

THE ROLE OF TEACHERS IN LEARNING ARABIC VOCABULARY ON THE LEARNING OUTCOMES OF MAHARAH KALAM OF CLASS VII FEMALE STUDENTS AT MODERN PESANTREN UMMUL QURO AL-ISLAMI BOGOR

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ABSTRACT

This research is motivated by the observation that the role of teachers in teaching mufrodat is still relatively low. This study aims to understand the position of teachers in teaching mufrodat in class and its impact on students' maharah kalam learning outcomes, as well as to obtain accurate data. Using quantitative descriptive method. The study population was 7th grade students, with a saturated sample of 40 students. Data collection was conducted through questionnaires, documents, and interviews, while data processing used SPSS version 25. The results showed that the teacher's role in learning Arabic vocabulary increased by 68%, which was categorized as very good. The improvement of students' maharah kalam learning outcomes reached 40%, which was categorized as good. The conclusion of this study is that the improvement of maharah kalam of grade 7 students at Modern Pesantren Ummul Quro Al-Islami Bogor is significantly influenced by the role of teachers in learning Arabic vocabulary. The conclusion of this study is that student learning outcomes are not always influenced by the role of the teacher alone, but there are other inhibiting factors.

Keywords: Teacher's role, maharah kalam learning outcomes

INTRODUCTION

Maharah kalam, or speaking skill, is a critical component of Arabic language education, particularly in developing students' communicative competence. In this context, vocabulary (*mufrodat*) serves as a foundational element, enabling learners to construct meaningful spoken expressions. Without sufficient vocabulary, students may struggle to articulate thoughts, respond appropriately in conversations, or engage in discourse. Therefore, the acquisition of *mufrodat* directly influences the development of maharah kalam. Teachers play a central role in facilitating this process. Beyond simply transmitting knowledge, effective language teachers function as facilitators who design meaningful learning experiences, model language use, and create interactive environments where students can practice speaking. According to Al-Busaidi (2021), teachers' instructional strategies—including repetition, contextualization, and the use of multimedia—significantly impact vocabulary retention and speaking fluency in Arabic language learners. Furthermore, teacher-student interaction and feedback play a crucial role in shaping students' confidence and oral performance (Abdel Latif, 2020).

The importance of understanding the relationship between teacher activities in vocabulary instruction and students' maharah kalam outcomes underscores the broader goal of improving Arabic language pedagogy. Research by Mahmoud and Tanni (2022) emphasizes that structured vocabulary learning, when integrated with speaking tasks,

improves both lexical competence and oral proficiency. This indicates that vocabulary instruction should not occur in isolation but should be embedded in communicative practices that support speaking development. Moreover, curriculum flexibility and responsiveness to student needs are key to effective language teaching. A student-centered curriculum, which incorporates learners' interests, learning styles, and cultural backgrounds, fosters greater engagement and motivation. According to Kruk (2023), personalized learning environments increase learner autonomy and motivation, both of which are essential for developing speaking skills. When students are active participants in their learning journey, they are more likely to take ownership of their progress, leading to improved learning outcomes.

Overall, although there are various challenges in implementing effective learning, with concerted efforts from the government, schools and communities, the quality of education can be continuously improved. Adequate facilities, effective use of technology, inspiring teachers and an adaptive curriculum are key to achieving better education goals.

Arabic is a subject that has the most important assets in the world of education. Arabic must be taught to students at certain program levels, especially in public and private Islamic educational institutions. Scope, linguistic competence and cultural aspects in Arabic language learning. The linguistic element itself consists of grammar (قواعد اللغة), mufradat (المفردات), pela fulan and recitation (لغة أصوات). Language skills include maharah kalam, maharah istima', maharah kitabah and maharah qira'ah.

There are four recognized processes of language teaching and language skills. These four skills should be taught with a variety of methods to ensure students remain interested and get the maximum benefit from the teaching. Teachers need to master materials related to language skills and have the ability to transfer these materials to students appropriately and accurately (Wakhidati Nurrohmah, 2017: 2-3).

