came from various sources, including the views of program managers, student experiences, lecturer perceptions, and related literature in this field.

Participants in this study are students who are actively involved in various creative events and projects in Arabic language learning. To ensure a comprehensive representation, we selected two to three participants from each university to be the focus of the research.

Data collection techniques include: 1) interviewing program managers, researchers can understand their perspectives on the effectiveness of creative project-based learning strategies in the Arabic context, Interviews were conducted online with the organizers and those in charge of the event after the activity, which focused briefly on questions about the students' projects, their level of involvement, as well as aspects of the novelty and creativity value of the work produced 2) direct observation of the implementation process in the field provides an overview of how the planning and implementation of these strategies are carried out in daily practice, and 3) analysis of documents such as curriculum, teaching materials, and student project outcomes will complement the understanding of about the impact of this learning strategy on students' language skills and learning motivation.

The data analysis technique used in this study refers to the approach developed by Miles and Huberman (Miles & Huberman, 1994). The data analysis measures used include data reduction, data presentation, and drawing conclusions or verification. 1) Data reduction, the researcher will simplify the data that has been collected by selecting the most important things, focusing on key themes, and eliminating the unrelated things. 2) Data presentation, the researcher will organize the data in an easy-to-understand form and present it in a clear narrative. 3) Drawing conclusions or verification, the researcher will interpret the meaning of the data that has been presented and test the conclusions obtained by comparing them with existing theories or practical experience.

RESULT

The Strategy of Arabic Language Learning Based on Creative Projects

Universities in Central Java have high enthusiasm in organizing Arabic learning creatively, more specifically in the use of technology and animation media. Colleges in the region are actively integrating modern technology into their curriculum, leveraging digital tools and e-learning platforms to create an interactive and engaging learning environment, and this includes the development of dedicated Arabic language learning applications with interactive features and the widespread use of animation to simplify complex linguistic concepts for students.

The organizers of the Arabic Language Education Study Program (PBA) at universities in Central Java have developed an Arabic language learning application equipped with interactive animation features, learning videos, and practice questions that can be accessed anytime and anywhere. This allows students to study flexibly and at their own pace. Animation and digital technology are also used to simulate conversations in

Arabic, helping students to practice speaking and listening skills in situations that mimic real-world interactions.

With a creative approach that combines technology and animation media, universities in Central Java seek to improve the quality of Arabic language learning and prepare their students to become competent and adaptive Arabic language users in this digital era. This shows the strong commitment of educational institutions in Central Java to continue to innovate and provide high-quality education.

Arabic learning at Dzikro UNNES has succeeded in realizing creativity and giving rise to various innovative activities in the Arabic language world. Various creative projects, such as the *Nahwu Sharaf Olympiad*, *taqdimul qishah*, *musabaqah qiroatul kutub*, *qiroatus Shi'ir*, *ghina Arabi'*, *calligraphy and khitobah* have been implemented to make learning more interesting and popular for students. This creativity is not just an option, but a must that must be massively instilled in students. Through this creative approach, students are invited to present Arabic in a package that attracts Arabic language learning more lively and quality.

A new thing has emerged in learning Arabic through a program prepared by the Dzikro organizing team for language development. The program is designed to stimulate students' creativity, ensuring that each learning session offers a fresh and innovative experience. As conveyed by Malicha (2023) below:

"There is something unique created by students from every era; they compete with creativity to produce interesting and in-depth works in terms of understanding the Arabic language and culture. This process encourages them to think out of the box, collaborate with classmates, and come up with creative solutions to the challenges presented."

The emphasis on the aspect of *Tsaqafah 'Arabiyah* in each of its activities includes *taqdimul qishah*, demonstrated by the students. In this activity, students were invited to examine Arab culture through the characters played. By playing the role of figures from various Arab cultural backgrounds, students not only learn Arabic technically but also delve into the values, traditions, and customs of Arab society. Each story presented contains rich cultural elements, allowing students to explore and understand the social life, ethics, and norms that exist in Arab society.

National culture and the spirit of nationalism are also not spared from activities, as the purpose of the written curriculum. In *taqdimul qishah*, in addition to demonstrating figures from Arab culture, students also play the role of national heroes to arouse love for the homeland. Through the representation of national heroes, students are invited to emulate the values of heroism, sacrifice, and fighting spirit that have inspired the nation's struggle. This activity not only enriches local historical and cultural insights but also strengthens the sense of pride and love for the homeland among students.

