TRANSFORMATION OF CHARACTER EDUCATION IN ARABIC LANGUAGE EDUCATION THROUGH A COMMUNICATIVE APPROACH AT SMAI BAWARI PONTIANAK

[1*]**Wahab**, [2]**Ega Ulandari**, [3]**Eka Hendry Ar**
[1]Institut Agama Islam Negeri Pontianak, [2]Institut Agama Islam Negeri Pontianak, [3]Unimas Serawak Malaysia
E-mail: [1*]abdulwahabassambasi@gmail.com, [2]Ulandariega082@gmail.com, [3]Ekahendry77@gmail.com

Abstract

Character education is important in life to build students' personalities. The purpose of this research is to explain the ethical and moral principles that influence a person's feelings and actions. The method used is a qualitative research method with a communicative approach. Data were collected through interviews and classroom observations at SMAI Bawari Pontianak. The results of the study showed that the use of communication increased students' motivation in learning Arabic and improved their ability to understand vocabulary and sentence structure. This study concludes that communicating in language learning can improve the quality of learning in the digital era. The application of a communicative approach has implications for students to be actively involved in relevant interactions, not only learning language, but also moral values and positive characters that can be applied in everyday life. The final results of this study indicate that the integration between character education and Arabic language learning is very important in today's global context, where language mastery and character formation are interrelated and insepara.

Keywords: Education; Communicative approach; Arabic language

Absrak

Pendidikan karakter penting dalam kehidupan untuk membangun kepribadian peserta didik. Tujuan Penelitian ini adalah untuk menjelaskan prinsip-prinsip etis dan moral yang mempengaruhi perasaan dan tindakan seseorang. Metode yang digunakan adalah metode penelitian kualitatif dengan pendekatan komunikatif . Data dikumpulkan melalui wawancara dan observasi kelas di SMAI Bawari Pontianak. Hasil penelitian menunjukkan bahwa penggunaan komunikasi meningkatkan motivasi siswa dalam belajar bahasa Arab serta meningkatkan kemampuan mereka dalam memahami kosakata dan struktur kalimat. Penelitian ini menyimpulkan bahwa berkomunikasi dalam pembelajaran bahasa dapat memperbaiki kualitas pembelajaran di era digital. Penerapan pendekatan komunikatif telah berimplikasi pada peserta didik untuk terlibat aktif dalam interaksi yang relevan, tidak hanya belajar bahasa, tetapi juga nilai-nilai moral dan karakter positif yang dapat diterapkan dalam kehidupan sehari-hari. Hasil akhir penelitian ini menunjukkan bahwa integrasi antara pendidikan karakter dan pembelajaran bahasa Arab sangat penting dalam konteks global saat ini, di mana penguasaan bahasa dan pembentukan karakter saling terkait dan tidak dapat dipisahkan.

Keyword: Pendidikan; Penedekatan komunikatif; Bahasa arab

Author: ¹*Wahab ²Ega Ulandari, Eka Hendry Ar

INTRODUCTION

The transformation of character education in Arabic language learning is very important in the era of globalization, with a communicative approach as the main strategy to overcome challenges. This transformation aims to produce a generation that is not only knowledgeable, but also has good character. This is relevant to Arabic language learning which is not only a transfer of language knowledge, but also as a medium for forming morals and ethical values through effective interaction.[1] The communicative approach emphasizes the use of functional language, so that students can communicate well while building their social skills and character through interaction in the learning environment.

Education must undergo transformation in order to prepare a superior generation in the future.[2] Considering this, teachers play an important role in shaping students' character. In shaping personality and abilities Personality and abilities through innovative teaching methods that encourage creativity and critical thinking. The goal of this transformation is to produce individuals who have academic qualifications, also have high academic qualifications, and have high moral standards.

