



Enhancing students' language skills through direct instruction: Pedagogical adaptation to social and institutional contexts

Fatmaya Anisa Rahmania^{1,*}

¹ Department of Islamic Education Management, Postgraduate Program, Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri, Purwokerto, Central Java 53124, Indonesia.

*Correspondence: fatmaya.rahmania@gmail.com

Received Date: November 25, 2025

Revised Date: January 20, 2026

Accepted Date: January 29, 2026

ABSTRACT

Background: Arabic is a local content subject that poses considerable challenges for students, due to their diverse educational backgrounds. Therefore, the selection of an appropriate learning model is a crucial factor in achieving instructional objectives. One model applied is the Direct Instruction learning model, which emphasizes the direct and systematic delivery of learning materials. This study aims to analyze the optimization of Arabic language learning through the Direct Instruction model in Arabic language instruction. **Methods:** This study employed a descriptive qualitative field research design grounded in a post-positivist paradigm. Data were collected through non-participant observation, in-depth interviews, and document analysis to capture the learning process and instructional practices. Data analysis followed an interactive model consisting of data collection, data reduction, data display, and conclusion drawing to ensure systematic interpretation and credibility of the findings. **Findings:** The findings indicate that the implementation of the Direct Instruction model in Arabic language learning begins with preparatory activities, including the development of Lesson Plans/*Rencana Pelaksanaan Pembelajaran* (RPP), attendance recording, and the organization of learning materials. During the core stage, the teacher delivers the material directly, while the final stage involves evaluation through written tests, oral tests, and practical exercises. **Conclusion:** Overall, the study concludes that the Direct Instruction model is effective in improving students' understanding and Arabic language skills by providing a structured, systematic, and adaptive learning process. Its implementation not only creates a more conducive and inclusive learning environment but also demonstrates relevance as a pedagogical response to diverse student backgrounds and limited instructional contexts, emphasizing the importance of aligning teaching strategies with institutional and social conditions to optimize learning outcomes. **Novelty/Originality of this article:** The study reveals that the use of the Direct Instruction model enhances students' enthusiasm and comprehension in Arabic language learning, contributing to the optimization of direct instruction-based learning methods at the junior high school level.

KEYWORDS: Arabic language education; direct instruction model; educational outcomes; social learning environment.

1. Introduction

Arabic language instruction in Indonesia, particularly at the junior secondary school level (*Sekolah Menengah Pertama/SMP*), plays a significant role in the development of students' linguistic and cultural competencies. Arabic, as an international language and the language of religion, functions not only as a means of communication but also as a bridge

Cite This Article:

Rahmania, F. A. (2026). Enhancing students' language skills through direct instruction: Pedagogical adaptation to social and institutional contexts. *Asian Journal of Collaboration of Social Environment and Education*, 3(2), 154-171. <https://doi.org/10.61511/ajcsee.v3i2.2026.2639>

Copyright: © 2026 by the authors. This article is distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).



for understanding religious texts and the rich traditions of Arab culture. Arabic (*al-Lughah al-‘Arabiyyah*) is the language with the largest number of speakers within the Semitic language family and is closely related to Hebrew and Aramaic. Modern Arabic has been classified as a macrolanguage with 27 sublanguages under ISO 639-3. These varieties are spoken throughout the Arab world, while Arabic is recognized and used across the Islamic world. Modern Arabic originates from Classical Arabic, which has served as the language of literature and Islam since approximately the sixth century (Nuha, 2016).

Arabic as a school subject is designed to encourage, guide, develop, and foster students' abilities, as well as to cultivate positive attitudes toward the Arabic language in both receptive and productive domains. Receptive skills refer to the ability to comprehend spoken language and written texts, while productive skills involve the ability to use the language orally and in written form. Through the development of Arabic language proficiency, students are expected to gain broader knowledge and deeper understanding. In this study, Arabic language instruction is integrated as a local content subject, aiming to introduce students to linguistic and cultural diversity while enhancing their Arabic language skills.

Within the context of formal education at the junior secondary level, the positioning of Arabic as a local content subject creates a learning environment that is structurally different from that of Islamic boarding schools or madrasahs, where Arabic is treated as a core subject. Such an educational setting produces a social learning context characterized by limited instructional time, minimal exposure to Arabic outside the classroom, and insufficient academic ecosystem support for strengthening Arabic language competence. Furthermore, the diversity of students' educational backgrounds—particularly between those with prior pesantren education and those without—reveals disparities in cultural capital that directly affect both the learning process and outcomes. These conditions place Arabic language instruction in an educationally vulnerable environment, thereby necessitating an instructional approach that is capable of adapting to the social and institutional realities of the school.

In practice, however, Arabic language instruction frequently encounters various challenges. Differences in students' educational backgrounds and initial proficiency levels can significantly influence the learning process. Many students experience difficulties in understanding linguistic structures, vocabulary, and Arabic grammar, which in turn may reduce their motivation and interest in learning. These difficulties should not be understood merely as individual shortcomings, but rather as reflections of a learning environment that limits the continuous internalization of the language. A school environment that does not yet provide contextual opportunities for practicing Arabic—either through school culture or daily social interactions—further reinforces these learning barriers. In such circumstances, students are required to learn a language that does not function as a living language within their social environment, causing instruction to become largely mechanical and highly dependent on teacher intervention in the classroom. Therefore, the challenges of Arabic language instruction in this school must be understood as issues rooted in the educational environment that collectively shapes students' learning experiences, rather than solely as weaknesses in instructional methods or individual abilities. Consequently, effective and adaptive instructional approaches are required to address these challenges. In general, motivation for learning Arabic in Indonesia has traditionally been driven by religious purposes, particularly the study and deepening of Islamic teachings through Arabic-language sources. However, in contemporary contexts, Arabic has become an integral part of the curriculum in formal educational institutions. Especially within Islamic educational institutions, Arabic is regarded as a compulsory subject that must be taught to students.

Learning is an interactive process involving teachers and students, with the primary objective of achieving new understanding and skills through various methods and media. This process encompasses a dynamic relationship between teachers as instructors and students as learners, extending beyond the mere transmission of knowledge to include the development of attitudes, values, and skills. Learning consists of several essential

components, namely the objectives to be achieved, instructional materials or content, teaching methods, and the evaluation of students' learning outcomes. As a continuous process, learning enables students to actively develop their potential, encompassing spiritual, intellectual, and social skills. The learning environment—including interactions between students and educators as well as learning resources within the contexts of family, school, and society—significantly influences the effectiveness of learning. In the digital era, online learning has further expanded access to education and enabled more flexible instructional methods. Overall, learning is a complex and integrated system in which various elements interact to create effective learning experiences for students (Cheung et al., 2021; Curum & Khedo, 2021; Maroukhas et al., 2023).

In the teaching and learning process, teachers are required to design key classroom components, such as spiritually oriented competencies, instructional content that emphasizes spiritual understanding, learning activities (including learning models, approaches, methods, and strategies), as well as evaluation. A learning model, as explained Shoimin (2021), is a conceptual framework that describes systematic procedures for organizing learning experiences in order to achieve specific objectives. This model serves as a guideline for instructional designers and teachers in planning effective teaching and learning activities.

