

Promoting Arabic language proficiency in Islamic educational institutions: a design framework

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ARTICLE INFO

Article history

Received: 2 April 2023

Revised: 15 June 2023

Accepted: 31 July 2023

Keywords

Proficiency

Arabic language

Islamic education institute

Design

ABSTRACT

Improving Arabic proficiency can only be done by creative and innovative teacher who always pays attention to principles of language teaching and able to gather ideas mix from ordinary to extraordinary. This study uses qualitative methodology using pedagogical approach to understand the topic under study. The analysis technique used is content analysis to analyze the data. Playing the role of teacher in actualizing method that is owned, is a successful step in increasing Arabic language proficiency. This paper presents comprehensive design framework aims to improve Arabic language proficiency in Islamic educational institutions. This framework is designed to address the unique challenges faced in teaching and learning Arabic as second language in this particular setting. Drawing on synthesis of pedagogical theory, linguistic principles, and cultural considerations, the proposed framework provides educators with practical strategies and innovative approaches to foster more effective and engaging Arabic learning experiences. By empowering educators and students with this customized approach, this article seeks to contribute the advancement of Arabic proficiency in context of Islamic education.

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INTRODUCTION

Literacy regarding increasing Arabic language proficiency that is specific (typical of Arabic) is indeed very difficult to find. This shows that specific and specific literacy in Arabic is not easy to find. Where Arabic and Islam are closely related and inseparable. Arabic is the language used in spread of Islam, and studying Islam also means learning Arabic as mandatory requirement for understanding Qur'an, the main source of Islam. And Qur'an was revealed in Arabic, so learning Arabic is important to understand and master Islam in depth. The synergistic relationship between Arabic and Islam also involves life traditions of Arab nation as the basis of Muslim community. This shows that Arabic and Islam are interrelated in historical and cultural contexts. Thus, the importance of Arabic literacy in context of Islamic Religious Education, because Arabic is the language used in spreading Islam and understanding Qur'an.

History records that noble Arabic language spread beyond the Arabian Peninsula since 1st century H or 7th century M following wherever the spread of Islam moved (Al-Faruqi, 1998). The spread covered Byzantine region in north, Persian region in the east, and the African region to Andalusia in the west. Until the time of Islamic caliph, Arabic became official language used for socialization of

religion, culture, administration and science. This strategic position belongs to Arabic over all languages that have come before it; Greek, Persian, Coptic and Syriac.

Although references on how Arabic can be socialized well in non-Arabic society are inadequate, what is certain, through historical analysis it can be seen that there was intense interaction between Arabs and Europeans in the inheritance of Ancient Greek knowledge, through translation from Greek to Arabic, then from Arabic to Latin, so in studying literary and religious texts it is possible for two languages to have the same learning objectives. The results can be expected, there is way of teaching and learning that is no more the same as teaching and learning Latin prevailing at that time, there is grammar translation method, a method of teaching foreign languages which is considered oldest so the history of emergence and development is not known. This method is predicted to appear since people feel need to learn foreign languages. Hence, it appears without theoretical foundation; both linguistically, psychologically, and educationally. From this explanation it can be understood that the development of methods of teaching Latin languages in Europe, and English in Europe and America have contributed a lot in advancing the improvement of Arabic language proficiency. What then about the development of teaching Arabic in Indonesia? The answer is none other than at the same time as the entry of Islam into the archipelago.

As for the development of teaching method, it can be seen in several references, including: Development of Arabic Language Teaching Materials and Methodology by Radhi al-Hafidz, and Guidelines for Teaching Arabic at Islamic Religious Colleges by Ahmad Chotib, as well as other books and several papers resulting from seminars on Language Learning Methodology.

METHOD

This study uses qualitative methodology using pedagogical approach to understand the topic under study. The analysis technique used is content analysis to analyze the data. Playing the role of teacher in actualizing method that is owned, is a successful step in increasing Arabic language proficiency.

FINDINGS

3.1 Efforts to Increase Arabic Language Proficiency

Since 80s, the interest of Muslims in Indonesia to learn Arabic has increased. This is caused by changes in Arabic language curriculum from one that is more oriented grammar (nahwu) towards more comprehensive teaching with unitary system (nadzariyah al-wihdah/all in one system). In early 80's, LIPIA (Institute of Islamic and Arabic Sciences) was established by introducing more modern education system. This has resulted in many young Muslim women wanting to be accepted as students at the institution, and thousands of graduates have been produced and spread throughout archipelago, contributing directly to the development of Islam and Arabic in Indonesia.

