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Journal of Arabic Linguistics and Education
Vol. 10 No. 1, December 2024, 1-19
P-ISSN: 2477-5371; E-ISSN: 2503-2690



IMPLEMENTATION OF *BI'AH LUGAWIYYAH* IN ENHANCING STUDENT'S ARABIC LANGUAGE SKILLS AT UNIVERSITAS ISLAM SULTAN SHARIF ALI (UNISSA) BRUNEI DARUSSALAM

Athiyah Laila Hijriyah

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
athiyahlaila64@gmail.com

Muhajir Muhajir

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
muhajir@uin-suka.ac.id

Aleeya Humaira Badrisya

Universiti Islam Sultan Sharif Ali Brunei Darussalam
al33yahamra@gmail.com

Abstract

The purpose of this study was to analyze the implementation of bi'ah lugawiyyah in the Faculty of Arabic Language, analyze the supporting and inhibiting factors of implementation, and analyze the role of bi'ah lugawiyyah in improving students' Arabic language skills. This study used a descriptive qualitative approach and the subjects were lecturers and ten students of the Faculty of Arabic Language, Sultan Sharif Ali Islamic University, Brunei Darussalam. Data collection techniques used participatory observation, in-depth interviews, and documentation. The results of this study revealed that the implementation of bi'ah lugawiyyah in the Faculty of Arabic Language, Sultan Sharif Ali Islamic University, Brunei Darussalam, which includes the obligation to use Arabic in class, direct teaching methods (thariqah mubasyarah), and the Mahrajan al-Lughah al-Arabiyah program, has proven effective in improving students' Arabic language skills, both listening skills (maharah istima'), speaking skills (maharah kalam), reading skills (maharah qira'ah), and writing skills (maharah kitabah). The supporting factors for implementing bi'ah lugawiyyah are a conducive educational environment, cooperation between students and lecturers, and competent educators. Furthermore, there are inhibiting factors such as minimal mastery of Arabic vocabulary and rules, lack of self-confidence, and difficulty understanding the material. The overall implementation of bi'ah lugawiyyah has a role in providing significant stimulus in forming authentic and natural Arabic language characters and habits among students.

Keywords: *Bi'ah Lugawiyyah, Implementation, Arabic Language Skills, Teaching Arabic.*

Abstract

Tujuan penelitian ini adalah untuk menganalisis implementasi bi'ah lugawiyah di Fakultas Bahasa Arab, menganalisis faktor pendukung dan penghambat implementasi, dan menganalisis peran bi'ah lugawiyah dalam meningkatkan keterampilan berbahasa Arab mahasiswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dan subjek penelitian ini adalah dosen dan sepuluh mahasiswa Fakultas Bahasa Arab Universitas Islam Sultan Sharif Ali Brunei Darussalam. Teknik pengumpulan data menggunakan observasi partisipatif, wawancara mendalam, dan dokumentasi. Adapun hasil penelitian ini mengungkapkan bahwa implementasi bi'ah lugawiyah di Fakultas Bahasa Arab, Universitas Islam Sultan Sharif Ali Brunei Darussalam, yang di dalamnya mencakup kewajiban untuk menggunakan bahasa Arab di kelas, metode pengajaran langsung (*thariqah mubasyarah*), serta program *Mahrajan al-Lughah al-Arabiyyah*, terbukti efektif dalam meningkatkan keterampilan berbahasa Arab mahasiswa, baik keterampilan menyimak (*mahārah istimā`*), keterampilan berbicara (*mahārah kalām*), keterampilan membaca (*mahārah qirā'ah*), dan keterampilan menulis (*mahārah kitābah*). Adapun faktor pendukung implementasi bi'ah lugawiyah adalah lingkungan pendidikan yang kondusif, kerjasama antar mahasiswa dan dosen, serta para pendidik yang kompeten. Selanjutnya terdapat faktor penghambat seperti minimnya penguasaan *mufradāt* dan kaidah bahasa Arab, kurangnya rasa percaya diri, dan kesulitan memahami materi. Keseluruhan implementasi bi'ah lugawiyah memiliki peran dalam memberikan stimulus yang signifikan dalam membentuk karakter dan kebiasaan berbahasa Arab yang autentik dan alami di kalangan mahasiswa.

