IMPLEMENTATION OF ARABIC LEARNING STRATEGIES THROUGH *SHOBAHUL LUGHOH* ACTIVITIES AT MTS AL HIDAYAH JATIGUNTING WONOREJO

[1*]Nikmatus Solihah, [2]Syaifullah, [3]Nurrokhmatulloh
[1,2,3]Universitas Yudharta Pasuruan
E-mail: [1*]nikmatussolihah2308@gmail.com [2]syaifullah@yudharta.ac.id
[3]rahmat@yudharta.ac.id

Abstract

This study aims to describe the implementation of Arabic learning strategies through *Shobahul Lughoh* activities at MTs Al Hidayah Jatigunting Wonorejo, as well as to determine students' Arabic language skills as a result of the application of these strategies. The research method used is descriptive qualitative approach, with data collection techniques in the form of observation, interviews, and other supporting documentation. The results show that *Shobahul Lughoh* activities are carried out regularly every morning before learning begins, by involving all students in the practice of speaking Arabic through dialog, daily vocabulary, and simple expressions. This strategy is proven to be able to increase students' confidence, active participation, and speaking ability in Arabic, resulting in a conducive, communicative, and enthusiastic learning environment. This research also shows that language habituation through daily practice is effective in building students' communicative competence. Thus, the implementation of *Shobahul Lughoh* is one of the good and sustainable strategies in improving the quality of Arabic language learning at the madrasah tsanawiyah level.

Keywords: Arabic learning strategy; Shobahul lughoh; Maharah kalam

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi strategi pembelajaran bahasa Arab melalui kegiatan *Shobahul Lughoh* di MTs Al Hidayah Jatigunting Wonorejo, serta untuk mengetahui kemampuan bahasa Arab siswa sebagai hasil dari penerapan strategi tersebut. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif, dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi pendukung lainnya. Hasil penelitian menunjukkan bahwa kegiatan *Shobahul Lughoh* dilaksanakan secara rutin setiap pagi sebelum pembelajaran dimulai, dengan melibatkan seluruh siswa dalam praktik berbicara bahasa Arab melalui dialog, kosa kata sehari-hari, dan ungkapan-ungkapan sederhana. Strategi ini terbukti mampu meningkatkan kepercayaan diri, partisipasi aktif, dan kemampuan berbicara dalam bahasa Arab siswa, sehingga tercipta lingkungan belajar yang kondusif, komunikatif, dan penuh semangat. Penelitian ini juga menunjukkan bahwa pembiasaan bahasa melalui praktik sehari-hari efektif dalam membangun kompetensi komunikatif siswa. Dengan demikian, implementasi *Shobahul Lughoh* merupakan salah satu strategi yang baik dan berkelanjutan dalam meningkatkan kualitas pembelajaran bahasa Arab di tingkat madrasah tsanawiyah.

Kata Kunci: Strategi pembelajaran bahasa arab; Shobahul Lughoh; Keterampilan bicara

Author: ¹*Nikmatus Solihah, ², Syaifullah³ Nurrokhmatulloh

INTRODUCTION

Language is a communication tool that is a tool to express the desires that exist in the hearts of individuals to others. Language is a word or memorization used by everyone to convey their intent or will. [1] while Arabic is one of the subjects that has a strategic position Islamic education. Apart from being the language of communication, Arabic also serves as the main key in understanding the sources of Islamic teachings such as the Qur'an and Hadits[2]. Therefore, mastering Arabic is not just a linguistic need, but also an essential religious and intellectual need for students, especially in Islamic educational institutions such as madrasah.[3] Arabic is also a scientific identity in the classical Islamic treasures, where almost all Islamic literature in the fields of tafsir, fiqh, hadith, creed, and Sufism is written in this language. Therefore, mastering Arabic is actually the main gate in forming a generation of Muslims who are critical, religious, and have a global outlook.[4]