Change in Arabic language curriculum from one that was more oriented grammar (nahwu) towards teaching was more comprehensive with unitary system (nadzariyah al-wihdah/all in one system) and establishment of LIPIA in early 1980s in Indonesia led to interest of Muslims to learning Arabic is increasing. This contributed directly to the development of Islam and Arabic in Indonesia.

Besides that, efforts to improve Arabic language skills have actually been carried out continuously, for example by appointing special institution that handles language development (language institute was established at every Islamic tertiary institution), the enactment of regulation that in order to

obtain diploma each student must have language certificate at some level. These efforts have indeed yielded results, but they have not been able to eliminate the concerns as meant above. Moreover, programs like that until now have stagnated and many have even disbanded for various reasons.

3.2 Implementation Models of Teaching Arabic

Judging from its implementation, teaching Arabic in Indonesia can be classified into three types: First: Intensive Teaching Model (*al ta'lim al-mukatsaf*) which is carried out intensively with a long time allocation. This model is usually carried out in institutions that develop Arabic majors such as at UIN, IAIN, IKIP, Language Colleges or Non-formal Course Institutions that teach Arabic intensively.

In intensive teaching model, students will learn Arabic intensively with a long time allotment. This model is usually implemented in institutions that develop Arabic language departments that teach Arabic intensively. This model aims to accelerate process of learning Arabic and improve students' ability to speak Arabic. Therefore, this model is suitable for students who want to learn Arabic quickly and intensively.

Second: The traditional Learning Model (*al-Ta'lim al-taqlidi*) which is carried out naturally and traditionally along with teaching of classical Arabic books, as is often found in traditional Islamic boarding schools in Indonesia. This Arabic teaching model is based on traditional methods and is often associated with study of classical Arabic texts. Teaching is done naturally, without using modern teaching aids such as multimedia or technology. This model is still widely used in traditional Islamic boarding schools in Indonesia.

Third: The Inclusion Teaching Model (*al-Ta'lim al-takmili*) is an effective and efficient method of teaching Arabic. This model can help students to develop Arabic language skills as whole and integrated with other subjects. In this model, students will learn Arabic through classical texts that contain complex sentence structures. In addition, students will also learn Arabic vocabulary and grammar through learning other subjects. Thus, students will more easily understand and master Arabic as a whole.

The three models of implementing Arabic language teaching actually produce three different ability models. In general, the implementation of intensive teaching carried out by language departments has succeeded in bringing graduates to master foreign languages both orally and in writing in good and in-depth manner, both in terms of grammar, communication, reading and up to the level of listening ability. Teaching Arabic using natural or traditional approach model such as that developed in Islamic boarding schools generally can only lead students to master language passively, being able to understand several standard books that have been set by Islamic boarding schools but generally they experience difficulties in verbal communication. The result then is that they understand Arabic but are unable to communicate it, even though language is essentially expressing oral abilities.

Meanwhile, teaching of Arabic which is carried out simultaneously with teaching of other fields study, in general the results are unsatisfactory. In sense that the results of teaching and learning process with this approach model often give half results. As a result, once they get out of educational path they took, their abilities cannot be relied upon. This fact does not only occur in Islamic elementary and secondary education, but also at the Islamic tertiary level.

Based on the facts above, more creative and enlightening form of teaching Arabic is needed, which not only produces individuals who are skilled at communicating in Arabic, but also produces experts in writing, reading, and understanding Arabic. This is where an intensive and

creative operational framework is needed in teaching Arabic, carried out intensively to produce creative students, no longer partial because it has been proven unable to produce creative outputs. So there is need for more innovative and comprehensive approach to teaching Arabic, focusing on developing various language skills and fostering creativity among students. This shows that current teaching methods are not effective in producing creative results.

Before introducing alternative methods of teaching Arabic, as development of various methods teaching Arabic that have been implemented so far in religious schools and colleges, the author first introduces several conventional Arabic teaching methods that have been used by teachers and lecturers in teach Arabic, as comparison to Increasing Proficiency which the author will convey later.

First, Tarjamah Grammar method (Thariqah al-Qawa'id wa al Tajamah). This method emphasizes understanding of grammar to achieve reading, writing and translation skills. This method rests on assumption, that 'universal logic' is the basis of all languages in the world, and grammar in the view of this method, is part of that philosophy and logic. Learning language can thus strengthen ability to think logically and solve problems. Students are encouraged to memorize foreign language classic texts and their translations, especially texts with high literary value, so that they are expected to produce output that is highly cultured and has intelligence who is trained in understanding classical texts, even though in the text it is often there are complicated sentence structures and vocabulary or expressions that are no longer used.