Kata Kunci: *Bi'ah Lugawiyah, Implementasi, Pembelajaran Bahasa Arab.*

INTRODUCTION

Examining the fact that Brunei Darussalam is a country with the majority of the population embracing Islam and plays an important role in maintaining Islamic values. Therefore, Arabic has become a familiar language in Brunei Darussalam. This is because there is a correlation between language and religion¹. Brunei Darussalam is also called the 'country of dhikr' and establishes three main aspects in education, namely a bilingual system in both schools and universities, the Malay Islam Beraja (MIB) concept in the school curriculum, and improving human resources, including technical and vocational education². In maintaining Islamic values, the people of Brunei Darussalam use Islam as a guide in life. Language is the most important art of communication for humans. Someone will be able to understand the intentions of other people using language; therefore, language is a social need. If there is no communication with one another, then social relationships between

¹ Nuril Pitriyati, Nuryani, Hilmin, and Dwi Noviani, "Perbandingan Sistem Pendidikan Islam Brunei Darussalam Dan Indonesia," *Jurnal Studi Islam Indonesia (JSII)* 1, no. 1 (2023): 87-104, DOI: <https://doi.org/10.61930/jsii.v1i1.120>.

² Aslan Aslan, and Suhari Suhari, "Sejarah Kurikulum Pendidikan Islam Di Brunei Darussalam," *Jurnal Iqra' : Kajian Ilmu Pendidikan* 4, no. 1 (2019): 113-27, DOI: <https://doi.org/10.25217/ji.v4i1.448>.

people cannot be established . Language is both a tool and an art for communication. Therefore, the most basic need among humans as a tool for communication is language .

Returning to the discussion that students of the Faculty of Arabic Language at Sultan Sharif Ali Islamic University Brunei Darussalam are encouraged to speak Arabic in their daily lives, this is the basic foundation for students to learn Arabic. Based on the initial observations made by the researcher, the lecturer created an Arabic language environment to accustom students because, in essence, language is a habit³. The lecturer also created a fun language environment by using various digital media and direct methods. Therefore, the basic principles in learning Arabic may be different, both in terms of method, material, and process⁴. The author also conducted initial interviews with students of the Faculty of Arabic regarding the challenges faced by students when learning Arabic in class. They revealed that some students felt that their Arabic language competence was still lacking due to limited time to study and add new vocabulary. Students also felt that they were not used to it when in *mahārah istimā`* if the lecturer was a native speaker. Learning Arabic is essentially a process of transformation and transmission of certain skills or abilities⁵. The standardization of Arabic language competency is ideally directed at mastering four Arabic language skills, namely: listening (*istimā`*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). Students are able to understand the rules and master the elements of Arabic as well as practice a lot and apply them to everyday life.

One way that students can be said to have mastered Arabic is if they are proven to have mastered the elements of the language and language skills both orally and in writing. Even though there are students who master the rules (*qawa'id*), they are not necessarily able to speak Arabic properly and correctly. One of the factors that influences the success of the Arabic language learning process is the language environment (*bi'ah lugawiyyah*)⁶. Students' Arabic language skills will develop by creating a good and correct language environment. So, one effort to form students who are skilled in Arabic is to strengthen the language environment⁷. *Bi'ah lugawiyyah* is an environment for various Arabic language activities, both in conversation and other language activities, such as speaking practice,

³ Zulfatun Anisah, "Implementation Of Gamification In Arabic Language Learning And Its Impact On Students' Motivation In Awang Semaun Secondary School , Brunei Darussalam," *GIYAT: Education Science* 1, no. 1 (2024): 17–29, <https://doi.org/ejournal.ukanus.id/index.php/gyiat/article/view/7>.

⁴ A Wafi Wahid, "Al Lughah Wa Al Mujtama'," *Kairo: Dar Al-Nahdhat Mishr*, 1971.

⁵ Interview with Student UNISSA Brunei Darussalam Aisyah, Brunei Darussalam, August 23, 2023.

⁶ Asep Ahmad Saepudin and Mad Ali, "رأي مؤسسي جامعة الزاوية في البيئة اللغوية المثلى لتعليم اللغة العربية," *Jurnal Alsuniyat* 4, no. 2 (2021): 151–66, <https://doi.org/10.17509/alsuniyat.v4i2.38733>.