In addition, Arabic language learning is not only oriented towards mastering grammar theory or memorizing vocabulary, but must also be directed at achieving four basic language skills, namely listening (*istima'*), speaking (*kalam*), reading *(qira'ah)*, and writing (*kitabah*). These four skills are interrelated and inseparable from each other in forming a complete communicative competence, especially in Islamic-based educational institutions such as madrasah and pesantren.[5] These four skills are interrelated and cannot be separated from each other in forming a complete language ability. These skills must be trained in a balanced manner to form a complete communicative competence, especially in Islamic-based educational institutions such as madrasah and pesantren.[6] In addition, mastery of *mufradat* (vocabulary) and *qawaid* (grammar) is also an important foundation in supporting active and communicative Arabic language proficiency,[7] In the context of Arabic language learning, *mufrodat* (vocabulary) refers to the set of words that learners need to master in order to beable to understand texts and communicate in the language.[8] *Mufrodat* plays an important role in Arabic language learning because the

[1] Okarisma Mailani Et, "Bahasa Sebagai Alat Komunikasi dalam Kehidupan Manusia," *Kampret Journal* 1 (2022): 1.

[2] M.a Resy mulyani, "Pentingnya Belajar Bahasa Arab dalam Memahami Al-Qur'an dan Hadits," *Jurnal Ilmu-Ilmu Keislaman* 2 (2024): 33–39, https://doi.org/10.56184/jam.v2i1.372.

[3] Satrio Satrio, "Urgensi Penguasaan Bahasa Arab dalam Studi Islam di Indonesia," *Perada* 1, no. 2 (2018): 163–77, https://doi.org/10.35961/perada.v1i2.22.

[4] Fathoni, "Pentingnya Penguasaan Bahasa Arab Bagi Pendakwah," *Modeling: Jurnal Program Studi Pgmi* 8, no. 1 (2020): 140–52.

[5] Muspika Hendri, "Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif," *Potensia: Jurnal Kependidikan Islam* 3, no. 2 (2017): 196, https://doi.org/10.24014/potensia.v3i2.3929.

[6] Saidah Ramadhan, "Strategi Pembelajaran Bahasa Arab Pada Anak Usia Dini di UIN Sunan Kalijaga Yogyakarta," *Jurnal Utile : Jurnal Kependidikan* 3, No. 2 (2017): 180–89.

[7] Nurrokhmatulloh, Ahsan Hidayatullah, "Pengaruh Game Based Learning Menggunakan Aplikasi Kahoot Terhadap Peningkatan Kosakata Bahasa Arab Siswa Kelas XII MA Miftahul Falah Purwodadi," *Lugatuna: Jurnal Pendidikan, Ilmu Bahasa Arab* 3, No. 2 (2024): 57–67.

[8] Dwi Sabrina Ummaya & Oktrigana Wirian, "Implementasi Metode Pembelajaran Mufrodat Pada Pelajaran Bahasa Arab di SMP Al Fadli Medan," *Anwarul Jurnal Pendidikan dan Dakwah* 4 (2024): 852–61.

vocabulary mastered will affect reading, writing, speaking, and listening skills. Therefore, the mastery of mufrodat becomes the basis in the Arabic language learning process.[9]

However, in practice, Arabic language learning in many madrasas still faces various obstacles, such as low student motivation, monotonous learning methods, and lack of an environment that supports the active use of Arabic. This results in the learning process tending to be passive and oriented towards memorization, not on understanding and communication skills.[10]

This is where the importance of teachers must choose various approaches, strategies, and methods that are in accordance with the situation of students in the school to achieve learning objectives[11]. Learning strategy is a comprehensive plan that includes teaching methods, approaches, and techniques to achieve learning objectives effectively and efficiently[12]. A good strategy is able to adapt the learning process to the characteristics of students, increase active participation, and create a pleasant and meaningful learning atmosphere.[13] In the context of Arabic language learning, strategies that emphasize direct practice and the use of language in everyday life are needed to form students' communicative competence.

One of the main problems of MTs Al Hidayah students is their weak memory in memorizing vocabulary. Although students understand simple expressions in Arabic, they tend to quickly forget the memorization after the memorization process is done. This shows that the rote memorization method is less effective for the characteristics of students in this institution, where they tend to only memorize for the short term without internalizing the meaning and use. Another problem is the students' low interest in learning Arabic, especially in mastering vocabulary. This is reinforced by a report from the Arabic language teacher at MTs Al Hidayah who stated that students are less enthusiastic in memorizing and practicing *mufrodat*. This condition certainly affects the low ability of students in mastering Arabic language skills, both orally and in writing[14].