Second, Direct Method (al-Thariqah al-Mubasyirah). This method prioritizes speaking skills. This method arose as reaction to dissatisfaction with the results of language teaching from previous method, tarjamah grammar method, which was seen as treating language as something dead. Calls for fundamental changes in the way language learning gained momentum in the early 20th century in Europe and America, and were used both in Arab countries and in Islamic countries in Asia including Indonesia at the same time.

This method departs from one basic assumption, that learning foreign language is not much different from learning your mother tongue, by using language directly and intensively in daily communication, where the stages start from listening to words, imitating them orally, while composing and reading are developed. Then, this method is oriented towards the formation of learning skills so they are able to speak spontaneously with functional grammar and function to control correctness of their utterances, just like native speakers.

Third, Reading Method (Thariqah al-Qira'ah). This method pays attention to reading skills. As with the previous method, this method was born because of dissatisfaction with direct method, which was seen as not giving an adequate portion of reading skills. This method departs from assumption that mastering all language skills is something that is impossible and to be more realistic with foreign language learning goals, reading skills should take precedence, without neglecting the portion of learning to write and speak.

This method is very useful in order to answer demands of contemporary human progress which is always filled with thousands of readings every day. With reading method, the door of communication opens in exploring knowledge. Because if someone does not have speed reading skills, he will be left behind with the train of modernity. Reading is practical need that is actually needed to meet needs of the times. However, because this method prioritizes reading skills, of course students will be weak in other skills, listening and speaking.

Fourth, Audiolingual Method (al-Thariqah al-Sam'iyyah al Syafahiyyah). This method emerged as reaction to the previous method, there is reading which was seen as inadequate to

meet complex human needs. According to this method, language is what heard and spoken. The development of communication that brings the distance between one individual and another individual closer and need for language to be used in oral communication is the motivation for birth of this method. This method departs from basic assumption that first language is speech, so language teaching must begin by listening to the sounds of language in the form of words or sentences, then pronouncing them before reading and writing lessons.

Fifth, the eclectic method. In Arabic, this method has various names, including al-Thariqah al-Intiqal'iyyah, al-Thariqah al-Mukhtarah, al-Thariqah al-Taufiqiyyah, al-Thariqah al-Izdiwajiyah and al-Thariqah al-Taulifiyyah. The presence of these names is not without reason, the diversity of names was born because this method wants to combine and choose the positive aspects of various methods and adopt them.

3.3 Improve Arabic Proficiency

Before explaining further about Improving Arabic Proficiency, importance of naming the method will first be stated. The article presented by Edward M. Anthony with the title "Approach, Method, and Technique", with the intention making field of language teaching reach scientific level rather than just floating at experimental and empirical level, has attracted the attention of many language teaching experts.

The following statement was written by Anthony in English Language Teaching magazine, quoted by Azhar Arsyad as follows:

...I view an approach-any approach-as a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic.

...Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach ... A method is procedural. A technique is implementation that which takes place in a classroom.

Approach which in Arabic called المدخل is set of assumptions about nature of language and nature of language teaching and learning. It is axiomatic (philosophical). Meanwhile, method or in Arabic it is called طريقة is an overall plan relating to the regular presentation of language material, there is no one part that contradicts the other and everything is based on the approach that has been chosen. Its nature, procedural. Technique or أسلوب is what actually happens in the class and is the implementation of the method. Its nature is implementative.

This paper will describe Improving Proficiency as well as strategies used in learning Arabic. From the description of several methods that have been mentioned in previous discussion, at least it can be concluded that the method that was born later seems to be an emotional reaction to previous method. The direct method, for example, in mentioning prioritizes speaking skills instead of reading and writing skills. As if the direct method does not pay attention to reading and writing skills, when in fact it is not so and so on. Teaching observers seem to be driven by a passion to find ultimate method, the most effective method for solving all foreign language learning problems. But is there method that is the most effective of all existing methods? the answer again depends on various needs: learning objectives for students, media, teacher competency and others. Thus it is clear that the principle basis for the expansion of language teaching methodology is very much needed.