RESEARCH METHODS

This research uses quantitative research. The reason for choosing this method is because the researcher manipulates the subject under study. Quantitative research requires numbers in data collection, data interpretation, and presentation of the results. The purpose of using this method is to investigate research subjects using data collection techniques through survey instruments based on quantitative statistics, with the aim of testing the hypothesis that has been formulated.

Using a correlational design, which means this study aims to find a cause-and-effect relationship between variables. The population of this study consisted of all 7th grade students of Pondok Pesantren Modern Ummul Quro al-Islami Bogor which amounted to 370 people. sample used in this study were 40 students from grade 7 of the Modern Islamic Boarding School Ummul Quro al-Islami Bogor.

RESULTS AND DISCUSSION

Teaching Activities

Teaching is a deliberate effort to provide opportunities for students to learn and learn the material that has been determined. Teaching is an effort that can stimulate, guide, instruct and encourage students so that the learning process occurs. In the teaching process, namely in the interaction between teaching and learning, the student learning

process occurs, namely the process by which student behavior changes through various experiences gained. The nature of teaching is a process. The process of preparing the environment around students, testing and encouraging students so that the learning process occurs. Teachers act as learning leaders and learning agents. Teaching and learning interact because of the continuity of the student learning process and the teacher teaching process.

The purpose of education is to formulate what changes and behaviors will emerge from the teaching-learning process. When objectives are easy to understand, students will be more motivated to learn. In order for objectives to be understood, they must be formulated concretely. In educational development, it is expected that in the future students will always independent and qualified Indonesian people able to solve problems in their lives, which in turn will contribute to the realization of a just and prosperous society. In carrying out their duties, teachers want to continue to develop their abilities in providing services to students, society, and the environment, especially the environment in which they work (Rina Meiryani, 2021: 7).

The main roles of teachers are 'managerial' and 'instructional'. The main duties of teachers are (1) understanding students' backgrounds, socio-economic and academic intelligence; (2) knowing the differences, potentials and weaknesses of each student, including their learning methods; (3) having knowledge, skills and expertise; (4) being responsible, disciplined and efficient; (5) having moral values; (6) appreciating and respecting. (8) innovation, creativity, and understanding of individual differences; (9) being and acting as a good role model for students; (10) respect.

According to another view, the main roles of teachers are servants, managers, innovators, and evaluators. The main tasks of teachers are (1) building and developing character; (2) transferring knowledge, instilling skills, providing guidance and instruction, evaluating learning activities; (3) motivating students to learn, using questions to stimulate learning, (4) giving direction and guidance, identifying students' strengths and weaknesses; (5) recognizing problems and finding solutions, knowing students individually. (6) Provide comfortable and safe learning services for each student; (8) manage learning, and improve classroom performance; (9) develop competence and skills in learning methods; (10) assess students objectively and ensure learning improvement and development. (Zainal Aqib, 2022; 28-30)

A good teacher must show good behavior every day and have the following characteristics: (1) respecting students; (2) mastering the material (3) being able to adapt instruction to existing subject matter; (4) being able to adapt instruction to students individual abilities; (5) being able to motivate students to learn; (6) understanding, not just words (7) connecting students' needs with the class (8) presenting the given subject with a specific purpose (9) not sticking to one textbook (10) not only providing knowledge, always developing students' personalities. Teacher performance in the classroom is the biggest determinant of motivation and learning quality. students. In other words, the higher the performance of teachers involved in learning activities, the better the quality of learning and vice versa. This is because teachers who perform better in the classroom are better able to explain learning, stimulate students' enthusiasm for learning, guide and direct learning. (Eko Putro, 2012:6)

Arabic Vocabulary Learning Approach

Approach is a set of assumptions about the nature of language and the nature of language teaching and education. Approaches are assumptions and concepts about language. Different people may have different ideas about certain assumptions. Thus, in language teaching there are different assumptions about the nature of language and language teaching. Based on these assumptions about language and language education, procedures are developed and sometimes more than one procedure arises from the same approach.

Richards and Rogers identify three different approaches to the nature of language: the structural approach, the functional approach, and the interactional approach. The structural approach views language as a system consisting of a series of structurally interconnected elements or components. On the other hand, the functional approach sees language as a tool to express functional meaning. This approach not only focuses on grammatical elements (in contrast to the structural approach) but also on the object or conceptual domain that language learners want to communicate. Meanwhile, the interactional approach sees language as a tool to produce interpersonal and social interactions between people (Richards and Rodgers, 2001:20- 21).