In educational environments characterized by limited instructional time, heterogeneity of students' initial abilities, and minimal support from a language-rich environment, the selection of an appropriate learning model becomes a strategic factor that cannot be separated from the school's social context. In this regard, the Direct Instruction learning model is positioned not merely as a technical pedagogical approach (An & Oliver, 2025), but as an adaptive strategy for responding to learning environments that demand clarity of instruction, systematic structure, and strong instructional control. This approach enables teachers to manage classroom complexity more effectively, particularly in ensuring that all students—regardless of their social and educational backgrounds—receive equal access to learning materials. Thus, the implementation of Direct Instruction is relevant to be examined as a pedagogical effort oriented toward adaptation to challenging educational environments.

One learning model that can be implemented is Direct Instruction. This model is characterized by a systematic and structured approach in which the teacher plays an active role in directly delivering instructional content to students. Through this method, students are expected to more easily understand and master the Arabic language, as well as to increase their engagement in the learning process. This study aims to analyze the implementation of the Direct Instruction learning model in Arabic language instruction for eighth-grade students.

This study is expected to provide scientific information and make a meaningful contribution to educators, particularly teachers of Arabic language instruction, regarding the importance of applying the Direct Instruction learning model in the teaching and learning process. Furthermore, it is intended to serve as a reference for teachers in implementing effective learning models, thereby enabling students from diverse educational backgrounds to more easily comprehend the instructional material.

2. Methods

2.1 Research design

This study employed a descriptive qualitative research design with a field research approach. Taylor & Bogdan (1998) and Moleong (2010), define qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors. Descriptive qualitative methods emphasize the alignment of perspectives between the researcher and the informants and aim to provide a clear and comprehensive description of social phenomena as they naturally occur within society. Qualitative research is also referred to as a post-positivistic method, as it is

grounded in the philosophy of post-positivism. It is sometimes described as an artistic method because the research process tends to be more interpretive and flexible in nature. Furthermore, qualitative research is often termed interpretative research, as it seeks to understand phenomena based on their meanings within natural and objective contexts (Suryana, 2010).

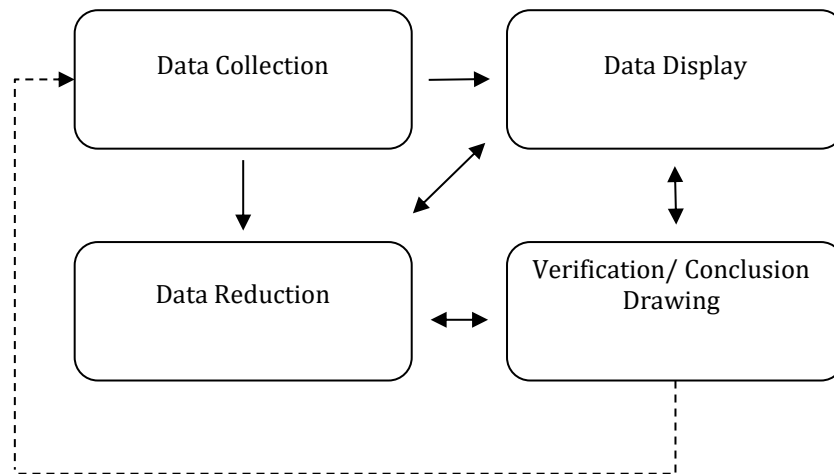


Fig. 1. Interactive data analysis model

Data collection in qualitative research generally involves three main techniques: observation, interviews, and documentation. In this study, observation was conducted using a non-participant observation technique, in which the researcher observed directly without being involved in the observed activities. This observation aimed to obtain data relevant to the research topic, particularly in examining the Arabic language learning process in the eighth-grade classroom, taught by M. N. (Waruwu, 2023; Yulistiawaty, 2021). In addition, interviews were employed as an effective data collection method in qualitative research, allowing for in-depth and contextual exploration of information. The selection of appropriate interview types, along with an understanding of their strengths and limitations, is essential in ensuring the validity and reliability of the collected data (Lestari et al., 2024; Rahmawati et al., 2024; Rehalat & Nurul 'ainy, 2023). Meanwhile, the documentation method was applied by collecting, processing, and archiving various forms of information related to the research, such as photographs, quotations, newspaper clippings, and other relevant references. This study utilized an interactive data analysis model developed by Miles and Huberman, which consists of four main stages; data collection, data reduction, data display, and conclusion drawing.

2.2 Data analysis

The data analysis process followed this interactive model in a cyclical manner. First, data collection involved gathering all relevant information through methods such as interviews, observations, and documentation, and was conducted continuously until data saturation was achieved. Second, data reduction was carried out by filtering, categorizing, and organizing the data to make it more concise and comprehensible, using techniques such as coding and the selection of relevant data. Third, the reduced data were presented in a more organized form, such as tables, charts, or descriptive narratives, to facilitate understanding and further analysis. The final stage involved drawing conclusions, in which the researcher interpreted the displayed data and identified emerging patterns or findings. The conclusions drawn were supported by strong evidence and subjected to a verification process to ensure the credibility and trustworthiness of the research results. This analytical model is interactive and iterative, allowing each stage to inform and interact with the others until a sufficient level of analytical saturation is achieved (Fadjarajani et al., 2020; Tomoia-Cotisel et al., 2024).

3. Results and Discussion

3.1 Implementation of direct instruction in arabic language learning

The Direct Instruction (DI) learning model has been implemented in various educational contexts, including Arabic language instruction. DI is a structured and systematic approach designed to provide clear and explicit instruction to students. In the context of Arabic language learning, this model aims to enhance students' linguistic comprehension and language skills, particularly in speaking and listening abilities. Based on the results of interviews conducted with the Arabic language teacher of eighth-grade students regarding the implementation of Direct Instruction in Arabic language learning, the research findings can be presented as follows.