For this reason, there is no doubt that in developing teaching method, it is necessary to consider basic principles of strengthening personality of teacher in determining teaching method. It is these principles that will describe how language teacher makes decisions to formulate teaching methods that are right on target, which facilitate the teaching and learning process to achieve the desired goals. In this section, we will briefly describe the basic principles in relation to the language teaching and learning process, including the following:

First, Priorities what is meant here are things that must be taught first. This principle takes the language level into account. In general, Arabic has two levels, there are fusha and 'amiyah. Fusha language is the language used by Arabic writers, used in various magazines, newspapers, seminars, conferences and in official forums, implicit in the Koran and Hadith. The 'amiyah language is the language commonly used in everyday conversations such as those used in homes, markets and streets.

If the goal of learning is to master academic skills in various educational posts and official forums, then what should be prioritized for learning here is fusha language, but if it is just to become a TKI, and communicate in the market at home and on the streets, then what is learned is 'amiyah dialect. But in general, learning Arabic is used to learn fusha language, because it has more value than 'amiyah language, including to improve the spiritual quality of worship, because the understanding of religious teachings originates from the Qur'an and Hadith as well as texts from intellectual treasures. Islam written in Arabic fusha.

Second, Accuracy. The word accuracy comes from the word accurate, which means precise, thorough and careful. Accuracy originally accuracy, noun from accurate, which means precision and accuracy. Accuracy in teaching Arabic is accuracy and thoroughness that must be considered in delivering material and using teaching methods and media.

As is known, among characteristics of Arabic language are the sound of letters that are different from sound of Latin, the existence of makhraj, I'rab, and vowels. This characteristic really requires accuracy in conveying it. Professional teachers should feel that there is a demand to be thorough and precise, so that the characteristics of Arabic language above are truly accurate and valid, because an error when conveying the first one will be difficult to correct. This is because the initial expression that comes out of a teacher's mouth will tend to be recorded and take root quickly in the brain cells of students, compared to corrective speech, if an error occurs.

Third, Gradations (Stages), the levels that must be passed in language learning process. Gradation recognizes five stages, there are (a) from easy to difficult, (b) from simple to complex, (c) from obvious to vague, (d) from concrete to more complex. abstract, and (e) from stages that are often used to stages that are rarely used.

Gradation is one of the principles success in teaching. This principle makes the subject matter easy to accept. Easy feeling creates enthusiasm, enthusiasm brings crafts, and crafts can in turn produce success in learning. As in the following series: 0 - enthusiasm - diligent - successful. By understanding the five stages of language learning, a teacher can socialize his teaching methods according to the capacity of students' abilities. It should also be emphasized that before the gradation is carried out, it must be clear what material will be delivered. Because the material will greatly affect the gradation.

Fourth, Motivation. It is energy in the soul that moves people to perform certain behaviors in order to achieve certain goals. Motivation in language learning occupies very urgent place. As understood, that someone does job based on motivation. With motivation, people will work seriously. Likewise, in language learning. Motivation can make even difficult material easy, if

students get stuck in learning, it is the teacher's duty to help them by opening gaps in ease towards the truth.

Intrinsic motivation that drives student to learn Arabic is very diverse. Some aim to fulfill certain goals in relatively short time, for example the need to fill job vacancies, enjoy holidays in Middle East region, for example, or to perform pilgrimage. On the other hand, there are those who aim for a longer period of time. As in the purpose of learning a language to deepen Arabic language, traditions and culture, and there are also those who want to learn Arabic until they are 'able' to communicate with native speakers. This motivational orientation will direct the teacher to concoct the right method to achieve the interests desired by students. In this case, the teacher's role is very important in determining whether or not a learning objective is achieved, and the teacher must also be able to arouse students' interest to always be active and independent in learning.

Fifth, Consolidation which is process in an effort to strengthen students' memories and skills in order to arrive at learning objectives. Consolidation efforts are carried out by repetition, exercises and assignments outside the educational space. Repetition is one of the most popular strengthening processes for increasing and strengthening students' abilities and skills. Repetition can bring convenience, because utterances that are considered difficult by students at first, by repeating several times, the utterance will become familiar and easy to express, while exercises and assignments outside of school are stabilization processes that aim to find out the results of the learning process has been running.

With exercises and assignments, the teacher can see extent to which learning objectives are achieved, extent to which strategies applied are conducive to the material, media and level of student ability, so that the teacher is able to improve next steps in order to achieve more optimal goals. Besides that, giving assignments is also very important so that the teacher knows the level of seriousness of students towards the material and their own performance in teaching process, because assignments may not be carried out by students, if teacher is seen as not having right strategy in order to direct them in learning, and so on. etc.