Communicative approach is very effective in improving students' language skills, especially in vocabulary mastery and oral communication. Amaris shows that learning that focuses on direct practice helps students understand and use Arabic more easily in everyday life, while forming character through interaction. This approach is in line with research that shows that character-based Arabic language learning, such as through the insertion of character values in learning activities, can improve students' abilities while forming religious, communicative and responsible personalities.[3]

Technology has brought great opportunities for educational transformation, including character education.[4] In this digital era, teachers are required to utilize technology in creating interactive and meaningful learning experiences, where this transformation also involves effective collaboration and communication, which is in accordance with the principles of the communicative approach.

This study is different from previous studies because it highlights the integration between the transformation of character education and the communicative approach in Arabic language learning. In addition to the cognitive aspect, this study also emphasizes how the communicative approach in Arabic language learning can be used as an effective tool to instill character values in students. This study is important because in an increasingly global era, language proficiency and strong character formation are two

---

[1] Mahyudin Ritonga et al., "The Effect of Technology on Arabic Language Learning in Higher Education," *Journal of Education and Learning* 18, no. 1 (2024): 116–27, https://doi.org/10.11591/edulearn.v18i1.20867.

[2] Muhammad Nur et al., "Transforming Education To Prepare Future" 02, no. 02 (2024): 1539–45.

[3] Muhammad Amin Qodri Syahnaidi and R. Umi Baroroh, "Integrasi Pendidikan Karakter dalam Pembelajaran Bahasa Arab Di Sekolah Muhammadiyah," *Arabi: Journal of Arabic Studies* 3, no. 2 (December 31, 2018): 181–95, https://doi.org/10.24865/ajas.v3i2.97.

[4] Sindi Septia Hasnida, Ridho Adrian, and Nico Aditia Siagian, "Tranformasi Pendidikan Di Era Digital," *Jurnal Bintang Pendidikan Indonesia (JUBPI)* 2, no. 1 (February 29, 2024): 110–16, https://doi.org/10.55606/jubpi.v2i1.2488.

THARIQAH ILMIAH: JURNAL ILMU-ILMU KEPENDIDIKAN DAN BAHASA ARAB
Vol. 12. No. 2 Desember 2024
Transformation Of Character Education In Arabic Language Education Through
A Communicative Approach At Smai Bawari Pontianak

| Submited: 2024-11-22 | Revised: 2024-12-30 | Accepted: 2025-01-08 |

things that are interrelated and cannot be separated. Therefore, this study will further explore how the communicative approach can strengthen character education through Arabic language learning.

RESEARCH METHODS

This study uses a qualitative method. Data were collected through observation, communicative approach, and Arabic language learning. In addition, in-depth interviews with Arabic language teachers at schools were also conducted to understand the application of the communicative approach and its influence on the formation of student character.

Data were analyzed by linking theories of character education and communicative approaches with the findings of interviews and observations. The focus of this study is to explain how the communicative approach can be applied to develop students' character values, as well as to identify the challenges and opportunities faced during the learning process. Through this analysis, this study will provide a comprehensive picture of the effectiveness of character education transformation through a communicative approach in the context of Arabic language learning.

RESULTS AND DISCUSSION

A. The Role of Arabic Language Education as an Additional Subject in Developing Student Character

Education is an effort made deliberately and planned to create a learning environment and learning process that enables students to play an active role in developing their potential.[5].Character education through Arabic language learning can run more effectively if the teaching methods used by teachers are able to attract students' interest. Unfortunately, the use of many teaching methods that are less interactive and monotonous is a challenge in achieving this goal. In modern learning theory, active student involvement is the key to increasing the effectiveness of learning and character building.

With the results of the observation, Arabic was made an additional subject at Bawari Pontianak High School. Although only as an additional subject at school, it tries to always play an important role in shaping the character of students. Through this lesson, it can help students to understand the values that are relevant to Islamic teachings, such as the Quran and Hadith. Arabic is also considered to have a fairly close relationship such as honesty, discipline, and responsibility.