Table 1. Interview with the Arabic Language Teacher

Question	Answer
Do the teachers use the Direct Instruction learning model?	Yes, most teachers at this school apply the Direct Instruction learning model, often combined with the lecture method.
As an Arabic language teacher, what difficulties are encountered in the teaching and learning process?	One of the main challenges is students' limited basic abilities in reading (<i>qirā'ah</i>) and vocabulary memorization (<i>mufradāt</i>). In addition, Arabic is not a compulsory subject as it is in <i>Madrasah Tsanawiyah</i> (MTs), where instruction is more structured. At this school, Arabic is taught as a local content subject with an allocation of only one to two instructional hours per week. The diversity of students' backgrounds also presents a challenge, particularly when students with prior pesantren education are taught alongside those without such backgrounds. This results in disparities in learning outcomes, where students with pesantren backgrounds generally achieve scores above 70, while those without tend to score below 70.
Does the learning model play an important role in the Arabic language learning process?	Yes, the learning model is a crucial aspect of the instructional process because it significantly influences the effectiveness of students' comprehension of the material being taught.
How are the difficulties encountered in the learning process addressed?	Learning difficulties are addressed by providing students with repeated practice. The more frequently students practice, the better they gradually understand and master the material. The principle applied is "slow but sure," allowing students to comprehend the lessons more effectively.
What are the reasons for choosing the Direct Instruction learning model in Arabic language instruction?	The selection of the Direct Instruction model is based on the diversity of students' educational backgrounds. Students need to be introduced to the material gradually, especially in Arabic language learning, which cannot be delivered intensively from the outset. Therefore, the material is presented slowly using simple and easily understandable language. Additionally, to maintain students' motivation, ice-breaking activities are occasionally incorporated to prevent monotony in the learning process. Through the Direct Instruction model, students' understanding of the material is expected to reach more than 40% to 60%, as evidenced by daily test scores used to assess students' abilities.
What is the purpose of implementing the Direct Instruction learning model?	The primary purpose of implementing the Direct Instruction model at this school is to help students understand the material more easily through systematic stages. In the learning process, the teacher acts as a facilitator who guides and teaches students step by step to help them grasp the instructional content more effectively.
What are the steps involved in implementing the Direct Instruction learning model?	The steps include: communicating learning objectives to students; ensuring students' readiness for learning; explaining the instructional material systematically; providing practice by presenting exercises and asking students to respond individually or in groups; evaluating students' understanding and providing

What is the role of the teacher in implementing the Direct Instruction learning model?	feedback; and giving students opportunities for independent practice through additional assignments to be completed at home. In the Direct Instruction model, the teacher plays a central role as a facilitator and guide in the learning process. The teacher is responsible for delivering material systematically, providing concrete examples, and guiding students in understanding and applying the concepts taught. In addition, the teacher provides constructive feedback and ensures that every student has the opportunity to practice and comprehend the material effectively.
In your opinion, what are the strengths and weaknesses of the Direct Instruction learning model in Arabic language instruction?	The strength of the Direct Instruction model lies in its ability to present material clearly and in a structured manner, allowing students to achieve optimal understanding. It also assists students who experience learning difficulties through step-by-step guidance. However, its weakness is the limited level of active student interaction, as the model tends to be teacher-centered. Furthermore, students with more exploratory learning styles may feel less challenged and become bored if the instruction is not supplemented with varied teaching methods.
As an Arabic language teacher, how do you determine the effectiveness of the Direct Instruction learning model?	The effectiveness of the Direct Instruction model can be assessed through various evaluation methods, such as written tests, reading skill assessments (<i>qirā'ah</i>), vocabulary memorization tests (<i>mufradāt</i>), and observations of students' engagement during the learning process. In addition, student reflection and feedback are also used to evaluate the extent to which students understand and apply the material taught.
What strategies are used to keep the Direct Instruction learning model engaging for students?	Considering that Arabic is not an easy language to learn, teachers often combine the Direct Instruction model with other techniques, such as group discussions, educational games, and ice-breaking activities. The use of interactive learning media, such as images, videos, or learning applications, can also enhance students' motivation and interest in learning Arabic.
What is the role of the school environment in supporting the success of the Direct Instruction learning model?	The school environment plays an important role in supporting the success of the Direct Instruction learning model. Support from the school administration, such as the provision of adequate learning facilities, sufficient instructional time for Arabic language classes, and support from fellow teachers and parents, can enhance the effectiveness of this learning model. Moreover, a conducive classroom atmosphere contributes to creating a comfortable learning environment that supports students' understanding.

The interview data indicate that the Direct Instruction learning model is consistent with the theoretical framework proposed by Hunaepi (2014), which emphasizes the active role of the teacher in systematically delivering instructional content. The Direct Instruction model consists of five main stages: (1) clearly communicating learning objectives so that students understand the direction and goals of the lesson; (2) demonstrating concepts, knowledge, and skills to be learned in order to provide students with concrete understanding; (3) providing guided practice, in which students practice under the teacher's guidance to ensure correct initial comprehension; (4) evaluating students' understanding and providing constructive feedback to correct and strengthen their learning; and (5) extending practice and applying the acquired knowledge in various contexts, enabling students to achieve deeper and more sustained mastery of the material.

The Direct Instruction learning model, particularly in the context of Arabic language instruction, emphasizes intensive and interactive teaching methods that enhance student engagement and comprehension. This model has been shown to significantly improve language skills, especially listening and speaking abilities, by utilizing direct communication in Arabic without reliance on students' mother tongue. The effectiveness of the Direct Instruction learning model in Arabic language instruction can be observed through improvements in learning outcomes. Research indicates that the implementation of Direct

Instruction contributes significantly to the enhancement of students' Arabic language skills, particularly in listening and speaking aspects. The systematic instructional structure and direct interaction between teachers and students facilitate deeper conceptual understanding and more intensive language practice (Lantolf & Esteve, 2019; Li & Zhang, 2022). These findings are consistent with the interview results, which revealed that through the use of the Direct Instruction model, "students' understanding of the material can reach more than 40% to 60%, as evidenced by daily test scores as indicators of students' abilities." These results are presented in Table 2.

Table 2. Results of daily tests for arabic subject

No.	Student name	Daily score
1.	AR	90/100
2.	AN	88/100
3.	AF	80/100
4.	AN	88/100
5.	AJ	86/100
6.	AS	80/100
7.	ANS	80/100
8.	AL	80/100
9.	DS	80/100
10.	FFN	80/100
11.	H	82/100
12.	IFA	84/100
13.	JP	78/100
14.	LN	80/100
15.	NNA	82/100
16.	NS	84/100
17.	NNA	84/100
18.	NAM	80/100
19.	NR	82/100
20.	NNF	82/100
21.	NI	86/100
22.	OSN	82/100
23.	PN	82/100
24.	PEK	80/100
25.	PN	78/100
26.	QNH	80/100
27.	RA	80/100
28.	SDR	78/100
29.	VE	80/100
30.	YP	80/100
31.	ZO	78/100
32.	ZPR	80/100
33.	ZR	80/100
34.	AM	78/100
35.	UAF	90/100
36.	DMNR	80/100

The improvement in students' learning achievement, as reflected in their daily test scores, also indicates the compensatory function of the Direct Instruction learning model within a constrained educational environment. In situations where Arabic language learning is not supported by sustained practice outside the classroom, structured instruction that emphasizes the reinforcement of fundamental concepts becomes a crucial strategy for maintaining the continuity of the learning process. These findings suggest that a learning model not only serves as a medium for knowledge transmission but also functions as an instrument of pedagogical adaptation to a school social environment that does not yet fully support foreign language learning.

Learning can be defined as a process of change carried out consciously and intentionally, aimed at producing positive transformations within individuals. According to Law Number 20 of 2003, learning is an interaction process between learners and learning resources within a learning environment (Salsabila et al., 2024). As shown in the table above, learning involves not only instruction delivered by teachers but also active student participation in the learning process. Several key components of learning include learning objectives, which determine the goals to be achieved; the curriculum, which serves as a plan governing instructional content and activities; the role of the teacher as a facilitator who guides students through the learning process; student participation in the form of active engagement in learning activities; instructional methods used to deliver content; and learning materials and instructional tools that support the learning process (Faizah & Kamal, 2024). The learning process consists of interconnected stages, namely planning, implementation, and evaluation, which aim to assess students' learning outcomes in order to determine the extent to which instructional objectives have been achieved. Overall, learning is an integral educational activity that involves multiple elements working together to achieve effective educational goals. A deep understanding of this concept can assist educators in designing more meaningful and effective learning experiences for students (Tawfik et al., 2022).