As a response to these problems, one of the strategies applied by Arabic teachers at MTs Al Hidayah is the Arabic language habituation activity in the morning at 0

[9] Ripaldi Sabarno, "Pengembangan Media Pembelajaran Mufrodat Berbasis Mobile Learning di Kelas VIII MTs Al-Inayah Kota Bandung," *Http://Repository.Upi.Edu/84091/*, 2020.

[10] Muhammad Afifullah Rifa'i Ranida Zakia Qomariyah, Nur Hasan, "Problematika Pembelajaran Bahasa Arab di MI Bahrul Ulum Kota Batu," *Ar Raid: Jurnal Pendidikan Bahasa Arab* 1 (2024): 73–83.

[11] Novita Novita, Miftachul Taubah, and Syaifullah Syaifullah, "Efektivitas Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament Dengan Media Number Card Terhadap Penguasaan Mufradat," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 7, no. 2 (2024): 657–63.

[12] Hayaturraiyan Hayaturraiyan and Asriana Harahap, "Strategi Pembelajaran di Pendidikan Dasar Kewarganagaraan Melalui Metode Active Learning Tipe Quiz Team," *Dirasatul Ibtidaiyah* 2, no. 1 (2022): 108–22, https://doi.org/10.24952/ibtidaiyah.v2i1.5637.

[13] Saidah Ramadhan, "Strategi Pembelajaran Bahasa Arab Pada Anak Usia Dini di UIN Sunan Kalijaga," *Jurnal Utile : Jurnal Kependidikan* 3, No. 2 (2017): 180–89.

[14] Fitri Nur Diana Aslimawati, *Wawancara Guru Bahasa Arab Mts Al Hidayah Jatigunting*, 2025.

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o'clock, known as *Shobahul Lughoh*. This activity aims to accelerate students' mastery of vocabulary through direct and repeated practice. *Shobahul Lughoh* activities are not only limited to providing vocabulary, but also include speaking practice (*muhadatsah*) both inside and outside the classroom. With this approach, students are encouraged to repeat and use the vocabulary they learn in real contexts, making it easier to remember and apply. One of the main reasons for choosing this program is its ability to increase students' confidence in speaking, as it is conducted in a relaxed, communicative and non-rigid atmosphere. Students who were originally passive and hesitant to speak slowly became more active and accustomed to conveying expressions in Arabic. [15]

In addition, *Shobahul Lughoh* plays an important role in creating a language environment (bi'ah lughawiyah) in the madrasah environment. With the use of Arabic in routine activities such as greetings, introductions, orders, and announcements, students are encouraged to get used to hearing and using Arabic outside of class hours.The implementation of Arabic learning strategies through *Shobahul Lughoh* activities has proven to be an effective solution in overcoming various problems that have been faced in the Arabic learning process in madrasas. This activity answers the need for language practice which has not been facilitated by learning methods that tend to be theoretical. With *Shobahul Lughoh*, students are encouraged to familiarize themselves with speaking Arabic actively through simple and fun daily exercises. After tracing a number of relevant references, no research has been found that specifically discusses the implementation of the *Shobahul Lughoh* program at the Madrasah Tsanawiyah (MTs) level. Most of the previous studies focused on the implementation of this strategy at higher education levels such as Madrasah Aliyah, Islamic boarding schools, and colleges. For example, a study published in *Al Mi'yar*: A Scientific Journal of Arabic Language Learning and Linguistics highlights the implementation and effectiveness of the *Shobahul Lughoh* program in learning Arabic vocabulary in class X of Islamic Boarding School Al Fikra MAN 1 Jepara. This program is implemented every weekend with the mubasyaroh method which emphasizes direct and interactive learning through various activities such as vocabulary acquisition, games, and other creative activities. [16] In addition, another study conducted at *Ma'had* Sunan Ampel Al-'Aly, UIN Maulana Malik Ibrahim Malang, examines the challenges and strategies of musyrif-musyrifah in the implementation of Shobahul Lughoh. This study highlights how this program contributes to creating a generation of mahasantri who excel in mastering Arabic and English and have a strong religious character.[17] There is also another research on the Use of Peer Teaching Method in Learning *Maharah Qiro'ah* in *Shobahul Lughoh* at MSAA UIN Malang. This study examines the use of peer teaching methods in *Shobahul Lughoh* activities on mastering reading skills (*maharah qiro'ah*). The results showed that peer