⁷ Nailil Amalia, Nabila, Himmatul Adzimah, Zakiyah Arifa, and Muhammad Ihsan Mahbub, "Management Implementation of the Bi'ah Lughowiyah Programmes and the Problems in Boarding Based on Madrasah Aliyah," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 2 (2023): 165-82, <https://doi.org/10.22219/jiz.v6i2.24052>.

providing vocabulary, having conversations using Arabic, listening and listening to conversations, writing vocabulary, and so on⁸.

Learners' success in understanding and mastering the target language is influenced by the quality of the *bi'ah lugawiyyah*⁹. Based on the understanding above, *bi'ah lugawiyyah* can be identified into two, namely the formal environment and the informal environment¹⁰. In a formal environment, students will be focused on learning the rules of the language they are studying, educators will respond to students' language activities and correct language errors, and all learning in the classroom and formal environment is artificial¹¹. Meanwhile, the informal environment allows students to carry out language discourse outside the classroom more naturally. This discourse can take the form of language used by students, teachers, and stakeholders in the educational environment.

Based on initial observations, students of the Faculty of Sharia and the Faculty of Arabic, Universiti Islam Sultan Sharif Ali (UNISSA), Brunei Darussalam, are required to use Arabic during the learning process in class. The goal is to create quality human resources who are able to use Arabic to communicate and study Islam in its entirety. However, in reality, most students do not yet have competence in speaking Arabic. This has led to the development of strategies and methods for learning Arabic in class. The strategies and methods used by the lecturers are as needed by the students.

These data show that the sharia and Arabic language faculties use various strategies to improve their students' mastery of language skills. One way is to use immersion; namely, the lecturer uses Arabic in delivering learning material in class. The total immersion program teaches all courses in Arabic, while the partial immersion program only teaches some courses in Arabic and some in the first language¹². The Arabic and Sharia faculty uses immersion to familiarize students in all courses with exposure to Arabic in the classroom. This means that Arabic and Sharia faculty students spend all their daily time studying Arabic. Immersion is a method of classroom learning that uses a second

⁸ Ade Ruswatie, Imam Asrori, and Syuhadak Sholeh, "إستراتيجية تكوين البيئة لدعم اكتساب المهارات اللغوية في المعاهد الإسلامية," *Jurnal Lisanudhad* 8, no. 2 (2021): 1–35, <https://doi.org/10.21111/lisanudhad.v8i2.6666>.

⁹ Nia Himatul Ulya, Chairani Astina, and Ashief El Qorny, "Implementation of Bi'ah Lughawiyah in Improving Maharah Kalam at Modern Pondok Az-Zahra Al-Gontory Purwokerto|Implementasi Bi'ah Lughawiyah Dalam Peningkatan Maharah Kalam Di Pondok Modern Az-Zahra Al-Gontory Purwokerto," *Mantiqu Tayr: Journal of Arabic Language* 2, no. 2 (2022): 174–84, <https://doi.org/10.25217/mantiquatayr.v2i2.2511>.

¹⁰ A Rivai et al., "Pembiasaan Berbahasa Arab Melalui Lingkungan Berbahasa Di Pondok Pesantren Assalam Manado," *Tarsius: Jurnal Pengabdian Tarbiyah, Religius, Inovatif, Edukatif Dan Humanis* 3, no. 2 (2021): 19–26, <https://ejournal.iain-manado.ac.id/index.php/tarsius/article/view/330%0Ahttps://ejournal.iain-manado.ac.id/index.php/tarsius/article/download/330/225>.

¹¹ Samir El Omari, "The Effect of Computer-Assisted Language Learning on Improving Arabic as a Foreign Language (AFL) in Higher Education in the United States," *Procedia - Social and Behavioral Sciences* 192 (2015): 621–28, <https://doi.org/10.1016/j.sbspro.2015.06.109>.

¹² Anna Uhl Chamot and Pamela Beard El-Dinary, "Children's Learning Strategies in Language Immersion Classrooms," *The Modern Language Journal* 83, no. 3 (1999): 319–38, <https://doi.org/10.1111/0026-7902.00025>.

language as a tool to explain lesson material and is a strategy that can improve mastery both productively and receptively¹³. As for learning Arabic outside of class, it is still not widely used by students in everyday life.