With regard to student engagement and learning motivation, this learning model creates a more dynamic and interactive learning environment that encourages active student involvement. Continuous direct interaction, the use of visual aids, and teachers' verbal and nonverbal expressions contribute to enhancing students' learning motivation. Through intensive communication in Arabic, students are more encouraged to participate and to develop their language skills in a more natural manner (Almelhes, 2024). Nevertheless, although this model has proven effective in improving students' comprehension, an overly teacher-centered approach may present challenges. Limited flexibility in providing opportunities for student exploration may hinder the development of critical thinking skills and creativity. Therefore, a combination of more varied instructional strategies is required to optimize learning outcomes holistically.

To prepare effective Arabic language instruction, several essential steps must be undertaken. The first step is instructional planning, which includes determining learning objectives, both general objectives and specific goals such as understanding the Qur'an. In addition, the preparation of lesson plans (*Rencana Pelaksanaan Pembelajaran/RPP*) should include instructional identity, subject matter, grade level, and clearly defined competency standards (Enramika, 2022; Hafinda et al., 2025). Subsequently, preparing instructional materials that align with students' needs is crucial, encompassing vocabulary mastery, grammar, and the development of speaking, listening, reading, and writing skills. The use of instructional media such as videos, songs, and digital applications can further enhance interaction and students' comprehension of the material presented.

"The learning model is one of the most important elements in the learning process."
(Respondent – MN).

Learning models play a crucial role in education by providing structured frameworks that guide the design and delivery of learning experiences. These models are grounded in learning theories and are essential for achieving specific educational objectives. They assist educators in creating active, engaging, and meaningful learning environments, which are fundamental to effective teaching and learning. The adaptability and variety of learning models allow them to be applied across diverse educational contexts, thereby enhancing learning experiences for heterogeneous learners. Learning models offer practical guidelines and strategies for educators, making them more concrete and applicable than abstract learning theories (Həsənli, 2024). They function as systematic procedures that encompass strategies, techniques, methods, and assessment tools, all of which are critical for achieving specific learning objectives (Ilmiati, 2024).

Various learning models have been developed, such as social interaction models, information-processing models, and problem-based learning models, each of which can be adapted to different educational settings and learner characteristics (Wantu et al., 2023). The implementation of learning models requires careful preparation, including instructional planning and evaluation, to ensure that learning remains active, enjoyable, and meaningful (Joyce & Calhoun, 2024). In every classroom learning process, various challenges inevitably arise. This is consistent with the interview findings from Mohammad Nikmatulloh, who identified students' limited basic abilities in reading (*qirā'ah*) and vocabulary memorization (*mufradāt*) as key challenges. In addition, Arabic is not a compulsory religious subject as it is in *Madrasah Tsanawiyah* (MTs), which employs a more structured curriculum. At this school, Arabic is taught only as a local content subject with limited instructional time, namely one to two periods per week. Another challenge concerns the diversity of students' educational backgrounds within a single classroom, resulting in significant disparities in learning outcomes between students with pesantren backgrounds and those without such educational experience.

Furthermore, the selection of appropriate instructional methods significantly influences the effectiveness of the teaching and learning process. Contextual or communicative approaches can be employed to connect instructional content with students' daily lives. Learning activities such as discussions, role-playing, and the use of contemporary materials can make instruction more engaging. The integration of technology in learning can also provide interactive exercises that support students' comprehension. Learning evaluation serves as the final stage in ensuring instructional effectiveness and includes assessment systems such as written or oral tests and other assignments. Constructive feedback based on evaluation results is also essential to help students identify areas for improvement (Netti & Lindra, 2022; Rad et al., 2024).

In the instruction of *Adawaatu Nashbi* material, which was conducted in a single meeting with a duration of 2×40 minutes, the teacher began the learning process by ensuring that students were prepared to receive the lesson. After completing the introductory phase, the teacher proceeded to the core instructional activities by asking students to open their student worksheets (*Lembar Kerja Siswa/LKS*) as learning resources. The teacher then explained the concept of *Adawaatu Nashbi* using the Direct Instruction learning model, which required the teacher to guide students closely in order to facilitate gradual and systematic understanding of the material.

The teacher began the lesson by introducing the basic concept of *Adawaatu Nashbi*, followed by an explanation of its definition and its relationship to *fi'il* (verbs), along with their classifications, to the eighth-grade students of class VIII G. To facilitate students' understanding, the teacher wrote the material on the whiteboard before providing a more detailed explanation. The teacher explained that *Adawaatu Nashbi*, also known as *Āmil Nawāsib*, are particles that function to place verbs in the *nashb* (accusative/subjunctive) case. The lesson focused on particles that cause the *fi'il mudhāri'* (present/future verb) to take the *nashb* form, including:

أَنْ (An Mashdariyyah), which generally occurs between two verbs.

لَنْ (Lan), which is used to express negation with the meaning "will not," as in the sentence "A person who is lazy in studying will not succeed."

لِ (Li), which means "in order to," "so that," or "for," and is commonly used in responses to the question *limādhā?* (why?).

To enhance students' comprehension, the teacher provided example sentences in Indonesian and asked students to think critically and determine the correct answers. This strategy was intended to train students' focus and deepen their understanding of the material presented. In addition to discussing *Adawaatu Nashbi*, the teacher also reviewed the basic concept of *fi'il* and its types. The teacher asked students about the definition of *fi'il*

and explained that a *fi'il* is a verb that is related to time (past, present, or future). *Fi'il* is classified into three types: (1) *Fi'il Māḍī*, which indicates past actions; (2) *Fi'il Mudhāri'*, which indicates present or future actions; and (3) *Fi'il Amr*, which conveys commands. Since the lesson focused on *Adawaatu Nashbi*, which affect *fi'il mudhāri'*, the teacher explained the characteristics of *fi'il mudhāri'*, namely: (a) it denotes actions that are occurring or will occur; (b) it begins with one of the *ḥurūf mudhāra'ah* (ا، ن، ي، ت); and (c) the writing of the *ḥurūf mudhāra'ah* follows a specific sequential pattern. To clarify students' understanding, the teacher wrote an example sentence on the board, such as: "لن يسبح أحمد في النهر", which means "Ahmad will not swim in the river." The teacher then explained that changes in *fi'il mudhāri'* occur when it is preceded by *'āmil nashb* such as *an*, *lan*, and *li*, which belong to the category of *Adawaatu Nashbi*. Through this method, students were expected to gain a clearer understanding of the material through systematic explanation and concrete examples.