The purpose of the program at Dzikro UNNES is to free students to actualize their creative thoughts in a work. This is evidenced by the creation of contemporary calligraphy, where students paint their amazing imaginations. Each calligraphy stroke and design not only reflects the technical skills in the art of Arabic writing, but also expresses the unique vision and creativity of each student. Through these contemporary calligraphy works, students can combine tradition with innovation, producing artworks that are not only visually beautiful but also rich in personal meaning and narrative. As Miftah (2023) said, the Talent Development Division.

"We do not limit each work displayed, all students have their own imagination. The resulting aesthetic value is a work that needs to be appreciated, as each contemporary calligraphy reflects the deep thinking and unique creative process of each student. We hope to give a wider appreciation of Arabic art and culture among students and the public."

Anggraini (2021) revealed that Arabic language students who participated in the IPMAFA Arabic Language Festival showed diverse cultural backgrounds and skills. This condition shows that creativity is an appropriate approach to accommodate their various

skills. Thus, creativity is not only a means for meaningful learning, but also a forum to appreciate and celebrate the cultural richness they have.

DISCUSSION

Learning strategies are a series of methods, techniques, and approaches used to achieve certain learning objectives (Nurhayani et al., 2024). According to Piaget (1970), learning strategies are a systematic way to organize the learning experience so that students can understand and internalize the subject matter more effectively. This strategy includes a variety of approaches, ranging from hands-on teaching methods that emphasize the delivery of information by teachers directly to students to experimental approaches that allow students to learn through hands-on experience and experimentation (Savitri et al., 2022).

This approach facilitates accessibility and flexibility in learning to enrich students' learning experiences through the use of multimedia, simulations, and online interactions (Alifah, 2019). Learning strategies are not limited to conventional classroom teaching, but also include the evolution of new ways of presenting learning materials to suit the needs and preferences of modern students. This aims to increase students' motivation to learn, strengthen their understanding of concepts, and prepare them to face challenges in their personal and professional lives in the current era of globalization (Masni, 2017).

These strategies often include various teaching methods such as the communicative approach, which focuses on students' ability to use Arabic in everyday life situations, the grammar-and-translation approach, which emphasizes mastery of language structure and text translation, and the audiovisual approach, which uses media such as video and audio to help students develop listening and speaking skills (Muradi, 2016). In line with these findings, this study seeks to explore further how the implementation of creative learning strategies, especially those that utilize technology and media, can enrich the Arabic language learning process, building on the foundations of existing theories and practices.

According to Maulana (2023), an effective Arabic language learning strategy is one that is able to integrate modern technologies, such as the use of multimedia and the internet, to create an interactive and engaging learning environment. Maulana also emphasized the importance of a collaborative approach, where students are invited to work together in groups to complete certain tasks or projects, so as to improve their interpersonal and collaborative skills (Maulana, 2023).

According to Akashtia (2021), Arabic learning strategies must be based on a practical and applicable approach. Akashtia suggests using project methods and assignments related to real-life situations, so that students can see directly from what they are learning and be more motivated to learn Arabic. Akashtia also emphasizes the importance of continuous assessment and constructive feedback to help students understand their progress and areas for improvement (Akashtia, 2021).

This research, as expressed by Maulana (2023) and Akashtia (2021), has emphasized the importance of integrating modern technologies, collaborative approaches, and project-based methods as well as practical applications in Arabic language learning strategies. Maulana (2023) specifically highlights the use of multimedia and the internet to create an interactive and engaging learning environment, as well as encourage student collaboration. Meanwhile, Akashtia (2021) underscores the need for a practical approach that connects learning to real-world situations, complemented by ongoing assessments and feedback.

The novelty of this research lies in an in-depth exploration of the specific implementation of Arabic language learning strategies that uniquely combine digital technologies and animation media, not only as an aid, but as the core of the creative

learning experience in the context of higher education in Central Java. Although previous research touched on the technological and project aspects, this study specifically highlighted the impact of innovation on *Tsaqafah 'Arabiyah* and the values of nationalism through creative projects involving artistic expressions such as contemporary calligraphy and hero narratives.