Arabic language learning that focuses on character development in line with moral education, involves understanding, feelings, and moral actions, the use of Arabic which

---

[5] Jihan Fauziah et al., "Transformasi Pendidikan Karakter: Pengaruh Kurikulum Merdeka Terhadap Peserta Didik," *Jurnal Ilmu Pendidikan (JIP)* 2, no. 8 (August 2024): 1119–29.

is rich in religious values allows students to develop strong characters. However, time constraints in learning are a challenge that must be overcome with more efficient and targeted teaching methods.[6] This process does not only focus on mastering the language, but also on instilling the ethical and moral values that exist in the language.[7] According to Lickona, character education must include these three aspects so that students not only understand the values of goodness, but also internalize them and are motivated to apply them in everyday behavior.[8]

However, the limited time available in teaching is a major challenge in implementing this character education. To overcome this, a more effective and efficient teaching approach is needed. According to Muslich, a method that focuses on direct practice, such as a communicative approach, could be a solution. This approach allows students to be actively involved in real-life situation-based activities that emphasize morality, so that language and character learning can run in harmony in a limited time.[9]

B. Communicative Approach as a Means of Character Development in Arabic Language Learning

Basically, the communicative approach is a language learning approach that places more emphasis on learning mastery of language skills rather than mastery of language structure.[10] The communicative approach is a language learning method that emphasizes the development of effective communication skills, rather than just focusing on understanding grammar rules. In this method, students are invited to actively practice language in the context of real conversations, such as discussions, role-playing, or simulations of everyday interactions. The main goal is for students to be able to communicate fluently and understand language as a practical tool, not just mastering grammar rules theoretically.

The communicative approach has proven to be an effective means for character development in Arabic language learning.[11] Through interaction and language practice, students not only acquire linguistic skills, but also positive characters that can be applied in everyday life. Through relevant activities and introduction of cultural values, this

---

[6] Retno Hidayah Astuti, "Pembelajaran Bahasa Arab dan Pengembangan Karakter Siswa Kelas V MI Qurrota A'yun Blotan Wedomartani (Perspektif Psikolinguistik)" (UIN Sunan Kalijaga, 2016).

[7] Fera Umi Farinda and Syahraini Nursyifa Camila, "Implementasi Pendidikan Karakter Dalam Pembelajaran Bahasa dan Sastra Indonesia Serta Tantangan di Era Revolusi Society 5.0," in *Prosiding Samasta: Seminar Nasional Bahasa dan Sastra Indonesia* (Jakarta: Universitas Muhammadiyah Jakarta, 2021), 297–305.

[8] Dyan Nur Hikmasari, Happy Susanto, and Aldo Redho Syam, "Konsep Pendidikan Karakter Perspektif Thomas Lickona dan Ki Hajar Dewantara," *AL-ASASIYYA: Journal Basic of Education (AJBE)* 6, no. 1 (December 16, 2021): 19–31.

[9] Masnur Muslich, *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional*, ed. Dwi Nini Sutini, 1st ed. (Jakarta: Bumi Aksara, 2011).

[10] Ahmad Muradi, "Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 1 (May 30, 2014): 29–48.

[11] Subur, "Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab," *INSANIA: Jurnal Pemikiran Alternatif Pendidikan* 13, no. 2 (August 2008): 1–9.

approach can strengthen students' understanding of the importance of character in communicating and interacting with others.

The communication approach, which in Arabic is called al-madhal al- ittishali, is an approach that focuses on active and practical communication skills. The communicative approach in Arabic language learning at Bawari High School aims to develop communication skills such as speaking, listening, reading, and writing. This approach facilitates student interaction in real situations that allow character development through direct experience. Skills such as muhadasah, istima', and effective communication are some of the character values that can be improved.

Based on observations, as an additional subject, this makes students think that Arabic is not a very important part, so it causes boredom during the learning process. Because of that, as a teacher, I created a method with a communicative approach so that all students actively participate in additional learning and by adding more modern languages.