In the previous meeting, the teacher had discussed the changes in *fi'il mudhāri'* when preceded by *'āmil nashb*. In the current session, the discussion was continued by elaborating on key points related to the previously learned material. The teacher explained that a *fi'il mudhāri'* preceded by *'āmil nashb* takes a *fathah* ending if it does not belong to the category of *af'āl al-khamsah*. However, if a *fi'il mudhāri'* is preceded by *'āmil nashb* and belongs to *af'āl al-khamsah*, the grammatical change involves the deletion of the letter *nūn*. In other words, the sign of *nashb* for *af'āl al-khamsah* is the omission of the *nūn*, which normally serves as the marker of the *marfū'* form. Furthermore, the teacher revisited *Adawaatu Nashbi* by providing an example using the word *شهد*. When this word is used with a pronominal subject (*ism ḍamīr*), it changes into *fi'il mudhāri'* according to the subject. Examples of these changes are presented in Table 3.

Table 3. Ism dhomir, which has changed to fi'lul mudhari'

Translate	Fi'il Madhi	Ism Dhomir
He saw	يشاهد	هو
She saw	تشاهد	هي
You (masculine) saw	تشاهد	أنت
You (feminine) saw	تشاهدين	أنت
I saw	أشاهد	أنا
We saw	نشاهد	نحن

Based on the table, the teacher then confirmed whether students had understood the material or required further explanation. To reinforce understanding, the teacher provided another example using the word *كتب*, which was transformed into the *fi'il māḍī* form according to the corresponding *ism ḍamīr*. The teacher reiterated that *fi'il māḍī* is a verb form denoting past actions. Generally, *fi'il māḍī* consists of a minimum of three letters and a maximum of four letters, such as the pattern *فعل*. Basically, *fi'il māḍī* follows the rule of *maftūḥ al-ākhir* (ending with *fathah*), except when it is followed by *wāw al-jamā'ah* or a *ḍamīr mutaḥarrrik* (a pronominal suffix with a vowel). As an illustration, the conjugation of the verb *كتب* in the *fi'il māḍī* form based on *ism ḍamīr* is presented in Table 4.

Table 4. Conjugation of words in the form of fi'il madhi based on ism dhomir

Translate	Fi'il Madhi	Ism Dhomir
He writes	كُتِبَ	هو
They (two males) write	كُتِبَا	هما
They (many males) write	كُتِبُوا	هم
She writes	كُتِبَتْ	هي
They (two females) write	كُتِبَتَا	هما
They (many females) write	كُتِبْنَ	هنّ
You (male, singular) write	كُتِبْتَ	أنت
You (two males) write	كُتِبْتُمَا	أنتما
You (many males) write	كُتِبْتُمْ	أنتم
You (female, singular) write	كُتِبْتِ	أنت

Your (two females) write	كُتِبْنَا	أنتما
You (many females) write	كُتِبْتُنَّ	أنتنَّ
I write	كُتِبْتُ	أنا
We write	كُتِبْنَا	نحن

Through this discussion, the teacher expected students to understand the concept of changes in *fi'īl mudhāri'* when preceded by *'āmil nashb* and to recall the various conjugated forms of *fi'īl māḍī* according to their respective *ism ḍamīr*. The final stage of the learning process focused on evaluating students' understanding of the material that had been taught. The teacher assessed the extent of students' comprehension by randomly selecting several students to mention the types of *ḥurūf 'āmil nawāsib*. In addition, students were asked to construct example sentences and demonstrate them directly in front of the class. This method enabled the teacher to identify students' levels of understanding, distinguishing between those who had mastered the material and those who still required additional guidance. Through direct interaction, the teacher was able to provide support to students who had not yet fully understood the material, while also giving positive reinforcement to students who responded correctly. During the closing activity, the teacher reinforced the material to help students retain the concepts that had been learned. This repetition aimed to strengthen students' memory and ensure that they clearly understood each key point of the lesson.

Evaluation constitutes an essential component of every learning session. The teacher regularly conducted reflections on the instructional methods that had been implemented. This evaluation process assisted the teacher in determining the effectiveness of the learning activities and whether improvements were needed in content delivery or classroom management for subsequent meetings. As a result, instruction could be carried out more optimally and in accordance with students' needs. Evaluation in Arabic language learning encompasses a range of methodologies, strategies, and the integration of modern technology, all of which are intended to enhance educational outcomes. Evaluation should also consider diverse intelligences beyond traditional testing, incorporating emotional and spiritual dimensions (Husna et al., 2024).

The research findings further indicate that the effectiveness of implementing the Direct Instruction model cannot be separated from the learning environment. An academically heterogeneous classroom environment requires teachers to manage instruction in a more structured manner so that all students are able to follow the material equitably. Within this context, Direct Instruction functions as a mechanism of instructional control that helps reduce disparities in students' understanding arising from differences in social and educational backgrounds. Observational results show that clarity of instruction, repetition of material, and guided practice are key elements that enable students with lower initial abilities to remain actively engaged in the learning process.

3.2 Data analysis

This study analyzed data from observations, interviews, and documentation to examine the implementation of Direct Instruction in Arabic language learning for eighth-grade students. The analysis focused on three main aspects: planning, implementation, and evaluation of learning. At the planning stage, the researcher assessed the teacher's ability to develop lesson plans, including the appropriateness of instructional materials and strategies employed. During implementation, the study evaluated the application of the Direct Instruction model, including classroom management, content delivery, guided practice, and feedback provision. Meanwhile, in the evaluation phase, the methods and assessment techniques used by the teacher, as well as their ability to analyze learning outcomes, were examined. This analysis aimed to provide an overview of the effectiveness of Direct Instruction in Arabic language learning.

First, the analysis of Arabic language lesson planning revealed that the planning process was carried out through a multifaceted approach, encompassing curriculum

management, teaching strategies, and evaluation methods. Effective planning was considered crucial for addressing various educational challenges, particularly in enhancing student motivation and engagement. Curriculum development involved stages such as needs analysis, goal formulation, content development, and evaluation, each of which may vary between institutions (Assagaf, 2024). To monitor learning progress, students were assessed according to national standards that include cognitive, affective, psychomotor, and other psychological aspects (Nuha, 2016; Abbasi et al., 2023). In addition, lesson plans were adapted to the 2013 Curriculum, with materials, instructional media, syllabi, and achievement indicators systematically arranged to support a focused learning process. The teacher also utilized student workbooks (LKS) aligned with lesson content, along with other supporting resources, to enrich the instructional experience comprehensively.

Second, the analysis of learning implementation indicated that teachers applied the Direct Instruction model, positioning themselves as the central facilitator of content delivery. The teacher provided clear, systematic, and structured instructions, enabling students to follow the learning process with ease. Varied teaching methods and intensive interaction were shown to increase student interest and motivation, in line with classroom management strategies that foster a conducive environment and promote positive engagement (Mukhlis et al., 2024; Yanti & Qomarul Sholihah, 2024). Additionally, the regular use of formative assessments served as an essential tool to monitor student comprehension, allowing the teacher to adjust instructional strategies in a timely manner to achieve optimal learning outcomes. This highlights the importance of implementing interactive methods that are not only instructional but also responsive to classroom dynamics.