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[15] Aslimawati, *Wawancara Guru Bahasa Arab Mts Al Hidayah Jatigunting*.

[16] Mohamad Irbabul Lubab and Muhammad Natsir, "Program Shabāhul Lughah Untuk Pembelajaran Mufradāt Siswa Madrasah Aliyah Negeri 1 Jepara," *Al Mi'Yar : Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 7, no. 2 (2024): 757–64.

[17] Fitryanisa and Sonia Mu'tasimatul Azimah, "Media Pembelajaran Kahoot Dalam Pembelajaran Bahasa Arab di UIN Maulana Malik Ibrahim Malang," *Prosiding Nasional Semasba* 3 (2019): 19.

interaction strengthened understanding and increased student participation. However, the focus was only on reading skills, and the context was in higher education.[18]As for other research conducted through *shobahul lughoh* activities, namely the Effect of Game Based Learning using Kahoot Application on Arabic Vocabulary Improvement, This research uses a technology-based approach to improve the mastery of mufradat of MA students with quantitative methods. Although the results are positive, this study has not touched the aspect of language habituation or language environment as in the *Shobahul Lughoh* program.[19]

Thus, MTs Al-Hidayah is the first institution to implement the *Shobahul Lughoh* program at the MTs level, based on a search of various journals and scientific publications, no studies have been found that discuss the implementation of *Shobahul Lughoh* at the MTs level, so this research aims to fill this void and make a new contribution in the field of Arabic language learning at the junior secondary education level, as well as being an initial contribution in developing Arabic language learning strategies that are applicable, communicative, and relevant to the needs and characteristics of students, especially in a madrasah environment combined with a pesantren system. In addition, this study will also examine the factors that support the success of these activities such as the consistency of teachers in implementation, the active role of students, and the support of the pesantren environment which is conducive to the use of Arabic. Conversely, this study will also identify various obstacles faced during implementation, such as variations in student interest, student absence during morning activities, and the limitations of learning methods that are still dominant in memorization and repetition.

The findings of this study are expected to make a significant contribution to the development of Arabic learning methods in madrasah and pesantren, especially in the context of junior secondary education. With a deeper understanding of the dynamics of the implementation of *Shobahul Lughoh*, educators can design learning strategies that are more effective, interesting, and in accordance with the characteristics of today's learners. In addition, the results of this study can also be a reference for other Islamic educational institutions that want to implement similar methods to improve their students' Arabic language skills.

Finally, this study also opens up opportunities for further research with a broader scope and a more quantitative approach in order to measure more structurally the improvement of students' Arabic language competence as well as the long-term impact

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[18] Farah Diana Manzilah, Fatimah Firdaus, and Ananda Nova Saraswati, "Penggunaan Metode Peer Teaching Dalam Pembelajaran Maharah Qiro'ah Pada Shobahullughoh di MA UIN Malang," *International Conference of Students on Arabic Language* 4, No. 0 (2020): 268–282, Http://prosiding.arab-um.com/index.php/semnasbama/article/view/575.

[19] Ahsan hidayatullah, "Pengaruh Game Based Learning Menggunakan Aplikasi Kahoot Terhadap Peningkatan Kosakata Bahasa Arab Siswa Kelas Xii Ma Miftahul Falah Purwodadi."

of the implementation of *Shobahul Lughoh.* Thus, this research not only contributes to the development of Arabic language

The focus of this research is on the implementation of Arabic learning strategies through *Shobahul Lughoh* activities at Madrasah Tsanawiyah Al Hidayah Jatigunting Wonorejo. This research focuses on how teachers carry out these activities, students' responses to activities, knowing the supporting factors and inhibiting factors as well as their impact on students' mastery of *mufrodat and maharah kalam.*education science, but also to better learning practices in the field.