In learning Arabic, there are several ways that can be used to train communication skills, namely the communicative, action, and interactive approaches. The communicative approach focuses on the use of language in real communication situations.[12] Whereas The action approach emphasizes the use of language to carry out concrete actions Sedangkan pendekatan tindakan menekankan pada penggunaan bahasa untuk melakukan tindakan nyata. Sementara itu, pendekatan interaktif menitikberatkan pada interaksi antara peserta didik saat menggunakan bahasa Arab.[13]

The communicative approach has proven to be an effective means for character development in Arabic language learning.[14] With interaction and language practice, students not only acquire linguistic skills, but also positive characters that can be applied in everyday life. Through relevant activities and introduction of cultural values, this approach can strengthen students' understanding of the importance of character in communicating and interacting with others. Although there are challenges in its implementation, with the right support for teachers, the communicative approach can bring positive changes in the character of education at SMAI Bawari Pontianak

---

[12] M. Husni Arsyad, "Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa," *Shaut Al-'Arabiyah* 7, no. 1 (June 27, 2019): 13, https://doi.org/10.24252/saa.v1i1.8269.

[13] Burhanuddin, "Pengembangan Materi Ajar Berbasis Komunikasi dalam Pendidikan Bahasa Arab," *Jurnal Pendidikan Indonesia* 4, no. 12 (December 2023): 1318–28, https://doi.org/10.59141/japendi.v4i12.2583.

[14] Muradi, "Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab."

Transformation Of Character Education In Arabic Language Education Through
A Communicative Approach At Smai Bawari Pontianak
Author: ¹*Wahab ²Ega Ulandari, Eka Hendry Ar

| Submited: 2024-11-22 | Revised: 2024-12-30 | Accepted: 2025-01-08 |

C. The Role of Teachers and Currikulum Readiness in Integrating Character Education Through Arabic Language

Teachers play a central role in integrating character education through Arabic language learning with a communicative approach. Teachers strive to create an interactive learning environment, which allows students to communicate openly. The curriculum is not only a collection of subjects, but also a series of experiences that have the potential to be given to students.[15] The success of character education integration is highly dependent on the teacher's skills in managing the classroom and facilitating meaningful learning. Teachers must be able to guide students in learning situations that involve moral decision-making. Teachers act as facilitators who can provide direction related to character values in every learning activity.

Character is an assessment of the enduring qualities of a person or a tendency to exhibit behavior with consistent action patterns across situations. This shows that character is formed through structured and repeated action patterns, so that the process of forming a child's character can run well.[16] Character is a stable and enduring trait in an individual, which is reflected through the tendency to show consistent behavior in various situations. Character formation occurs through planned and repeated actions, so that the process of character development, especially in children, can take place effectively.

Observation and interview results at SMAI Bawari Pontianak, teacher readiness for the curriculum is very adequate but it was found that the role of teachers in integrating educational characters through Arabic language learning is still less effective. One of the main causes is the lack of use of technology in the learning process. In the digital era, technology is a very important tool to enrich teaching methods and strengthen interactions between teachers and students. Inability or Teachers' gaps in utilizing technology such as multimedia devices, online learning platforms, or interactive applications reduce the appeal of the material being delivered, so that the expected character messages are not conveyed optimally.[17]

D. Challenges and Strategies Implementation of Character Education in Arabic Language Learning at Bawari Pontianak High School

Language transformation Arabic in the digital era has had a significant impact on Arabic language learning in Indonesia, overcoming geographical and physical limitations in accessing quality learning materials. The use of digital technology allows students to access Arabic learning resources globally, creating innovative learning methods and interactive platforms.

---

[15] Titi Fitri and Renni Hasibuan, "Transformasi Pembelajaran Bahasa Arab di Sekolah Dasar Islam Terpadu Alam Talago: Pendekatan Kurikulum Berbasis Teknologi," *Jitera - Journal In Teaching And Education Area* 1, no. 1 (February 29, 2024): 113–29.

[16] Kustyarini, "Bahasa dan Pembentukan Karakter," *LIKHITAPRAJNA: Jurnal Ilmiah* 19, no. 2 (September 2017): 44–51.

[17] Triyanto, "Peluang dan Tantangan Pendidikan Karakter di Era Digital," *Jurnal Civics: Media Kajian Kewarganegaraan* 17, no. 2 (November 11, 2020): 175–84, https://doi.org/10.21831/jc.v17i2.35476.