Creative learning is closely related to the goals mandated by the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, especially Article 14, paragraph (1), which states that in carrying out professional duties, teachers have the right to have the opportunity to improve their competence. Creative learning, which involves the use of technology, innovative methods, and project-based approaches, provides opportunities for teachers to develop and improve their competencies on an ongoing basis.

By implementing creative learning strategies, teachers and lecturers can expand their pedagogical skills, including the ability to integrate technology in teaching, design engaging learning activities, and adapt teaching methods to suit students' needs and interests. This not only improves the quality of teaching but also equips teachers with knowledge and skills that are appropriate for modern educational developments (Switri, 2022).

Thus, the application of creative learning not only advances the quality of education in general, but also supports the rights of teachers to improve their competence, in accordance with the mandate of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. This creates a dynamic and progressive educational environment, where teachers and students can develop together and reach their full potential.

Creative learning strategies are designed through clear guidelines so that teachers have a comprehensive guide in carrying out their duties. These guidelines cover various aspects, ranging from professional ethics, teaching methodologies to behavioral principles that must be applied in the educational environment. According to Joyce and Weil (2000), an effective learning model must have a strong theoretical foundation and clear practical guidance to help teachers implement teaching methods with consistency and effectiveness. With structured guidelines, teachers can understand how they should behave, including showing a fair, patient, and empathetic attitude in teaching.

This guideline also directs teachers in choosing the most effective teaching method and in accordance with the needs and characteristics of students. Slavin (2011) emphasizes that successful learning requires well-designed strategies, in which teachers not only teach content but also develop students' social and emotional skills. Furthermore, the guidelines explain where and when teachers should be proactive or reactive, as well as how to adapt teaching strategies to the situation at hand.

For example, in creative project-based Arabic learning, these guidelines help teachers design new and challenging projects, facilitate collaboration between students, and provide constructive feedback. According to Thomas (2000), project-based learning allows students to engage deeply with the subject matter and develop critical and creative thinking skills. By understanding the reasons behind the selection of this creative learning model, teachers can be more confident and consistent in their implementation, ensuring that the desired learning goals are achieved (Muslih et al., 2021).

This approach allows teachers to create a dynamic and inspiring learning environment, where students not only receive knowledge but also develop critical thinking skills, creativity, and the ability to work in teams. In the end, these clear and structured guidelines are an important tool for teachers to improve the quality of learning and achieve optimal educational outcomes, as affirmed by Marzano (2007), who states that well-designed and consistently implemented teaching strategies can significantly improve student learning outcomes (Asyrofi & Pransiska, 2021).

Creativity-based Arabic learning strategies can be done by instilling important values through deep reflection. Lecturers can integrate learning materials with the curriculum through speech practice or *khitobah*, where students are given the freedom to deliver speeches in a style and look of their own choosing. This approach not only allows students to hone their oral Arabic skills but also nurtures their creativity in designing and delivering compelling speeches. Through this process of reflection on this experience, students can internalize Arabic cultural values, increase confidence, and develop effective speaking skills in Arabic (Amrullah & Hum, 2021).

The implementation of creative learning strategies requires a deep understanding of the various learning theories that have been put forward by experts. According to Piaget (1970), it emphasises the importance of adapting learning strategies to the stages of students' cognitive development and encouraging exploratory activities that allow students to build knowledge through direct experience. Vygotsky (1978) added that proper support (scaffolding) and active social interaction are essential to help students achieve a higher level of understanding. Bloom (1956) underlined that learning objectives should be measurable and tiered from simple to complex, encompassing cognitive, affective, and psychomotor domains.

Creativity-based education is essentially a learning approach that encourages students to think outside traditional boundaries, explore new ideas, and apply their knowledge in innovative ways. It involves the use of methods and techniques that stimulate imagination and problem-solving, allowing students to develop critical, collaborative, and communicative thinking skills (Oktavera, 2018). Creativity-based education puts students at the center of the learning process, giving them the freedom to explore their interests and talents, and encouraging them to become lifelong learners. According to Robinson (2011), creativity is an important skill in the 21st century that must be instilled in education to prepare students to face future challenges and opportunities.

Rohmah (2023) stated that Dzikro UNNES students have different characters with their own skills and creativity, so it is important to channel these differences in Arabic language learning. The talents and interests of each student must continue to be developed through an approach that suits their needs and potential. This includes the provision of various creative activities such as calligraphy, drama, storywriting, and language competitions that not only improve Arabic language skills but also hone critical thinking, collaboration, and innovation skills. Thus, learning Arabic can be more engaging and effective, helping students achieve better academic achievement and personal development.