Next, the evaluation of learning in lesson plans was defined as the process of testing, assessing, or measuring the extent to which students mastered the material that had been taught. Continuous evaluation allowed educators to monitor academic progress and adjust teaching methods for greater effectiveness (Mukhlis et al., 2024). At this school, evaluation was divided into two main types: written and oral assessments. Written assessments generally consisted of multiple-choice and essay questions sourced from the student workbook (LKS), designed to test conceptual and theoretical understanding. Oral assessments were conducted through direct question-and-answer sessions between the teacher and selected students, measuring active communication skills and practical application of Arabic in daily interactions. This integrated assessment strategy measured both theoretical knowledge and practical language use, providing a comprehensive view of student learning outcomes (Sarbaini & Rahmi, 2024).

Finally, the implementation of the Direct Instruction method demonstrated significant effectiveness in improving students' comprehension and language skills. This method emphasizes systematic and structured content delivery through detailed explanations, concrete examples, and direct teacher-student interaction. The teacher-centered approach of Direct Instruction creates a dynamic and interactive classroom environment, allowing students to actively ask questions and receive real-time feedback. The positive impact of this method is reflected in increased average student scores on evaluations, indicating a higher level of mastery of the material. Consequently, Direct Instruction not only facilitates theoretical understanding but also enhances students' practical ability to use Arabic effectively in both academic and everyday contexts.

Effective assessment strategies are essential for improving teaching quality and student outcomes in Arabic language skills (Sarbaini & Rahmi, 2024). Well-designed assessments not only measure students' academic performance but also help teachers identify students' strengths and weaknesses in the learning process. With this understanding, teachers can develop instructional strategies that are better aligned with students' needs, enabling them to achieve optimal learning outcomes. The evaluation methods applied were designed to align with learning objectives. By combining written and oral assessments, students were tested not only on theoretical knowledge but also on the practical application of Arabic in various contexts.

The Direct Instruction method implemented at this school proved effective in enhancing students' comprehension of Arabic. This method emphasizes systematic and organized learning, with material presented gradually to facilitate understanding. Direct Instruction allows the teacher to provide detailed explanations, concrete examples, and direct interaction with students during the learning process. This approach also creates a more dynamic and interactive learning environment, where students can ask questions and receive feedback directly from the teacher. The positive impact of this method is evident in the increased average scores of students on evaluations, demonstrating improved understanding and mastery of the material.

In addition to improving comprehension, the Direct Instruction method also contributes to the development of students' language skills, including speaking, reading, writing, and deeper understanding of Arabic. This approach enables students to actively use Arabic in daily life, both in classroom communication and informal conversations with peers or family. This demonstrates that an appropriate instructional approach can yield significant improvements in students' language abilities. As students' language proficiency increases, they are not only able to understand theoretical concepts taught in class but also apply them in real-world contexts, ultimately enriching their overall learning experience.

3.3 Discussion

The results of this study confirm that Arabic language learning at the junior high school level cannot be separated from the social and institutional context in which it takes place. The status of Arabic as a local content subject, the limited instructional time, and the minimal presence of a language ecosystem within the school environment create challenging learning conditions. Within this context, the implementation of the Direct Instruction model demonstrates its relevance as a pedagogical response to educational settings that require structure, clarity, and consistency in content delivery. These findings reinforce the view that the effectiveness of a learning model is strongly influenced by its alignment with the characteristics of the learning environment, rather than solely by its theoretical advantages.

This research was carefully designed using a qualitative approach that employed multiple data collection methods, including direct classroom observation, in-depth interviews with teachers and students, and document analysis encompassing lesson plans, evaluation sheets, and academic activity records. Through these activities, the researcher successfully collected accurate and comprehensive data regarding the implementation of the Direct Instruction model in Arabic learning for eighth-grade students. Data collection was conducted systematically and integratively, producing a holistic understanding of the interaction dynamics between teachers and students during the teaching-learning process. The researcher analyzed each aspect, from instructional planning and content delivery to assessment, to determine the extent to which Direct Instruction facilitates deep comprehension of the material.

Based on the data analysis, Arabic lesson planning exhibited a multifaceted approach involving curriculum management, teaching strategies, and evaluation methods. The planning process began with a thorough needs analysis, formulation of specific learning objectives, development of relevant content, and preparation of instructional materials such as lesson plans (RPP), syllabi, and student workbooks (LKS). These efforts ensured that the material aligned with the 2013 Curriculum and addressed challenges related to enhancing student motivation and engagement. The use of additional supporting resources further enriched the content, establishing a strong foundation for the teaching-learning process. These findings are consistent with Assagaf (2024) and Nuha & Musyafa'ah (2022), who emphasize the importance of integrated planning to maximize student learning outcomes.

In terms of learning implementation, the data indicated that the Direct Instruction model was highly effective in creating a conducive and interactive classroom environment. The teacher acted as the central facilitator, providing clear, systematic, and structured instructions. Varied teaching methods, ranging from detailed explanations to interactive

discussions, successfully increased students' active participation in each learning session. Moreover, classroom management strategies emphasizing positive interaction, combined with the periodic use of formative assessments, enabled the teacher to monitor student comprehension in real time and adjust instructional strategies as needed. These findings support the observations of Mukhlis et al. (2024) and Yanti & Sholihah (2024) regarding the importance of responsive teaching approaches that accommodate classroom dynamics.

Learning evaluation at the school involved a combination of written and oral assessments to comprehensively measure mastery of the material. Written assessments, consisting of multiple-choice and essay questions from the LKS, were used to evaluate cognitive understanding and theoretical knowledge. Oral assessments, conducted through direct question-and-answer interactions, provided deeper insights into students' communicative competence and practical use of Arabic. This integrated assessment strategy not only measured learning outcomes objectively but also served as a diagnostic tool to identify individual strengths and weaknesses. Consequently, continuous evaluation provided a strong foundation for formulating appropriate remedial strategies, in line with Sarbaini & Rahmi (2024).

Beyond these aspects, the data analysis also highlighted several challenges and opportunities for development that warrant special attention. Common challenges included limited resources, both in terms of facilities and instructional materials, which are crucial for supporting interactive learning. In addition, teacher readiness to integrate educational technology remains an area of concern, as digital media can further enrich content delivery and enhance student engagement. The study suggests that while Direct Instruction has been implemented effectively, the sustainability and innovation of teaching methods require further support from the school through regular teacher training and professional development. This aligns with the view that pedagogical innovation must respond to technological advances and the evolving dynamics of modern education to create a more adaptive and inclusive learning environment.

Furthermore, the analysis emphasizes the importance of collaboration among teachers, students, and school management in creating a holistic teaching-learning process. Active student engagement in various learning activities not only enhances content understanding but also cultivates communication, creativity, and problem-solving skills. Routine formative assessments serve as a critical mechanism for identifying learning gaps in real time, allowing teachers to implement immediate interventions and improvements. Additionally, lesson planning that integrates conventional and digital learning resources offers opportunities to optimize the learning process. The use of online platforms, multimedia, and other digital resources provides varied and engaging teaching methods that are relevant to the needs of contemporary students.