RESEARCH METHODS

This research is a type of qualitative research with a type of case study that aims to understand in depth the process of implementing Arabic language learning strategies through *Shobahul Lughoh* activities at MTs Al Hidayah. Data was collected through observation, which is a process of observation and recording carried out directly on the object under study at the research location[20] In this case, researchers were present every morning to observe Shobahul Lughoh activities firsthand, observing how teachers guided the activities, how students responded, and noting the level of participation and learning atmosphere created. Researchers also used observation sheets to record changes in student behavior from passive to active during the two meetings,Interview is an interactive communication process, involving two or more parties, namely respondents, providing answers to questions asked[21] such as Arabic teachers and Islamic boarding school supervisors, in order to obtain relevant verbal information related to the focus of the research., and documentation is a way to collect data by taking information from many sources, such as notes, books, and newspapers[22]on *Shobahul Lughoh* activities at MTs Al Hidayah Jatigunting. Data sources consist of primary data (teachers, students, pesantren caregivers) and secondary data, Secondary sources refer to sources that do not directly provide data to data collectors, but through the mediation of other people or documents[23]. So the data sources in this research on the application of *shobahul lughoh* activities are institutional documents, teachers (subject matter teachers). While the data in this study are words and actions that are obtained from informants involved in the study. The data analysis technique in this study was carried out descriptively qualitative, namely by going through several systematic stages. The first stage is data reduction, where researchers filter, sort, and summarize the data obtained from the field so that it

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[20] Ardiansyah, Risnita, And M. Syahran Jailani, "Teknik Pengumpulan Data dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif," *Jurnal Ihsan : Jurnal Pendidikan Islam* 1, No. 2 (2023): 1–9, https://doi.org/10.61104/ihsan.v1i2.57.

[21] Evi Syafrida Nasution, *Pengantar Psikodiagnostik Wawancara*, 2022.

[22] M Nafisatur, "Metode Pengumpulan Data Penelitian," *Metode Pengumpulan Data Penelitian* 3, No. 5 (2024): 5423–43.

[23] Kholifatul Ummah Wijayanti and Ika Fitriani, "Kesiapan Guru Sekolah Dasar Dalam Pembelajaran Tatap Muka Terbatas," *Jurnal Tonggak Pendidikan Dasar : Jurnal Kajian Teori dan Hasil Pendidikan Dasar* 2, No. 1 (2023): 91–101, https://doi.org/10.22437/jtpd.v2i1.27985.

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becomes more focused and relevant to the problems studied.[24] Furthermore, the data that has been reduced is presented in narrative form or in other forms that make it easier for researchers to understand and see certain patterns, which is called the data presentation stage.[25] The final stage is conclusion drawing, where researchers interpret the data that has been presented to gain a deep understanding and formulate findings that can answer the problem formulation in this study.[26]

RESULTS AND DISCUSSION

A. Implementation of Shobahul Lughoh Activities

Based on the results of observations and interviews, the Arabic language learning process through *shobahul lughoh* activities is carried out in the 0th hour before learning at 06:30 WIB before teaching and learning activities (KBM) which are attended by all students and students of Madrasah Tsanawiyah Al Hidayah Jatigunting[27].

In its process, *Shobahul Lughoh* is an activity that arouses students' enthusiasm for learning, both inside and outside the classroom. This activity is part of active learning that emphasizes student participation and abilities through a fun and communicative approach.[28] *Shobahul Lughoh* also encourages new creativity, an effective learning atmosphere, and consistency in student participation during the learning process.