DISCUSSION

Strategy is one of discourses that is often highlighted in language learning systems. The success or failure of language teaching program is always judged by teaching strategy used, because it is the strategy that determines achievement of content and method of teaching language (Aziza & Muliansyah, 2020). Language courses that grow like mushrooms in rainy season by promoting their business and highlighting latest strategies are testament to the importance of strategy in teaching. Just pay attention to advertisements in newspapers, such as with latest strategy, guaranteed able to speak and speak English in three months or practical Dutch language courses with three-month system with an extra one month of free lessons guaranteed to be successful' and so on.

On the other hand, there is an extreme opinion that strategy is not important. What is important the learning ability and quality of students. There are also those who argue that the strategy is just a tool, it is the lecturer who is the most decisive.

Regardless the problem of agreeing or disagreeing with some opinions above, it is fact that every time lecturers are faced with new strategy or asked to review the strategy (Daquila, 2020) that has been used so far because there is new theory or opinion as result latest research. So that lecturers are expected able to innovate the strategies they play, and must enrich themselves with various strategies used to deal with students.

To able accommodate the above interests, the following will describe various strategies that are expected to be alternative solutions in order to eliminate boredom and difficulties in teaching Arabic. With the enrichment of learning strategies, lecturer as the delivery of material will at least help in carrying out daily tasks. Because good teaching philosophy is not just transferring knowledge to students, but how to help students learn. If this is internalized, then lecturer is no longer a central role in learning process, but he is only a facilitator who facilitates students to digest material through their own creative power.

Besides that, variety learning strategies will also help students actively use their brain cells to participate in solving problems, find the main ideas of lecture material, and of course actively dominate learning activities (Rahimi et al., 2021). In this way, it will create a more pleasant and enjoyable atmosphere because learning outcomes can be maximized.

In learning Arabic, it is known that there are four skills that must be mastered by students, there are listening skills (istima'), speaking skills (kalam), reading skills (qira'ah) and writing skills (kitabah).

1. Listening Learning Strategy (Istima')

Many people think that listening skills do not need specially trained, because they will grow by themselves just like learning to walk and talk during toddlerhood. This strategy is also an activity that accompanies other activities. However, based on results of scientific research, it is proven that most people can only absorb 30% of knowledge they hear and can only remember 25% of what they absorb from that knowledge. Therefore, to be able to increase absorption of knowledge hears, listening skills need to be trained specifically.

As for one of strategies that can be used in listening learning is Ta'lim Muta'awin strategy. This strategy is very useful for lecturers, especially to find out most effective and fruitful way for students' understanding. And in general, this strategy provides opportunities for students to share learning outcomes from same material in different ways by comparing notes on learning outcomes.

Steps:

- a. Students are divided into two groups and placed in 2 separate places
- b. Dose read and explain the text being taught, for example text entitled *اليومية الأنشطة* In group 1, while for group 2 the lecturer tells the text in the lecturer's own language through a lecture strategy.
- c. When finished, the students were gathered and each member of group 1 was asked to find a partner from a member of group 2.
- d. Each pair was asked to combine learning outcomes and be able to answer questions from the lecturer about the content of the text.

2. Speaking Learning Strategy (Kalâm)

What is meant by speaking activity (Kalâm) is pronouncing Arabic sounds correctly according to linguist. Speaking skills can be realized after listening skills and pronouncing Arabic vocabulary. These skills can be conversations, discussions, stories or speeches.

Strategy can be used in learning this word is "Ta'bir al-'Ara al-Ra'isiyyah" strategy. This strategy is very important to hone students' courage in expressing Arabic creatively spontaneously, although initially there is need for emphasis on students to dare to appear, but if

they are used to it it will create a conducive and pleasant climate in which students get freedom of expression through their own language.

Steps:

Determine the topic of reading to be conveyed:

- a. Make reading into several core concepts then convey the lecture through a concept map from the reading without looking at the book.
- b. Don't forget to explain it slowly, sentence by sentence or paragraph by paragraph so students can follow the friend's flow.
- c. After one concept item is explained, ask students to express it again in the Arabic they have.
- d. Continue on the concept item after asking the student to review it again.
- e. After all the story concepts are explained, give students the opportunity to repeat from beginning to end without erasing the concept map written on the blackboard to make it easier for them to explain it at length.
- f. Then ask students to come forward and tell the topic from beginning to end.
- g. Give rewards to students who are able to explain it to the end.
- h. Then cross check the flow of topics that have been discussed by students with the existing reading language.