The total immersion used in classroom learning really supports Arabic and Sharia language faculty students in their Arabic language proficiency and understanding of the subjects presented by the lecturer. The data above shows that the quality of students' Arabic cannot be separated from the existence of *bi'ah lugawiyyah*. In principle, language is a habit that needs continuous reinforcement and repetition so that learning a language will feel easier. This strengthening process can indirectly increase students' proficiency with the language environment, both artificial and natural¹⁴. The use of Arabic at universities is very important because Arabic is seen to improve the quality of learning and the quality of students in understanding of Islamic sciences. This is also what is implemented in the Arabic and sharia language faculties of Sultan Sharif Ali Islamic University (UNISSA) Brunei Darussalam.

There are several previous studies that are relevant to the theme of this research, including research conducted by Hayati Nufus¹⁵ entitled "The Role of *Bi'ah Lugawiyyah* in Improving Arabic Language Proficiency of Santri Ma'had Dar Al-Qur'an Tulehu Central Maluku." Results from this research show that *bi'ah Lugawiyyah* plays a very active role in improving four Arabic language skills. The strategy used is to get used to Arabic by holding special language days, *ilqa al-mufradat*, practicing *muhadasah*, practicing *imla muwajjah*, and having a lughah court, which aims to ensure that students are not embarrassed, do not forget easily, and are not afraid of making mistakes when speaking Arabic. The next research was carried out by Retno Wahyuningsih¹⁶, entitled "The Existence of *Lughawiyah Bi'ah* in Increasing *Mufradat* in the Tengaran Girls' Ma'had Nurul Islam Dormitory." The results of his research revealed that there were many activities taking place at *bi'ah lughawiyah*, including speech tutorials (*muhadarah*), *muhadatsah*, language time, drilling, and mahrajan lughawi. The existence of *bi'ah lugawiyyah* is a forum for expressing Arabic to communicate in daily activities in the dormitory environment. Apart from the existence of *bi'ah*

¹³ Riza Salar et al., "A Model for Augmented Reality Immersion Experiences of University Students Studying in Science Education," *Journal of Science Education and Technology* 29, no. 2 (2020): 257–71, <https://doi.org/10.1007/s10956-019-09810-x>.

¹⁴ Ruben Kruiper et al., "A Platform-Based Natural Language Processing-Driven Strategy for Digitalising Regulatory Compliance Processes for the Built Environment," *Advanced Engineering Informatics* 62, no. PB (2024): 102653, <https://doi.org/10.1016/j.aei.2024.102653>.

¹⁵ Hayati Nufus, "Peranan Bi'ah Lughawiyah Dalam Meningkatkan Kemahiran Berbahasa Arab Santri Ma'Had Dar Al-Quran Tulehu Maluku Tengah," *Jurnal Lingue : Bahasa, Budaya, Dan Sastra* 1, no. 1 (2019): hlm 68–82, <https://doi.org/10.33477/lingue.v1i1.1179>.

¹⁶ Retno Wahyuningsih and Muhammad Ilham Fauzi, "Eksistensi Bi'ah Lughawiyah Dalam Meningkatkan Mufrodats Di Asrama Putri Ma'Had Nurul Islam Tengaran," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 3, no. 02 (2020): 105–27, <https://doi.org/10.32699/liar.v3i2.1012>.

lughawiyah, there are other factors that can increase the mastery of *mufradat*, namely the educational background of female students who were previously alumni of Islamic elementary schools.

Widi Astuti¹⁷ conducted research with the title "Application of *Bi'ah Lughawiyah* in *Maharah Kalam* Practice at the Ibnul Qayyim Putra Yogyakarta Islamic Boarding School." This research reveals that it is mandatory to use Arabic in daily activities, *muhadatsah* (dialogue), *muhadarah* (speech), *mufradat* (vocabulary), language club, and debate practice. Apart from that, there is motivational guidance from the musyrifs and student administrators to maintain a high level of enthusiasm for learning about the importance of the Arabic language. Furthermore, there are supporting and inhibiting factors. Among the supporting factors are the musyrif's role in guiding and directing language activities and motivational support; supporting learning media such as *muhadasah* books, classical books, and books related to learning Arabic; adequate infrastructure such as a library and available courtyards to make learning more enjoyable. The inhibiting factor is the demotivation that occurs among students. Other research was also conducted by Ade Ruswantie et al¹⁸. Which raises the topic "إستراتيجية تكوين البيئة لدعم اكتساب المهارات اللغوية في المعاهد" God willing." The results of this research reveal that there are various strategies used by the three Islamic boarding schools systematically in forming the language environment. Among these strategies are creating a language environment or language space, developing a language-based organization, creating a library, determining special days for language, giving announcements in Arabic, using Arabic during the learning process and/or discussions, giving punishments, and managing language learning evaluations.