For example, the language teaching methodology brought up under the structural school of thought advises language teachers to sort out material based on grammatical aspects. The grammatical elements are selected and presented in a messy manner in the overall teaching plan. The assessment of learning and learning process is also based on grammatical aspects. Therefore, the assessment materials are grammar-oriented. Similarly, other methods have been brought up based on two schools of thought about the nature of language.

Methods

Teachers have to choose the aspects they want to teach. It is true, a teacher cannot teach a language without conveying it to the students. Because a teacher cannot force students to learn a language without repeating what they have learned.

Using various methods, some of the most common language teacher roles can be described as follows. (a) The language teacher acts as a classroom moderator. The teacher maintains discipline to create an effective learning environment. This function can be achieved by involving students more actively in classroom activities, which requires efforts improve communication and cooperation among students. The teacher's role is to approach students' problems in an understanding and non-judgmental way and help them achieve their language learning goals. (d) The language arts teacher serves as an observer. (e) The language teacher serves as a model of accurate speech production, as a judge of when students should engage in learning activities and whether their efforts are appropriate, correct or not. The teacher holds a leading position over the students in choosing subjects and learning methods.

The role of the teacher in Arabic language learning directly affects the role of students in the learning process. The teacher's dominance in the learning interaction can reduce the students' dominance in understanding and using the language. Some learning methods are often criticized for their repetitive tendencies, which can make language learners react mechanically to given stimuli. When teachers adopt a calmer approach to

teaching, language learners tend to be more active in learning. There are various models of the relationship between the roles of students and teachers in language learning contexts, which vary depending on the teaching method adopted. The difference between methods can be easily observed from the techniques. Engineering is practice-oriented. In other words, technique refers to the specific language or strategy used to achieve a goal. Examples of techniques that can be used include the use of tapes, radio, interactive CDs, multimedia, television and flash cards in language teaching. A problem can be solved using more than one method, including: (1) The teacher does not praise or criticize so that language learners can learn with . (2) Teachers often praise learners when they do something well in their lessons (auditory-linguistic method).

Arabic Vocabulary

Vocabulary in Arabic refers to the collection of words or terms used to communicate in the language. Broadly speaking, vocabulary includes all words, phrases, and expressions used in a variety of contexts, ranging from everyday conversation to formal texts such as literature, religion, science, and others. Arabic vocabulary has an important role in understanding and producing Arabic well.

First of all, Arabic vocabulary consists of basic words that are used to convey basic meanings in the language. These include nouns, verbs, adjectives, and adverbs that form the basic structure of a sentence. For example, in Arabic, the word "كتاب" (kitab) means "book", while "يكتب" (yaktubu) means "to write". Understanding this basic vocabulary is an important foundation in building further Arabic language skills.

In addition, Arabic vocabulary also includes words used in specialized contexts such as science, religion, law, politics, and so on. Each context has a distinctive and specific vocabulary, often associated with technical terms or words that have a specialized meaning in a particular field. For example, vocabulary in sciences such as mathematics or physics often use Arabic- derived words that have made significant contributions to the development of human knowledge.

Third, Arabic vocabulary also includes varieties and variations in word usage based on dialect and geography. Although standard Arabic (Fusha) is used in formal and religious texts, each Arab region or country has its own dialect that influences the way words are pronounced and used in everyday conversation. This creates a rich and dynamic language landscape, which shows how Arabic vocabulary is constantly evolving and adapting to different contexts and communication needs.

In the early stages of recognizing and learning a language, we certainly recognize what is called mufradat (vocabulary). Vocabulary is the first step in our knowledge about the language of a society. When conveying a message through language, it is important to choose the right vocabulary to express the desired meaning. The correct understanding of the messages conveyed in a language depends largely on understanding the words used.

The learning program is an effort to help students learn, translate and use the program in the correct amount (in sentences). Students not only memorize the programs given by the teacher but also learn how to apply them in oral and written communication.