3. Reading Learning Strategy (Qirâ'ah)

Reading (qira'ah) is an activity that includes patterns of thinking, assessing, analyzing and solving problems. By reading, every individual can learn and interact in the world outside of himself. Human life can not only be communicated through oral media alone, but sometimes requires written media, especially when it is associated with the desire to understand Islamic and modern intellectual treasures. This is where the meaning of "reading" is important. In the context of learning Arabic, reading has its own urgency, namely: (1) reading is the key to unlocking the treasures of Islamic knowledge and culture, (2) Long Life Education will not be realized if those who do it cannot read, and (3) understand classical intellectual treasures and modern. Temperate human society is surrounded by all activities that demand seriousness in reading, it is hard to imagine if they are not skilled at reading.

Strategy that can be used in this reading skill is the "Mudzakarat al-Talamidz" strategy. This strategy is used to increase students' activeness and courage to find out for themselves by questioning things that have not been understood from the reading material. Steps:

- a. Determine the discourse text and ask students to study it and mark the mufradat that they do not understand within a predetermined time limit, for example 10-15 minutes
- b. Give 5-10 students the opportunity to ask questions
- c. The Mufradat that was asked was not immediately answered by the lecturer but asked again (sharing) to other students.
- d. Open another opportunity to ask questions and share with students and so on.
- e. Briefly explain the text of the discourse.
- f. end the lesson by asking questions about mufradat and students' understanding of the discourse being studied.

4. Writing Learning Strategy (Kitabah)

There are two terminologies for naming writing skills in Arabic, there are ta'bir tahriri and isya'. Insyah or ta'bir tahriri is divided into two types, there are structured composing (al-Insyah' al-

Muwajjah) and free composing (al-Insya' al-Hurr). Al-Insya' al-Muwajjah is included in the lowest category of composing, this is because it includes composing activities that start with assembling letters, then words and sentences, as well as other types that are more complex. While al-Insya' al-Hurr occupies the highest position because there is no grammatical partition in writing with the assumption that those who usually write it are people who are qualified in matters of the structure of the Arabic language.

Writing skills must be taught gradually, starting from the lowest stage and then at a higher level. As for the principles in teaching it are as follows: (1) Themes and other provisions must be clear (2) Themes are recommended to come from real life or direct experience of students, for example about celebrations, picnics and so on or from indirect experiences such as pictures, movies or results from reading (3) Insha' teaching must be related to qawa'id and muthala'ah because insya' is the right medium to implement qawa'id whose ideas are obtained from muthala'ah (4) Student work must be corrected, if not, will still make mistakes again and (5) To correct mistakes, it should be sorted by importance and should be discussed in a special lesson.

The strategy that can be used for learning to write is the "Kitabat al-Ma'lumat" strategy. This strategy is suitable for increasing students' sense of concern for the problems of human life outside the classroom. With this strategy, students are expected to be literate in their surroundings and see existing problems as part of life.

Steps:

- a. Distribute paper to students
- b. Students are asked to write information about life problems that they get through print media, electronic media, or through their observations of the reality of human life.
- c. Each student was asked to present their writing one by one
- d. After a student has finished presenting, the lecturer and other students provide comments on the writing, and so on.

CONCLUSION

From the explanation about Improving Arabic learning proficiency above, it can be concluded that Improving learning proficiency can be carried out by teachers through their participation in playing various methods and strategies for learning Arabic. The more often you do the role, the more creations and innovations that can be done in improving skills and strategies for learning Arabic.

Acknowledgment

We thank all parties who have helped to complete this research, especially the management of Litapdimas Ministry of Religious Affairs who has allowed us to conduct this research. Then, we do not forget to thank the LPPM University of Nadhlatul Ulama Indonesia (UNUSIA) Jakarta and the students at the Nurul Qur'an al-Islami Islamic Boarding School in Bogor and the people of Bogor Ngaos.

Design Framework is an important component for enhancing Arabic language proficiency in Islamic education institutions. To achieve this, the author presents a design framework that includes strategies and steps that can be implemented by educational institutions to improve the quality of teaching and learning Arabic. Within the framework of this design, focus is placed on developing interactive teaching methods, student-centred approaches, appropriate use of educational technology, as well as the active involvement and support of teachers and school staff. By implementing this

design framework, it is expected that students' Arabic language proficiency in Islamic education institutions can be significantly improved.

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