Based on several previous studies, there are similarities in the topic of study, namely *bi'ah lughawiyah*, which is the focus of the study. The difference between this study and the previous studies above is that this study uses a qualitative case study approach whose research subjects are students of the Arabic language faculty at Sultan Sharif Ali Islamic University, Brunei Darussalam. The objectives of this study are 1) to study the implementation of *bi'ah lughawiyah* at the Arabic Language Faculty, 2) to analyze the role and challenges of implementation, and 3) to analyze the obstacles to the implementation of *bi'ah lughawiyah* experienced by students of the Arabic Language Faculty at Sultan Sharif Ali Islamic University, Brunei Darussalam.

¹⁷ Widi Astuti, Cahya Edi Setyawan, Irvan Maulana Aji, "Penerapan Biah Lughawiyah Dalam Pembiasaan Maharah Kalam Di Pondok Pesantren Ibnul Qayyim Putra Yogyakarta," *Jurnal Ihtimam* 3, no. 1 (2021): 95–120, <https://doi.org/10.36668/jih.v3i1.222>.

¹⁸ Ade Ruswatie, Imam Asrori, and Syuhadak Sholeh, "إستراتيجية تكوين البيئة لدعم اكتساب المهارات اللغوية في المعاهد الإسلامية في جاوى الوسطى," *Jurnal Lisanudhad* 8, no. 2 (2021): 1–35, <https://doi.org/10.21111/lisanudhad.v8i2.6666>.

METHOD

This research uses descriptive qualitative research to understand phenomena related to what is experienced by research subjects, such as perceptions, behaviors, actions, motivation, etc¹⁹. This research aims to systematically describe the characteristics and facts of the subject or object being studied²⁰. Field research methods are used to collect facts, data, and information from various sources in the field that are relevant to the research theme or topic²¹. This qualitative approach seeks to reveal in more depth the implementation of *bi'ah lugawiyyah* at the Arabic language faculty of the Sultan Sharif Ali Islamic University Brunei Darussalam. Research subjects were selected using purposive sampling²². The subjects of this research were lecturers and students of the Arabic language faculty. Data collection techniques use observation, in-depth interviews, and documentation. Observations were carried out to obtain data about phenomena experienced by students in more depth. In-depth interviews were conducted to obtain data related to implementation, roles, and challenges and obstacles experienced by students related to *bi'ah lugawiyyah*.

Data analysis techniques in this research were used by Miles and Huberman, namely data condensation, data display, and data verification. Data condensation is carried out by summarizing, determining data patterns, and drafting concepts related to the research theme, pattern, and/or group concerned²³. The next stage is data display, namely presenting data according to patterns and concepts on the topic. The data in this research is presented narratively. Next is data verification, or drawing conclusions. Researchers must base themselves on all data obtained in research activities. The process of drawing conclusions is carried out in two stages. The first stage of conclusions is only temporary and can change along with the data obtained and developments in the field. Furthermore, if there is evidence that verifies the initial conclusion, then a final conclusion can be made. The process of drawing final conclusions involves identifying the relationship between the conduct of the research, the actions taken during the research, the reasons behind them, and the results obtained²⁴.

¹⁹ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Penerbit Alfabeta, 2014), 35.

²⁰ Yunita Rakhmawati, *Dasar-Dasar Metodologi Penelitian Pembelajaran Bahasa Arab* (Semarang: Sagha Grafika Solusindo, 2011), 64.

²¹ Izzuddin Musthafa and Acep Hermawan, *Metodologi Penelitian Bahasa Arab (Konsep Dasar, Strategi, Metode, Teknik)* (Bandung: PT Remaja Rosakarya, 2018), 52.

²² Sugiyono, *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)* (Bandung: Alfabeta, 2008), 42.

²³ Sarwono Jonathan, *Metode Penelitian Kuantitatif Dan Kualitatif* (Sleman: Graha Ilmu, 2006), 74.

²⁴ Yoki Yusanto, "Ragam Pendekatan Penelitian Kualitatif," *Journal of Scientific Communication (Jsc)* 1, no. 1 (2020): 1–13, <https://doi.org/10.31506/jsc.v1i1.7764>.