B. Forms of Teacher and Student Interaction

In this activity not only the teacher is active but students will also be active so that they can get around students who are usually quiet (passive). In learning using *shobahul lughoh* activities, namely a teacher mentions one vocabulary in Arabic then imitated by students and repeated several times and also clarified by solving the letters of vocabulary examples:

كِتَابٌ = ك-ت- ا- ب

دَفْتَرٌ = د-ف-ت- ر

قَلَمٌ = ق- ل – م

That way students also know the letters of the vocabulary without fear of being wrong in pronouncing the vocabulary. In addition, the teacher can also add some Arabic songs, for example: today a teacher gives vocabulary about facial members, there the teacher can create some vocabulary that has been conveyed into song verses that are trending or that are easy for students to understand, so that from here students have made

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[24] Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, No. 33 (2019): 81, https://doi.org/10.18592/alhadharah.v17i33.2374.

[25] Venissa Dian Mawarsari, "Penyajian Data Tujuan Perkuliahan" (n.d.).

[26] M. Anwar Rifa'i, "Reduksi Data, Penyajian Data, dan Penarikan Kesimpulan Dalam Penelitian Kualitatif," *STAI Darussalam Sumatera Selatan*, 2024.

[27] Aslimawati, "Wawancara Guru Bahasa Arab Mts Al Hidayah Jatiguntng."

[28] Rivaldi Kalangi, "Pemerolehan Bahasa Arab Melalui Kegiatan Ṣabaḥullugah di Ma'had IAIN Manado," *https://repository.iain-manado.ac.id/1260/1/full%20skripsi.pdf*, 2020, 1–102.

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it easy to memorize vocabulary[29]. Then at the next meeting the teacher will ask what the students have learned at the last meeting. This is where students will be active in the learning process.

C. Observation Results and Student Development

From the observation, it can be seen that Shobahul Lughoh has succeeded in arousing students' enthusiasm for learning, both inside and outside the classroom. This activity creates an active and communicative learning atmosphere, so that students who are usually passive and quiet become more courageous to participate. With the method of repetition and letter solving, students do not feel afraid to mispronounce vocabulary, which is usually the main obstacle in learning a foreign language. Students' activeness is clearly seen when they begin to be independent in memorizing and using the vocabulary learned. This shows that the approach used in *Shobahul Lughoh* activities is able to increase students' confidence, especially for those who previously lacked the courage to speak in Arabic. Students also showed a higher interest in Arabic language learning as a whole, including improving their *maharah* (speaking proficiency). This active involvement of students is an important factor that affects the success of the Arabic language learning process. Researchers found that when students are active and feel happy to participate in activities, the achievement of Arabic learning is more optimal. Fun methods, such as the insertion of songs and games in vocabulary learning, contribute greatly to building students' intrinsic motivation.[30]

D. Research Stages: Planning, Implementation, Observation, Reflection

In accordance with the results of observations and observations, researchers can find out the process of implementing Arabic learning strategies through *shobahul lughoh* activities at Madrasah Tsanawiyah Al Hidayah Jatigunting Wonorejo. The data of this research was obtained from students of Madrasah Tsanawiyah Al Hidayah Jatigunting Wonorejo which amounted to 80 students. As for the results of interviews conducted by researchers with Arabic language study teachers at Madrasah Tsanawiyah Al Hidayah Jatigunting Wonorejo named Fitri nur diana aslimawati S.Pd, then researchers get answers from the process of implementing learning strategies through *shobahul lughoh* activities, namely Madrasah Tsanawiyah Al Hidayah Jatigunting Wonorejo students can follow these activities in accordance with planning. In this study consists of two stages carried out for two meetings, the stages of research are as follows:

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[29] Ramayulis, *Ilmu Pendidikan Islam*, Cet.II (Jakarta: Kalam Mulia, 2002).

[30] Yuliana Maria D' Karmel Kara et al., "Penggunaan Metode Lagu dan Permainan Untuk Meningkatkan Kosa Kata Bahasa Inggris Pada Bimbingan Belajar Amora Luz," *Madaniya* 5, No. 2 (2024): 702–10, https://doi.org/10.53696/27214834.787.

1) Planning

The planning stage, the stage carried out before the implementation of activities with the aim of implementation goes well and as expected. In this planning stage, researchers and teachers prepare what needs to be prepared in the activity process such as providing fun games to attract students to enjoy participating in activities.