Vocabulary is defined as a collection of words that they understand and can use to form new sentences. It is generally believed that the richness of a person's vocabulary reflects his intelligence and level of education. (Mustofa Syaiful, 2011:61) Like Kavaid, this

program is only a means and not the end of learning Arabic. Therefore, it is wrong to think that learning a foreign language is just about learning vocabulary. The objectives of vocabulary learning are: (1) Introducing new words to Arabic learners. (2) Adding new vocabulary. (3) Training Arabic learners to pronounce words correctly. (4) Understanding the meaning of words. This means understanding not only the meaning of a word (word meaning), but also the meaning when used in the context of a sentence (implication and grammatical meaning). (5) Understanding mufradat and performing their functions according to the correct context in spoken (speech) and written (writing) expressions. Teacher strategies in teaching vocabulary include: (1) giving examples, (2) acting out, (3) role-playing, (4) stating antonyms, (5) stating synonyms, (6) rereading, (7) finding meaning, and (8) direct translation.

Vocabulary Learning Evaluation

Evaluation of vocabulary learning in Arabic is a crucial process to ensure students' understanding and ability to use the words appropriately and effectively. To evaluate students' abilities, various methods can be applied. One of them is by using written tests that include various types of questions, such as filling in the gaps with the right word, identifying synonyms and antonyms of certain words, and describing the meaning of words in the context of a sentence. This test helps teachers in measuring the extent to which students have mastered the vocabulary taught.

In addition, evaluation can also be done through oral activities, where students are asked to use the vocabulary they have learned in daily conversations. Teachers can arrange situations or roles for students to play, which require the use of certain words in context. This approach helps test students' understanding of the meaning of words in practical situations, as well as their ability to communicate using appropriate vocabulary.

In addition, the use of technology can also support the evaluation of Arabic vocabulary learning. For example, the use of online learning platforms that provide interactive exercises and online exams can provide immediate feedback to students on their level of understanding of the vocabulary they have learned. With this technology, teachers can efficiently track students' individual progress in expanding and strengthening their Arabic vocabulary. This holistic and diverse evaluation provides a comprehensive picture of students' progress in learning Arabic vocabulary effectively.

Assessment is also defined as the process of evaluating a particular topic or phenomenon by using certain qualitative indicators such as "good-bad", "strong-weak", "appropriate-not appropriate". appropriate, "light-heavy", "high-low". In assessment, measurement cannot be separated from assessment, and a test is a tool to measure a sample of knowledge whose results are used as one of the factors that will be taken into account when evaluating an evaluation. Specifically to determine the success of the mufradat learning process implemented, evaluation of the results obtained can be used to see whether the learning system implemented has achieved its goals or needs to be developed improve learning or not.

This repetitive activity is closely related to memorization. Memorization is the process of being able to recite content using memory. more material you understand, the more material you have to memorize to remember it. This memorization activity is usually done once a week. Mastering Arabic vocabulary is an important key to understanding and

using the language effectively. When studying, mastering vocabulary makes it easier for students to understand Arabic texts and communicate more fluently. The diversity and richness of Arabic vocabulary gives learners a great advantage in expanding their linguistic skills. For example, by learning basic words such as 'kitab' (book), 'madrasa' (school), and 'ustadz' (teacher), students can build a strong foundation for learning more complex sentences.

In addition, vocabulary teaching methods are very influential in the learning process. Using association techniques, where new words are associated with familiar words, can facilitate students' understanding and memory. Tools such as flashcards, language learning apps and word games are also effective in teaching Arabic vocabulary. For example, learning the word 'qalam' (pen) by showing a picture of a pen will help students remember the word better.

It is also important to use vocabulary in the context of sentences. Students are encouraged make simple sentences using the new words they have learned. For example, "Ana adrus fi madrasah" which means "I study at school" helps students understand how the words 'adrus' (study) and 'madrasah' (school) are used in sentences. In this way, students not only memorize the vocabulary but also learn to use it in everyday conversation.

Vocabulary comprehension can also be improved through reading and listening exercises. Reading short stories, articles or poems in Arabic allows students to see words in various contexts and enriches their knowledge. Listening exercises, such as listening to conversations or stories in Arabic, also help students develop the ability to hear and understand vocabulary used by native speakers.