RESULT AND DISCUSSION

Implementation of *Bi'ah Lugawiyyah* in Enhancing Student's Arabic Language Skills

Based on the results of descriptive analysis carried out by researchers in the field, the following is the implementation of *bi'ah lugawiyyah* at the Arabic Language Faculty of Sultan Sharif Ali Islamic University Brunei Darussalam, namely:

It is mandatory to use Arabic in class

The results of observations carried out by researchers revealed that *bi'ah lugawiyyah* was used in the classroom during teaching and learning activities. When interacting with interlocutors, students are required to use Arabic to familiarize themselves with and practice using Arabic. There are tutorial and *muhadharah* classes that require students to use Arabic practically. In the tutorial class, students are given the opportunity to consult regarding the theme of the assignment that must be completed. After the assignments were completed by the students, they explained their assignments in front of the class using Arabic. In the *muhadharah* class, students are given themes and assignment templates to complete and present in front of the class as well. Apart from that, the teaching materials used require students to master reading skills. This is reinforced by the statement of AHB students, namely:

"*Bi'ah lugawiyyah* exists, but only in the classroom." In the class, there are tutorials and *muhadharah*, preparing themes, consulting on assignments, and using traditional books as references for the assignments. After the assignments are finished, they are presented later."

Next is a statement from SABHI, which reveals that:

"In class, it's more about theory. Learn more about Arabic in depth. How to translate foreign languages into Arabic, even learn about its history, literature and so on."

NA also stated that:

"In class, teachers or lecturers who always speak in Arabic only listen and speak when necessary (example: presentations, asking and answering questions)."

A further statement by the NRRBA states that:

"When I was in *bi'ah lugawiyyah* class, it was very applicable because some of my lecturers were Arabs and the lessons were explained in Arabic."

Another statement explained by ASBMA is that:

"The teacher speaks in Arabic in class, and if there are *mufradats* that we don't understand, the teacher will explain in Arabic as well."

IRBD also provided a statement, namely:

"*Bi'ah Lughawiyah* in class and out of class are very different. In class, we are given priority to use Arabic in our conversations and writing, whether with teachers or friends."

Furthermore, the statement expressed by NBHN, namely:

"We will use Arabic during the Arabic class only."

And a statement by NM revealed that:

"The application of *Bi'ah Lugawiyyah* in the classroom involves the consistent use of Arabic between students and teachers, the use of Arabic language learning materials such as the given text, and also presentations and assignments done using Arabic."

Based on the data above, apart from Arabic language teaching materials training students in reading skills, lecturers' delivery in Arabic trains students' listening skills, and presentations and assignments carried out in Arabic can also improve students' speaking and writing skills.

Furthermore, the teaching method used by lecturers is *thariqah mubasyarah*, or the direct method for explaining material in class. As a result of an interview with one of AY's lecturers, he stated that:

"As a lecturer, I always speak with students using Arabic, both inside and outside the classroom."

Mahrajan al-Lughah al-Arabiyah

As a place for the existence and implementation of Arabic as well as a barometer of student success in mastering language skills, Mahrajan al-Lughah al-Arabiyah is the right program. This program is scheduled to commemorate Arabic language days with various types of musabaqah, including: مسابقة إلقاء الشعر العربي و شرحه، مسابقة الخط العربي، مسابقة التعرف على اللغة العربية للمبتدئين، مسابقة الكلام

الجماعي، مسابقة الخطابة، مسابقة العرض التمثيلي، مسابقة إلقاء الموعظة الحسنة، اختبار اللغة العربية، مسابقة إلقاء القصة، مسابقة الإبداعية. The implementation requires a special committee prepared by students and

lecturers. This is according to the results of interviews with AHB students, who stated:

"While outside the classroom, activities related to the Arabic language (such as World Arabic Language Day) can further increase the sense of interest in the Arabic language and a lot of knowledge gained."

Furthermore, NM revealed that:

"Outside the classroom, this can be implemented through study groups, cultural events, language events, and interactions with native speakers. These two environments are important for improving Arabic language proficiency."

Based on the data presented above, *bi'ah lugawiyyah* is implemented more intensely during the teaching and learning process in the classroom. Meanwhile, outside of class, students are not yet required to use Arabic and still use Malay in their daily lives outside of class. Students will also only use Arabic to communicate with native speakers and/or with someone who speaks Arabic. As the results of the interview revealed by NA:

"Out of class: lack of implementation of *bi'ah lugawiyyah*, only speaking Arabic with Arabs" NRRBA further added that:

"When outside the classroom, *bi'ah lugawiyyah* is less used because most of us use the Malay language."