The implementation of Direct Instruction in this study also has significant social implications, particularly regarding equitable access to learning. The structured nature of this model ensures that students from less advantaged educational backgrounds still have the opportunity to learn on par with peers who possess greater cultural capital (Ayunda et al., 2024). Thus, Direct Instruction not only contributes to improved learning outcomes but also functions as a pedagogical strategy that promotes educational equity in heterogeneous school environments. These implications indicate that instructional innovation should be viewed as part of broader efforts to build a more inclusive and sustainable educational environment.

Overall, the application of Direct Instruction in Arabic language has had a significant positive impact on students' comprehension and language skills. The systematic and interactive delivery of material enables students not only to understand concepts theoretically but also to apply them in real-life contexts. The improvement in students' average scores across evaluation cycles serves as a strong indicator of the method's effectiveness. The findings underscore that well-planned instructional strategies and integrated evaluation are key to creating an optimal learning environment. Therefore, it is recommended that schools continue to develop Direct Instruction methods and enhance

teacher competence through intensive training to maintain quality and innovation in the teaching-learning process.

4. Conclusions

The results of the analysis indicate that the implementation of this method not only enhances teaching effectiveness but also supports the creation of a conducive learning environment in which every student is given the opportunity to develop their academic potential optimally. The findings of this study provide a strong foundation for formulating future improvement strategies, with a particular emphasis on instructional innovations that are responsive to the challenges of modern education and the continually evolving needs of students. The implementation of the Direct Instruction model in the eighth-grade classroom was carried out through a series of strategic stages involving instructional planning, teaching implementation, and evaluation of learning outcomes. The initial planning stage was marked by the preparation of a detailed instructional plan, in which the teacher formulated learning objectives, determined relevant teaching materials, and selected appropriate methods and media to support content delivery. During the implementation stage, the teacher applied direct instructional techniques by providing systematic explanations, enabling students to follow the learning process clearly and in a structured manner. Learning evaluation was conducted through the use of oral questioning and practice exercises designed to assess the extent to which students understood the basic concepts of the Arabic language. This evaluation process functioned not only as a tool for measuring academic achievement but also as important feedback for teachers to adjust instructional methods in real time. Thus, the application of these stages has been proven to help students master the material more deeply and systematically, while simultaneously strengthening the teacher's role as a facilitator who is responsive to classroom dynamics.

Overall, this study demonstrates that the application of the Direct Instruction learning model in Arabic language instruction for eighth-grade students is not only effective in improving students' comprehension and language skills, but also relevant as a pedagogical response to an educational environment characterized by structural limitations. The position of Arabic as a local content subject, the heterogeneity of students' backgrounds, and the limited availability of a language-supportive ecosystem within the school environment collectively shape a learning context that demands a structured and adaptive instructional approach. Within this context, Direct Instruction functions as a learning strategy capable of bridging gaps in students' abilities and fostering a more inclusive learning environment. These findings indicate that the success of a learning model cannot be separated from its suitability to the social and institutional conditions of the school; therefore, the development of educational practices must consider the educational environment as a key factor in improving the quality and equity of learning outcomes.

Acknowledgement

The author would like to express their sincere gratitude to the anonymous reviewers for their invaluable comments and insightful suggestions, which greatly contributed to improving the quality and clarity of this manuscript.

Author Contribution

F.A.R. contributed to the conceptualization, methodology, writing – original draft preparation, writing – review & editing. The author have read and agreed to the published version of the manuscript.

Funding

This research received no external funding.

Ethical Review Board Statement

Ethical review and approval were waived for this study due to the nature of the research, which involved minimal risk to participants and did not include sensitive personal data. The study was conducted in accordance with applicable research ethics principles.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study prior to data collection.

Data Availability Statement

Not available.

Conflicts of Interest

The author declare no conflict of interest.

Declaration of Generative AI Use

During the preparation of this article, the author used ChatGPT (OpenAI) to assist in the assist in improving grammar, clarity, and academic tone of the manuscript. After using this tool, the author reviewed and re-edited the manuscript and takes full responsibility for the content of this manuscript.

Open Access

©2026. The author(s). This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit: <http://creativecommons.org/licenses/by/4.0/>

References

- Abbasi, M., Shirazi, M., Torkmandi, H., Homayoon, S., & Abdi, M. (2023). Impact of teaching, learning, and assessment of medical law on cognitive, affective and psychomotor skills of medical students: a systematic review. *BMC Medical Education*, 23(1), 703. <https://doi.org/10.1186/s12909-023-04695-2>
- Almelhes, S. (2024). Enhancing Arabic language acquisition: Effective strategies for addressing non-native learners' challenges. *Education Sciences*, 14(10), 1116. <https://doi.org/10.3390/educsci14101116>
- An, T., & Oliver, M. (2021). What in the world is educational technology? Rethinking the field from the perspective of the philosophy of technology. *Learning, Media and Technology*, 46(1), 6-19. <https://doi.org/10.1080/17439884.2020.1810066>
- Assagaf, M. R. (2024). Arabic Curriculum Planning Management. *Golden Ratio of Data in Summary*, 4(2), 496-504. <https://doi.org/10.52970/grdis.v4i2.561>
- Ayunda, V., Jannah, A. M., & Gusmaneli, G. (2024). Metode Pembelajaran yang Efektif dalam Pendidikan Dasar. *Wathan: Jurnal Ilmu Sosial Dan Humaniora*, 1(3), 259-273. <https://doi.org/10.71153/wathan.v1i3.139>
- Cheung, S. K., Kwok, L. F., Phusavat, K., & Yang, H. H. (2021). Shaping the future learning environments with smart elements: challenges and opportunities. *International Journal of Educational Technology in Higher Education*, 18(1), 16. <https://doi.org/10.1186/s41239-021-00254-1>