THARIQAH ILMIAH: JURNAL ILMU-ILMU KEPENDIDIKAN DAN BAHASA ARAB
Vol. 12. No. 2 Desember 2024
Transformation Of Character Education In Arabic Language Education Through
A Communicative Approach At Smai Bawari Pontianak

| Submited: 2024-11-22 | Revised: 2024-12-30 | Accepted: 2025-01-08 |

The challenges of globalization make character education an important element in producing quality human beings.[18] Globalization, characterized by increasing connections and interactions between countries, economies, and cultures, has brought many challenges. On the one hand, globalization opens up great opportunities in terms of technology, information, and economy. However, on the other hand, globalization also poses social challenges such as rapid cultural change, increased competition, and the spread of values and lifestyles that may not be in line with local culture or values. In this context, education that focuses only on academic knowledge or technical skills is no longer sufficient. Individuals must also be equipped with a strong educational character to face these global challenges. Character education aims to form individuals who have moral and ethical values, such as discipline, responsibility, honesty, empathy, and tolerance, which are very important in social and professional interactions at the global level.

With character education, a person is not only taught to be intellectually intelligent, but also to be able to think critically, have integrity, and act based on good ethical principles. Strong character is needed so that individuals can make the right decisions amidst global complexity, and can contribute positively to the international community.[19]

The problems faced are mainly related to the difficulty in implementing educational characters effectively in the context of Arabic language learning. One of the main obstacles is limited access to technology, even though in the era of Society 5.0, technology has become an important component in supporting the education process.[20] At Bawari High School, limitations in accessing interactive applications and a lack of teacher training in using digital technology slowed down implementation.more modern and innovative learning methods.

Implementation of character education in Arabic language learning can be done through various strategies that are integrated with the objectives of language teaching. First, character values such as honesty, discipline, responsibility, and tolerance must be integrated into learning materials, using Arabic texts, stories, or dialogues that containmoral message. Second, the context-based communicative approach allows students to practice language that is relevant to everyday life while teach interactive values, such as mutual respect.[21]

[18] Triatmanto, *Tantangan Implementasi Pendidikan Karakter di Sekolah*, Dies Natalis UNY (Yogyakarta: Cakrawala Pendidikan, 2010).

[19] Arif Rohman Hakim, "Konsep Landasan Dasar Pendidikan Karakter di Indonesia," *Journal on Education* 06, no. 01 (December 23AD): 2361–73.

[20] Aidah Novianti Putri and Moh. Abdul Kholiq Hasan, "Penerapan Kecerdasan Buatan Sebagai Media Pembelajaran Bahasa Arab Di Era Society 5.0," *Tarling : Journal of Language Education* 7, no. 1 (June 30, 2023): 69–80, https://doi.org/10.24090/tarling.v7i1.8501.

[21] Akbar Iskandar et al., *Peran Teknologi dalam Dunia Pendidikan*, ed. Akbar Iskandar, 1st ed. (Sulawesi: Cendekiawan Inovasi Digital Indonesia, 2023).

Transformation Of Character Education In Arabic Language Education Through
A Communicative Approach At Smai Bawari Pontianak
Author: ¹*Wahab ²Ega Ulandari, Eka Hendry Ar

| Submitted: 2024-11-22 | Revised: 2024-12-30 | Accepted: 2025-01-08 |

Teachers also serve as role models by demonstrating positive character attitudes, while collaborative learning methods can increase cooperation and tolerance among students.[22] Evaluation based onCharacter and rewards for students who demonstrate positive attitudes are also important to strengthen character education. In addition, the use of learning media that contain Islamic values can improve language skills while strengthening character learning.[23] Overall,These strategies make Arabic language learning effective not only in improving language skills, but also in forming strong student character.

Observations at Bawari Pontianak High School show that the main challenges in implementing character education through Arabic language learning are the low use of technology by teachers, time constraints, and lack of supporting resources. Teachers still use conventional learning methods that do not actively involve students in character-based learning. To overcome these challenges, it is necessary to increase the use of technology, develop teaching materials that integrate character values, implement project-based learning methods, and manage time more efficiently.