ASBMA also revealed that:

"Outside the classroom, we don't use Arabic much."

And a statement by the IRBD that reveals that:

"Outside the class, we will use Malay, but sometimes we also use Arabic to train us."

The implementation of *bi'ah lugawiyyah*, which only occurs in the classroom, is a totally immersion method used to improve students' Arabic language competence²⁵. Students who master the first language have the opportunity to learn a second language using a similar method as studying the first language using the totally immerse method, namely *bi'ah lugawiyyah*, which encourages natural and meaningful dialogue²⁶. This means that students spend the entire course learning Arabic. In the immersion method, before reading and writing skills, a strong foundation in speaking skills must be built, and the process of acquiring a second language occurs naturally as a result of acquiring academic material through the learning medium used. Akcan defines immersion as a type of enhanced second language education where students who master the first language are trained partially or completely in a foreign language. Through immersion, students learn a language by continuously being exposed to the target language, namely Arabic²⁷.

As shown in the data above, researchers found the truth that *bi'ah lughawiyah* can enhancing students' Arabic language skills. This is known based on interviews conducted with students, where they said their success in listening skills was due to understanding the assignments and lecturers' explanations about the material they were studying. Their speaking skills have also improved; this is proven when students give presentations in front of the class, always interact well with fellow students, discuss and communicate with lecturers both inside and outside the class, and are native Arabic speakers. Furthermore, students' reading skills have also improved; this is proven by all the materials and teaching materials, as well as reference books used in Arabic. So, like it or not, students have to improve their reading skills in Arabic. And their writing skills have improved; this is proven by the fact that the fact that the assignments they write must be in Arabic.

The results of an interview with one of the YA teaching lecturers also revealed that, regarding the method of evaluating the learning of one of the *maharah lugawiyyah*, namely *maharah kalam*, that:

"With an oral test, the results were quite good."

This statement shows that the existence of *bi'ah lugawiyyah* can enhancing students' language skills.

²⁵ Sanah Hasan, Hamadeh M.Khier Tarazi, and Dana Abdel Halim Hilal, "Enhancing Student Communication Skills through Arabic Language Competency and Simulated Patient Assessments," *American Journal of Pharmaceutical Education* 81, no. 4 (2017): 76, <https://doi.org/10.5688/ajpe81476>.

²⁶ Anna Uhl Chamot and Pamela Beard El-Dinary, "Children's Learning Strategies in Language Immersion Classrooms," *The Modern Language Journal* 83, no. 3 (1999): 319–38, <https://doi.org/10.1111/0026-7902.00025>.

²⁷ Jaana Laitinen, "English Immersion in Finland: Dreams or Reality? A Case Study on The Hollihaka Early Total English Immersion Programe, Its Structure, Implementation and Learning Outcomes," 2001, <https://jyx.jyu.fi/dspace/handle/123456789/11735>.

The Role of *Bi'ah Lugawiyyah* in Enhancing Student's Arabic Language Skills

Discussing and communicating using Arabic during the learning process in class every day can provide new insights for students every day. *Bi'ah lugawiyyah* has an important role in the Arabic language process because it provides stimulation to get used to communicating in Arabic and forms habits²⁸. Because, in reality, language is a social habit that is repeated over and over again. The high enthusiasm and consistency of lecturers influence the student's learning development process. The results of interviews with students revealed that *bi'ah lugawiyyah* will stimulate students to increase motivation and self-confidence, as well as consistency in learning Arabic. As per the interview question regarding the role and effectiveness of *bi'ah lugawiyyah* in improving students' Arabic language skills, AHB stated that:

"Very effective and helps me in interacting, presenting, and answering questions using Arabic."

Further in the statement by MKH,

"Yes, there is an increase in terms of the addition of *mufradats* and *nahu sharaf*".

SABHI also expressed his opinion that:

"This *lugawiyyah bi'ah* is very helpful because it makes us more confident in speaking or interacting in Arabic."

Apart from that, NA also believes:

"Yes, there is not only *maharah lugawiyyah*, but our speaking fluency and self-confidence also increase."

And the NRRBA also believes that:

"In my opinion, yes, because this *lugawiyyah bi'ah* is very helpful in *maharah kalam, istima', kitabah, and qira'ah*."