Finally, periodic evaluation and repetition of vocabulary is essential to ensure students really master the vocabulary they have learned. Vocabulary tests, repetition exercises and group discussions can help students test their understanding and identify areas for improvement. With a comprehensive and structured approach to Arabic vocabulary learning, students can achieve a higher level of fluency and feel more confident in using Arabic in various contexts.

Arabic Language Learning Outcomes

Learning outcomes are the result of an individual's active and positive interaction with their environment. Winkel also suggests that learning outcomes are internal skills possessed by the student. Individuals and something can be achieved according to those skills. Arabic vocabulary learning outcomes can be influenced by various factors, including the teaching methods used, learning intensity, and student motivation. In the context of Arabic language learning, vocabulary comprehension is an important aspect as it enables students to better understand and communicate ideas in the language. Effective teaching methods, such as the use of multimedia, direct interaction, and situational context, can improve students' vocabulary comprehension in a more memorable and enjoyable way.

In , the motivation factor also plays an important role in Arabic vocabulary learning outcomes. High motivation can encourage students to be more active in learning new vocabulary and applying it in various contexts. Teachers who are able to motivate students in the right way, for example by providing positive feedback, creating a conducive learning atmosphere, and connecting learning materials with students' interests, can increase the

level of retention and understanding of Arabic vocabulary. (Agus Suprijono, 2013: 5-6).

In addition, consistency in learning also has a significant effect on vocabulary learning outcomes. Regular repetition of material and practice helps students to remember and use vocabulary effectively. Well-structured learning and continuous assessment can also produce good results that are beneficial for students in improving and strengthening their understanding of Arabic vocabulary. Thus, the learning outcomes of Arabic vocabulary are not only for classroom activities, but also on the support and approach provided by teachers as well as the motivation possessed by students.

Simple Linear Regression Test

The simple linear regression test is used to test the effect of the independent variable (X) on the dependent variable (Y). In this analysis, the decision is based on the significance value (sig) of the simple linear regression test. If the sig value is <0.05 , it can be concluded that variable X has a significant effect on variable Y. Conversely, if the sig value is >0.05 , it can be concluded that variable X does not have a significant effect on variable Y.

Uji Regresi Linier Sederhana

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23,909	5,522		4,330	,00
	Y	,607	,114	,654	5,324	,00

From the results of the simple linear regression test, the significance value (p-value) of $0.000 < 0.05$, indicating that the role of the teacher in teaching Arabic vocabulary (X) has a significant effect on the learning outcomes of maharah kalam of seventh grade students (Y).

Determination Coefficient Test R

The coefficient of determination (R squared) test is used to determine how much variability of the dependent variable (Y) can be explained by the independent variable (X) in the regression model.

Data Uji Koefisien Determinasi

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,654 ^a	,427	,412	4,380

a. Predictors: (Constant), Hasil Belajar Keterampilan Berbicara

This coefficient of determination provides information about the proportion of Y variability that can be explained by X. The coefficient of determination shows Adjusted R Square of 0.412, which means that 41.2% of the variability in students' maharah kalam learning outcomes can be explained by the teacher's role in teaching Arabic vocabulary.

This shows that the effect of variable X on variable Y in this regression model can be categorized as moderate to moderately strong.

Discussion of Research Results

Based on the research analysis of the variable of teacher position in teaching Arabic vocabulary at MTs Ummul Quro Al-Islami, some significant results were obtained. Of the 40 samples analyzed, the average value of variable X is 53.075. The distribution of the types of assessment shows that 5% are in the less good category with a frequency of 2, 5% are quite good (frequency 2), 23% are good (frequency 9), and the most dominant is 68% very good (frequency 27). These results confirm that the position of teachers in teaching Arabic vocabulary at MTs Ummul Quro Al-Islami can be categorized as very good.

These outcomes align with current educational perspectives that underscore the teacher's role not merely as a deliverer of content, but as a facilitator of meaningful learning experiences. According to Khalil & Al-Khatib (2023), effective vocabulary instruction in Arabic requires dynamic teacher involvement, including scaffolding, contextual application, and the integration of communicative practices to reinforce *maharah kalam* (speaking skills). Teachers who actively model language use, encourage student interaction, and use targeted vocabulary strategies create more impactful learning environments.