CONCLUSION

The communicative approach in learning Arabic at SMAI Bawari Pontianak is not only effective in improving students' language skills, but also plays an important role in forming strong characters. Despite challenges such as time constraints, low use of technology, and the dominance of conventional learning methods, this approach can be optimized with proper support for teachers and the development of teaching materials that integrate character values.

The application of a communicative approach allows students to actively engage in relevant interactions, so that they not only learn language, but also positive moral and character values that can be applied in everyday life. This study shows that the integration of character education and Arabic language learning is very important in today's global context, where language acquisition and character formation are interrelated and inseparable.

---

[22] Fatkhul Ibnu Prayoga, Nisaul Masruroh, and Nur Vina Safitri, "Pentingnya Profesionalisme Guru dalam Meningkatkan Kualitas Pendidikan Indonesia," *Social, Humanities, and Educational Studies; Universitas Sebelas Maret* 7, no. 3 (2024): 613–22, https://jurnal.uns.ac.id/shes.

[23] Mujahid Abdul Jabbar, Fitrayani Kahar, and Wahyudin, "Penggunaan Media YouTube dalam Meningkatkan Keterampilan Mendengar Bahasa Arab Kelas X MA Al-Ikhlas Labunti Raha Sulawesi Tenggara," *ELJOUR: Education and Learning Journal* 3, no. 2 (July 31, 2022): 108–16, https://doi.org/10.33096/eljour.v3i2.176.

BIBLIOGRAFHY

Arsyad, M. Husni. "Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa." *Shaut Al-'Arabiyah* 7, no. 1 (June 27, 2019): 13. https://doi.org/10.24252/saa.v1i1.8269.

Astuti, Retno Hidayah. "Pembelajaran Bahasa Arab Dan Pengembangan Karakter Siswa Kelas V MI Qurrota A'yun Blotan Wedomartani (Perspektif Psikolinguistik)." UIN Sunan Kalijaga, 2016.

Burhanuddin. "Pengembangan Materi Ajar Berbasis Komunikasi dalam Pendidikan Bahasa Arab." *Jurnal Pendidikan Indonesia* 4, no. 12 (December 2023): 1318–28. https://doi.org/10.59141/japendi.v4i12.2583.

Farinda, Fera Umi, and Syahraini Nursyifa Camila. "Implementasi Pendidikan Karakter dalam Pembelajaran Bahasa dan Sastra Indonesia Serta Tantangan di Era Revolusi Society 5.0." In *Prosiding Samasta: Seminar Nasional Bahasa dan Sastra Indonesia*, 297–305. Jakarta: Universitas Muhammadiyah Jakarta, 2021.

Fauziah, Jihan, Masnuripa Siregar, Nurul Syakirah Srg, Nurul Wardani Fadhila Lubis, and Yunita Syahfitri. "Transformasi Pendidikan Karakter: Pengaruh Kurikulum Merdeka Terhadap Peserta Didik." *Jurnal Ilmu Pendidikan (JIP)* 2, no. 8 (August 2024): 1119–29.

Fitri, Titi, and Renni Hasibuan. "Transformasi Pembelajaran Bahasa Arab di Sekolah dasar Islam Terpadu Alam Talago: Pendekatan Kurikulum Berbasis Teknologi." *Jitera - Journal In Teaching And Education Area* 1, no. 1 (February 29, 2024): 113–29.

Hakim, Arif Rohman. "Konsep Landasan Dasar Pendidikan Karakter di Indonesia." *Journal on Education* 06, no. 01 (December 23AD): 2361–73.

Hasnida, Sindi Septia, Ridho Adrian, and Nico Aditia Siagian. "Tranformasi Pendidikan di Era Digital." *Jurnal Bintang Pendidikan Indonesia (JUBPI)* 2, no. 1 (February 29, 2024): 110–16. https://doi.org/10.55606/jubpi.v2i1.2488.

Hikmasari, Dyan Nur, Happy Susanto, and Aldo Redho Syam. "Konsep Pendidikan Karakter Perspektif Thomas Lickona dan Ki Hajar Dewantara." *AL-ASASIYYA: Journal Basic of Education (AJBE)* 6, no. 1 (December 16, 2021): 19–31.