The information above shows enthusiasm in carrying out creativity-based learning, in line with what was conveyed by Pradana (2023). Pradana emphasized that creative learning is not only able to improve students' academic abilities but also encourages them to explore their talents and interests more deeply. In the context of Dzikro UNNES, this approach is reflected in various activities such as calligraphy, *Khitobah*, *Taqdimul Qishah*, and language competitions designed to hone students' critical and collaborative thinking skills. With high enthusiasm and support from all stakeholders, this creative learning can create an environment conducive to the development of students' skills and creativity.

This research has highlighted the importance of channelling students' creativity and developing their talents in learning Arabic through various creative activities (Rohmah, 2023; Pradana, 2023). The novelty of this research lies in an in-depth exploration of how Dzikro UNNES innovatively implements and strengthens this creative learning strategy as the foundation of their language development program. We highlight the explicit integration of *Tsaqafah 'Arabiyah* and the values of nationalism in creative projects and how this process frees students to actualize creative thinking in real work, which ultimately fosters a sense of pride and self-esteem. It demonstrates an integrated

model that successfully creates a highly dynamic and student-centred Arabic learning environment.

Until any time, creative-based learning by creating various interesting projects must still be maintained in the Arabic language learning process. This approach makes the teaching and learning process more interesting and enjoyable. Projects such as calligraphy, Arabic-language drama, storywriting, and linguistic competitions allow students to develop a variety of essential skills, including critical thinking, creativity, and collaboration. By maintaining and continuing to develop these creative learning methods, we can ensure that Arabic language learning remains dynamic and able to prepare students for the ever-evolving global challenges. This approach also fosters students' interest and motivation, so that they become more active and enthusiastic learners in pursuing Arabic knowledge and skills.

In creative learning, students have the same rights without coercion, in line with the views of modern education experts such as John Dewey and Ken Robinson. Dewey (1938) stated that education should be student-centred, giving them the freedom to explore and express themselves according to their interests and talents. Ken Robinson (2006) also emphasized the importance of a learning environment that allows students to develop naturally and creatively without excessive pressure. This approach encourages students to actively participate in the learning process, making them the main agents in their own learning. By providing space for creativity and freedom of expression, learning becomes more inclusive and respects each student's individual differences.

The results of the project from students will give a feeling of pride and self-respect. When students see their works presented well and recognized for their hard work, this not only increases their confidence but also motivates them to keep trying and improving the quality of their work in the future (Hanani & Dodi, 2020). This feeling of accomplishment is very important in learning, as it not only strengthens students' intrinsic motivation but also teaches them about the importance of perseverance and dedication in achieving goals.

Creativity is an ever-evolving concept, with continuous refinement from generation to generation. Universities need to accommodate and update the various forms of creativity that exist, ensuring that they remain relevant and responsive to the demands of modern times. This article aims to explore creativity-based Arabic language learning strategies in universities in Central Java, to face the challenges of the changing times. Through collaboration and mutual learning from every creative work, both large and small, it is hoped that it can spur unlimited creativity, encourage innovation in learning methods, and create a dynamic and inspiring learning environment for students and educators.

CONCLUSION

The Arabic language learning strategy implemented through creative projects in Central Java Universities emphasizes the development of confidence and the ability to accept opinions from others on the results of the projects that have been done. Based on the results of the research, it can be concluded that this approach meets two main indicators: first, the Arabic language learning strategy in the university is based on a creative approach that integrates curriculum and programs to facilitate innovative learning. Second, the implementation of Arabic learning there encourages students to develop confidence, work together effectively, and be open to input from their peers. All of these aspects are geared towards improving learning motivation and Arabic language proficiency among students, creating a dynamic learning environment and building professional skills for their future professional lives. However, this study has limitations on the scope of the institutions studied, namely, it is only focused on a few public universities in the Central Java region, so these findings do not necessarily reflect the

overall conditions in other regions. In addition, the data obtained relies on a certain amount of student and program manager participation, which can affect the generalization of results. Therefore, broader and in-depth follow-up research is urgently needed to corroborate the findings and provide a more comprehensive picture of the effectiveness of creative project-based Arabic learning strategies.

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