2) Implementation

At the implementation stage, *Shobahul Lughoh* activities were carried out as planned. The teacher guides students in mentioning vocabulary, repeating pronunciation, and breaking down words into their constituent letters. In this implementation, the teacher's involvement is very active, while providing space for students to participate. The teacher also makes use of songs as memorization aids.

3) Observation

Observation in activities is a data collection process carried out by researchers to obtain sample data [31]. At this stage, researchers made direct observations during the activity process. Data was collected in the form of student behavior, level of participation, and their response to the learning methods used. This observation also looks at the extent to which student learning activities increase and how the teacher's role in directing the process.

4) Reflection

The reflection stage, the stage of reviewing the data carried out to determine the level of effectiveness of the activity, which in this case After the activity is completed, [32] a reflecion is carried out to evaluate the effectiveness of the Shobahul Lughoh activity. At this stage, several important findings were found:

1.First stage

The findings in the first stage are as follows: 1) Some students still depend on the teacher's instructions, 2) Students still depend on other friends who are active, 3) with this shobahul lughoh activity there are some students who are starting to be interested in learning and memorizing Arabic vocabulary, 4) only some students have confidence in shobahul lughoh activities.

2. Second stage

The findings in this second stage are as follows: 1) with the spelling of the mentor or teacher who leads the course of shobahul lughoh activities, students become easy to remember the memorized vocabulary, 2) With shobahul lughoh activities, students are more active in learning Arabic inside and outside the classroom, 3) Students become interested in improving maharah-maharah in Arabic language learning.[33]

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[31] Arikunto 12, "Metode Penelitian," *Africa's Potential for the Ecological Intensification of Agriculture* 53, No. 9 (2020): 1689–99, https://eprints.uny.ac.id/9790/3/bab3- 08108244002.pdf.

[32] R. N Suciani Et Al., "Strategi Refleksi dan Evaluasi Penelitian Tindakan Kelas," *Jurnal Kreativitas Mahasiswa* 1, No. 2 (2023): 114–23.

[33] Aslimawati, "Wawancara Guru Bahasa Arab Mts Al Hidayah Jatigunting."

E. Supporting Factors, Obstacles, and Comparison with Other Studies

The results showed that the *Shobahul Lughoh* activity plays a role in expanding students' vocabulary and encouraging their courage in using Arabic actively. This activity, which is carried out regularly every morning before the lesson starts, succeeds in creating a more lively learning atmosphere and forming good language habits among students. The process of language internalization takes place naturally because students are accustomed to hearing and using vocabulary in daily interactions, both in the school and pesantren environment.

Based on the results of interviews with Arabic language teachers, Mrs. Fitri Nur Diana Aslimawati, and the results of observations, some of the factors supporting the success of this activity include: 1) Teacher Consistency in Implementation: Teachers routinely carry out activities every morning without being absent, thus creating a good habit of learning Arabic among students, 2) Active Student Involvement: Communicative and fun activities provoke active student participation, making the learning process interactive and not boring, 3) Pesantren Environment Support: A boarding school environment that is conducive to the use of Arabic makes it easier for students to internalize vocabulary and practice Arabic naturally, 4) Varied Teaching Methods: Vocabulary breaking, repetition, and the use of songs help students understand and memorize vocabulary in an easier and more fun way.

The obstacles found include: 1) Variation in Student Interest: Not all students have the same interest in learning Arabic, so some are less motivated to be active, 2) Student Absence: Some students were absent during the morning activities, missing out on very important learning sessions, 3) Methods Limited to Repetition and Memorization: The methods used are still predominantly repetition and memorization of vocabulary, so they are not varied enough to accommodate different learning styles, 4) Teacher Dependence: In the early stages, many students are still very dependent on teacher instructions and more active friends, not yet able to learn independently.

In this study, the implementation of *Shobahul Lughoh* activities at MTs Al Hidayah Jatigunting showed positive results in enriching vocabulary mastery and forming Arabic language habits. These findings turned out to be in line with several previous studies that raised similar themes, although there were differences in the approach and implementation.