Iskandar, Akbar, Widia Winata, Farid Haliti, Muqarramah Sulaiman Kurdi, Putra Hendra Sitompul, Musyarrafah Sulaiman Kurdi, Sri Nurhayati, Mila Hasanah, and Ma'rifani Fitri Arisa. *Peran Teknologi dalam Dunia Pendidikan*. Edited by Akbar Iskandar. 1st ed. Sulawesi: Cendekiawan Inovasi Digital Indonesia, 2023.

Jabbar, Mujahid Abdul, Fitrayani Kahar, and Wahyudin. "Penggunaan Media YouTube dalam Meningkatkan Keterampilan Mendengar Bahasa Arab Kelas X MA Al-Ikhlas Labunti Raha Sulawesi Tenggara." *ELJOUR: Education and Learning Journal* 3, no. 2 (July 31, 2022): 108–16. https://doi.org/10.33096/eljour.v3i2.176.

Kustyarini. "Bahasa dan Pembentukan Karakter." *Likhitaprajna: Jurnal Ilmiah* 19, no. 2 (September 2017): 44–51.

Mahyudin Ritonga et al., "The Effect of Technology on Arabic Language Learning in Higher Education," *Journal of Education and Learning* 18, no. 1 (2024): 116–27, https://doi.org/10.11591/edulearn.v18i1.20867.

Muhammad Nur et al., "Transforming Education To Prepare Future" 02, no. 02 (2024): 1539–45.

Transformation Of Character Education In Arabic Language Education Through
A Communicative Approach At Smai Bawari Pontianak
Author: ¹*Wahab ²Ega Ulandari, Eka Hendry Ar

| Submitted: 2024-11-22 | Revised: 2024-12-30 | Accepted: 2025-01-08 |

Muradi, Ahmad. "Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab." *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 1 (May 30, 2014): 29–48.

Muslich, Masnur. *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional.* Edited by Dwi Nini Sutini. 1st ed. Jakarta: Bumi Aksara, 2011.

Prayoga, Fatkhul Ibnu, Nisaul Masruroh, and Nur Vina Safitri. "Pentingnya Profesionalisme Guru dalam Meningkatkan Kualitas Pendidikan Indonesia." *Social, Humanities, and Educational Studies; Universitas Sebelas Maret* 7, no. 3 (2024): 613–22. https://jurnal.uns.ac.id/shes.

Putri, Aidah Novianti, and Moh. Abdul Kholiq Hasan. "Penerapan Kecerdasan Buatan Sebagai Media Pembelajaran Bahasa Arab Di Era Society 5.0." *Tarling : Journal of Language Education* 7, no. 1 (June 30, 2023): 69–80. https://doi.org/10.24090/tarling.v7i1.8501.

Savira, Liza. "Peran Guru Pada Transformasi Pendidikan dalam Menyongsong Generasi Emas 2045." *Al-Madaris* 4, no. 2 (2023): 28–36.

Subur. "Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab." *INSANIA: Jurnal Pemikiran Alternatif Pendidikan* 13, no. 2 (August 2008): 1–9.

Syahnaidi, Muhammad Amin Qodri, and R. Umi Baroroh. "Integrasi Pendidikan Karakter dalam Pembelajaran Bahasa Arab di Sekolah Muhammadiyah." *Arabi: Journal of Arabic Studies* 3, no. 2 (December 31, 2018): 181–95. https://doi.org/10.24865/ajas.v3i2.97.

Triatmanto. *Tantangan Implementasi Pendidikan Karakter di Sekolah.* Dies Natalis UNY. Yogyakarta: Cakrawala Pendidikan, 2010.

Triyanto. "Peluang dan Tantangan Pendidikan Karakter di Era Digital." *Jurnal Civics: Media Kajian Kewarganegaraan* 17, no. 2 (November 11, 2020): 175–84. https://doi.org/10.21831/jc.v17i2.35476.