- Curum, B., & Khedo, K. K. (2021). Cognitive load management in mobile learning systems: principles and theories. *Journal of Computers in Education*, 8(1), 109-136. <https://doi.org/10.1007/s40692-020-00173-6>
- Enramika, T. (2022). Penyusunan Perencanaan Perangkat Pembelajaran Bahasa Arab. *Islamic Education*, 2(2), 14-19. <https://doi.org/10.57251/ie.v2i2.487>
- Fadjarajani, S., Rosali, E. S., Patimah, S., Liriwati, F. Y., Nasrullah, N., Sriekaningsih, A., & Nugraha, M. S. (2020). *Metodologi Penelitian Pendekatan Multidisipliner*. Ideas Publishing.
- Faizah, H., & Kamal, R. (2024). Belajar dan Pembelajaran. *Jurnal Basicedu*, 8(1), 466-476. <https://doi.org/10.31004/basicedu.v8i1.6735>
- Hafinda, T., Alfisah, R., & Agustina, M. (2025). From Planning to Practice: A Comprehensive Evaluation of Thematic Lesson Plans in Madrasah Ibtidaiyah in Aceh Barat. *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, 34(2), 201-216. <https://doi.org/10.17977/um009v34i22025p201-216>
- Həsənli, N. (2024). Application of the Vark Model to the Subject of Geography In the Learning Process. *Scientific Works*, 91(1), 160-162. [https://doi.org/10.69682/azrt.2024.91\(1\).160-162](https://doi.org/10.69682/azrt.2024.91(1).160-162)
- Hunaepi., Samsuri, T., & Afrilyana, M. (2014). *Model Pembelajaran Langsung: Teori dan Praktik*. Duta Pustaka Ilmu.
- Husna, W., Waro, R., & Chamidah, D. (2024). Evaluating Arabic Language Education Based on the Foundations of Multiple Intelligences by Howard Gardner. *Abjadia : International Journal of Education*, 9(3), 573-588. <https://doi.org/10.18860/abj.v9i3.28344>
- Ilmiati, A. (2024). Penerapan Model Discovery Learning terhadap Literasi Sains pada Pembelajaran Fisika. *Jurnal Citra Pendidikan*, 4(2), 1768-1776. <https://doi.org/10.38048/jcp.v4i2.2989>
- Joyce, B., & Calhoun, E. (2024). *Models of teaching*. Routledge.
- Lantolf, J. P., & Esteve, O. (2019). Concept-based instruction for concept-based instruction: A model for language teacher education. In *Evidence-based second language pedagogy* (pp. 27-51). Routledge.
- Lestari, N., Aprisa, M. T., & Dewi, D. E. C. (2024). Eksplorasi Strategi Pengumpulan Data Dalam Penelitian Kualitatif Dan Kuantitatif; Studi Perbandingan Metode Tesis Di Kalangan Akademisi. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 4(3), 380-388. <https://doi.org/10.54437/irsyaduna.v4i3.1848>
- Li, D., & Zhang, L. (2022). Exploring teacher scaffolding in a CLIL-framed EFL intensive reading class: A classroom discourse analysis approach. *Language Teaching Research*, 26(3), 333-360. <https://doi.org/10.1177/1362168820903340>
- Marougkas, A., Troussas, C., Krouska, A., & Sgouropoulou, C. (2023). Virtual reality in education: a review of learning theories, approaches and methodologies for the last decade. *Electronics*, 12(13), 2832. <https://doi.org/10.3390/electronics12132832>
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya Bandung.
- Mukhlis, M. S., Amalia, J. N., & Ardiansyah, M. (2024). Organizational Management of Arabic Language Learning at Muslim Cendekia Primary School Batu. *Abjadia : International Journal of Education*, 9(3), 565-572. <https://doi.org/10.18860/abj.v9i3.28155>
- Netti, & Lindra, A. (2022). Proses Pembelajaran Bahasa Arab di Madrasah Aliyah Negeri (Man) Kubang Putih. *El-Rusyd : Jurnal Sekolah Tinggi Ilmu Tarbiyah STIT Ahlussunnah Bukittinggi*, 5(2). <https://doi.org/10.58485/elrusyd.v5i2.58>
- Nuha, U. (2016). *Ragam Metodologi & Media Pembelajaran Bahasa Arab*. Diva Press.
- Rad, H. S., Alipour, R., & Jafarpour, A. (2024). Using artificial intelligence to foster students' writing feedback literacy, engagement, and outcome: A case of Wordtune application. *Interactive Learning Environments*, 32(9), 5020-5040. <https://doi.org/10.1080/10494820.2023.2208170>
- Rahmawati, A., Halimah, N., Karmawan, K., & Setiawan, A. A. (2024). Optimalisasi Teknik Wawancara Dalam Penelitian Field Research Melalui Pelatihan Berbasis Participatory

- Action Research Pada Mahasiswa Lapas Pemuda Kelas IIA Tangerang. *Jurnal Abdimas Prakasa Dakara*, 4(2), 135–142. <https://doi.org/10.37640/japd.v4i2.2100>
- Rehalat, A., & Nurul 'ainy, Z. (2023). Analisis Keterampilan Bertanya Guru Ekonomi Pada Kelas VII Di SMP Kartika Ambon. *Perspektif Pendidikan Dan Keguruan*, 14(1), 37–44. [https://doi.org/10.25299/perspektif.2023.vol14\(1\).12404](https://doi.org/10.25299/perspektif.2023.vol14(1).12404)
- Salsabila, S., Nugraha, A. B., & Gusmaneli, G. (2024). Konsep dasar belajar dan pembelajaran dalam pendidikan. *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, 4(2), 100-110. <https://doi.org/10.56910/pustaka.v4i2.1390>
- Sarbaini, A., & Rahmi, N. (2024). Enhancing Arabic Speaking Skills: A Study on Instructional Design, Implementation, and Assessment. *Arabiyatuna: Jurnal Bahasa Arab*, 8(2), 641–662. <https://doi.org/10.29240/jba.v8i2.10828>
- Shoimin, A. (2021). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Ar-Ruzz Media.
- Suryana. (2010). *Metodologi Penelitian: Model Praktis Penelitian Kuantitatif dan Kualitatif*. Universitas Pendidikan Indonesia.
- Tawfik, A. A., Gatewood, J., Gish-Lieberman, J. J., & Hampton, A. J. (2022). Toward a definition of learning experience design. *Technology, Knowledge and Learning*, 27(1), 309-334. <https://doi.org/10.1007/s10758-020-09482-2>
- Taylor, S. J., & Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource* (3rd ed.). John Wiley & Sons Inc.
- Tomoaia-Cotisel, A., Allen, S. D., Kim, H., Andersen, D. F., Qureshi, N., & Chalabi, Z. (2024). Are we there yet? Saturation analysis as a foundation for confidence in system dynamics modeling, applied to a conceptualization process using qualitative data. *System Dynamics Review*, 40(4), e1781. <https://doi.org/10.1002/sdr.1781>
- Wantu, H. M., Djafri, N., Lamatenggo, N., & Umar, M. K. (2023). Learning Models: A Literature Review. *International Journal of Social Science and Human Research*, 06(05). <https://doi.org/10.47191/ijsshr/v6-i5-31>
- Waruwu, M. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910. <https://doi.org/10.31004/jptam.v7i1.6187>
- Yanti, Y. A. A., & Qomarul Sholihah. (2024). Strategi Pengelolaan Kelas Dalam Meningkatkan Motivasi Belajar Peserta Didik Pada Mata Pelajaran Bahasa Arab. *TA'DIB: Jurnal Pendidikan Agama Islam*, 2(2), 222–235. <https://doi.org/10.69768/jt.v2i2.56>
- Yulistiaawaty, N. T. (2021). *Kegiatan Pramuka Di SDN 1 Hadiluwih Berbasis Patriotisme untuk Menumbuhkan Rasa Nasionalisme*. STKIP PGRI Pacitan.

Biography of Author

Fatmaya Anisa Rahmania, Department of Islamic Education Management, Postgraduate Program, Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri, Purwokerto, Central Java 53124, Indonesia.

- Email: fatmaya.rahmania@gmail.com
- ORCID: N/A
- Web of Science ResearcherID: N/A
- Scopus Author ID: N/A
- Homepage: N/A