For example, research conducted by Lubab, at MAN 1 Jepara showed that the *Shobahul Lughoh* activity which was held once a week still had a positive impact on students' vocabulary. Although the intensity of implementation is lower than that applied at MTs Al Hidayah, the results are still positive because it is supported by repetition methods and intensive teacher assistance.[34]

Meanwhile, research by Suparyanto et al, at *Ma'had* Bilal Bin Rabah Sorong focuses more on Arabic learning strategies that combine lectures, *muhadatsah* practices, and intensive exercises in a pesantren environment. The findings of the study confirmed

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[34] Lubab And Natsir, "Al Mi ' Yar : Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban Program Shabāhul Lughah Untuk Pembelajaran Mufradāt Siswa Madrasah Aliyah Negeri 1 Jepara."

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that students' active involvement in the daily use of Arabic contributed positively to the development of their confidence and maharah kalam, which is in line with the conditions at MTs Al Hidayah, where the supportive pesantren environment makes the vocabulary internalization process run more naturally.[35]

In addition, Zahrotul, in her research at Mahad Sunan Ampel Al-Aly showed that the success of the *Shobahul Lughoh* program was greatly influenced by the quality of tutor assistance, program readiness, and environmental support. This study also revealed challenges similar to those found in MTs Al Hidayah, such as lack of variety in teaching methods and limited student motivation. However, Mahad Sunan Ampel overcomes these challenges through tutor training and the use of innovative learning methods.[36]

By comparing some of these previous studies, it can be concluded that *Shobahul Lughoh* is a relevant and effective strategy in the context of Arabic language learning, especially when supported by a conducive environment, consistency of implementation, and communicative methods. This research provides additional contributions in the context of junior secondary education, especially in institutions that have pesantren characteristics.

In addition, this study has several limitations. First, the data was obtained from only one institution, so the findings cannot be generalized to other madrasahs with different characteristics. Second, the qualitative approach used is descriptive, so it cannot quantitatively measure the improvement of student competence. Third, the limited time of implementation makes researchers unable to see the long-term effects of the *Shobahul Lughoh* program on students' Arabic language skills. Future research is recommended to involve more than one madrasah to get more representative and generalizable results, use a quantitative or mixed methods approach for more structured measurements, conduct continuous evaluation of the effectiveness of *Shobahul Lughoh* activities in the long term on Arabic language skills, develop more varied and innovative learning methods in order to reach various learning styles of students and increase motivation, provide special training for teachers to enrich teaching techniques and the use of interesting learning media.

CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that the implementation of Arabic learning strategies through *Shobahul Lughoh* activities at MTs Al Hidayah Jatigunting has proven effective in helping students' vocabulary mastery and maharah kalam skills. This activity is part of the language habituation strategy which is carried out regularly every morning before formal learning begins.

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[35] Suparyanto dan Rosad 2020, "Strategi Pembelajaran Untuk Meningkatkan Keterampilan Berbicara Bahasa Arab Mahasiswa Ma'had Bilal Bin Rabah Sorong," *Suparyanto 2020* 5, No. 3 (2020): 248–253.

[36] Firdaus Zahrotul and Zahrotul Jamilah, "Program Pengayaan Bahasa dan Pengaruhnya Terhadap Model Pembelajaran Sobahul Lughah" 3, No. 1 (2024).

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Through a communicative and practice-based approach, students are not only helped in remembering vocabulary, but also encouraged to use it in daily conversations both inside and outside the classroom.

In addition, student activeness in this activity is also influenced by the support of the pesantren environment, the role of the teacher as a facilitator, and the existence of varied methods. Constraints such as the lack of a variety of learning media and unstable student motivation are important notes, but in general this activity makes a real contribution in shaping a lively and contextualized Arabic learning environment.

This research also contributes to the development of Arabic learning strategies at the junior secondary education level, especially in the context of pesantren-based educational institutions. The findings open up space for the implementation of similar models in other institutions by adjusting the needs and characteristics of students.

Henceforth, the results of this study are expected to serve as a basis for a broader follow-up study, both in terms of learning approaches, media use, and the long-term effectiveness of the *Shobahul Lughoh* program on the four Arabic language skills.

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