Moreover, recent studies confirm that teacher competencies, including pedagogical knowledge, language proficiency, and classroom management skills, are key contributors to language acquisition. A study by Sari and Nurhasanah (2022) concluded that student success in Arabic is significantly influenced by teacher preparedness and instructional creativity, especially in vocabulary teaching. In particular, when vocabulary is taught not only as isolated words but through usage in authentic, real-life situations, it greatly improves retention and the ability to use the words in speaking contexts.

Additionally, professional development opportunities, such as workshops and teacher training programs, further enhance a teacher's ability to adapt instruction to student needs. According to Rahmawati et al. (2022), teachers who engage in ongoing professional learning are more likely to apply student-centered teaching strategies, which can positively impact motivation and speaking proficiency among learners. These findings reinforce the importance of supporting teachers through adequate resources, training, and institutional encouragement. In the context of MTs Ummul Quro Al-Islami, where 68% of students report very high satisfaction with vocabulary teaching, these results demonstrate the positive outcomes that stem from empowered and proactive teaching practices.

The results of the analysis of the variable learning outcomes of speaking skills of seventh grade students also showed positive results. Of the 40 samples analyzed, the average value of variable Y is 48.05. The distribution of assessments of learning outcomes shows that 5% are in the poor category with a frequency of 2, 23% are quite good (frequency 9), 40% are good (frequency 16), and 33% are very good (frequency 13). This indicates that the learning outcomes of speaking skills of seventh grade students at MTs Ummul Quro Al-Islami can be categorized as good.

Table Persentase Speaking Skill

Category	Frequency	Percentage	Description
Poor	2	5%	Students with minimal speaking skill development
Quite Good	9	23%	Students showing moderate progress
Good	16	40%	Students achieving solid speaking proficiency
Very Good	13	33%	Students demonstrating high speaking fluency
Total	40	100%	

The statistical analysis conducted also produced other important findings. The normality test shows that the distribution of residual data is normal (Asymp. Sig. = 0.200 > 0.05). The linearity test shows that there is a linear relationship between the teacher's position in Arabic vocabulary teaching and the students' maharah kalam learning outcomes (Deviation From Linearity sig = 0.080 > 0.05). The homogeneity test confirmed that the data distribution of this study was homogeneous (sig = 0.055 > 0.05). From the simple linear regression test results, the significance value (p-value) of 0.000 < 0.05, indicating that the role of the teacher in teaching Arabic vocabulary (X) has a significant effect on the learning outcomes of maharah kalam of seventh grade students (Y). The regression coefficient (b) of 0.607 shows a positive direction of influence, indicating that the greater the teacher's role in teaching Arabic vocabulary, the better the maharah kalam learning outcomes of female students.

The t-test shows that the calculated T value (5.324) is greater than the T table value (1.520), which confirms that variable X (the teacher's role in teaching Arabic vocabulary) significantly affects variable Y (learning outcomes of maharah kalam of female students). This is reinforced by the rejection of H₀ and acceptance of H_a. The coefficient of determination produces an Adjusted R Square of 0.412, which means that 41.2% of the variability in students' maharah kalam learning outcomes can be explained by the teacher's role in teaching Arabic vocabulary. This shows that the effect of variable X on variable Y in this regression model can be categorized as moderate to moderately strong.

CONCLUSION

The position of teachers in Arabic vocabulary education at MTs Ummul Quro Al-Islami is categorized as very good, as seen from the results of the frequency distribution analysis in the table. A total of 68% of the respondents rated this category as very good, with an average value of 53.075. Meanwhile, the learning outcomes of speaking skills of seventh grade female students at MTs Ummul Quro Al-Islami were categorized as good, based on the results of frequency distribution analysis. A total of 40% of students showed achievement in the good category, with an average score reaching 48.05.

The results of the hypothesis proving analysis show the T Table value of 1.520. This indicates that the value of Thitung (5.324) is greater than T Table, indicating a significant influence between the position of the teacher in Arabic vocabulary education and the learning outcomes of students' speaking skills. The level of influence of the

independent variable (teacher's position) on the dependent variable (learning outcomes) reached 41,2%.

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