Furthermore, ASBMA also provided a statement, namely:

"This is very effective because it can increase understanding and increase our *mufradats*."

The same opinion was also expressed by IRBD, NBHN, and NM, namely:

"Yes, *Bi'ah Lugawiyyah* is very effective in helping my *Maharah Lugawiyyah*, especially in terms of speaking Arabic."

"Yes, very effective. The Arabic-speaking environment that is applied both inside and outside the classroom provides practical and authentic practice opportunities. By being actively involved in daily communication, discussion, and various interactive activities, I can improve my understanding, pronunciation, and use of the Arabic language more naturally." And

"In my opinion, *bi'ah lugawiyyah* is very effective in helping improve Arabic speaking skills (*maharah lugawiyyah*)."

Explanations and giving *mufradat* every day are the capital for students to interact with Arabic.

Apart from that, *bi'ah lugawiyyah* also plays an important role in helping students practice their

²⁸ Siri Steffensen Bratlie et al., "Home Literacy Environment, Language Use, and Proficiency: Bilingual Profiles in Young Learners," *Journal of Applied Developmental Psychology* 96, no. 0317 (2025), <https://doi.org/10.1016/j.appdev.2024.101728>.

Arabic language skills more authentically and naturally. Furthermore, based on the researcher's analysis, the most effective way to create an encouraging learning environment is to start with lecturers who, from the start of teaching, provide *uswah hasanah* and high motivation, because the attitude shown by the teaching lecturer will influence the students' willingness to learn²⁹. This is according to data that researchers found during an interview with one of AY's teaching lecturers, related to adjustments to the curriculum and/or teaching methods used for students with different abilities. He stated that:

"Teaching moderate content, which is appropriate to the abilities of the majority of students."

This statement reveals that, as a lecturer, you should create a pleasant and memorable learning atmosphere according to the needs of the students³⁰. Therefore, the *bi'ah lugawiyah* implemented can play an important role in improving students' Arabic language skills in terms of understanding the material studied, discussing, completing assignments, and providing confidence when speaking Arabic³¹.

Supporting and Inhibiting Factors of the *Bi'ah Lughawiyah* in Enhancing Students' Arabic Language Skills

Supporting factors

Based on research conducted, information can be obtained that the language environment in educational institutions can improve Arabic language skills because students are required to use Arabic in certain sentences and words so that they can increase their meaning every day. This is what ASBMA expressed as a student:

"In Arabic schools, students must use Arabic words in certain sentences, such as madrasah schools, books, toilets/bathrooms, and so on, to add to their *mufradats*. Every time *Istifaf* (morning parade) is held, there will be a new Arabic word that will be taught or introduced, and it is mandatory to use that word (in Arabic, not Malay or English)."

Apart from that, the language environment is also used to familiarize students with speaking and communicating in Arabic, both orally and in writing. This is as stated by the IRBA:

"Every Saturday, students and teachers are encouraged to communicate in Arabic to get us used to speaking Arabic."

Thus, the data above shows that the language environment in educational institutions is very supportive of Arabic *bi'ah* in increasing students' *maharah lugawiyah*. Furthermore, the supporting

²⁹ Ahmad Fatoni, "Peran Motivasi Belajar Bahasa Arab Terhadap Aktivitas Pembelajaran: Studi Kasus Mahasiswa Pba Universitas Muhammadiyah Malang," *El-Tsaqafah : Jurnal Jurusan PBA* 18, no. 2 (2019): 183–202, <https://doi.org/10.20414/tsaqafah.v18i2.1869>.

³⁰ Abdul Haris, MD. Qutbuddin, and Ahmad Fatoni, "Teachers' Trends in Teaching Arabic in Elementary Schools," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (2021): 195–210, <https://doi.org/10.22219/jiz.v4i2.16875>.

³¹ Zhijun Zheng et al., "Effects of Multilingualism on Australian Infants' Language Environments in Early Childhood Education Centers," *Infant Behavior and Development* 70, no. June 2022 (2023): 101799, <https://doi.org/10.1016/j.infbeh.2022.101799>.

factor for the implementation of *bi'ah lugawiyyah* in improving students' language skills is cooperation. The creation of good cooperation between students and lecturers, and all parties involved in the language environment, must support each other so that the Arabic language program can run well and develop. This is as stated by SABHI:

"The people here are very kind; if I have a problem related to the Arabic language, they will help me without hesitation and without condescending me."

A well-developed collaboration will create a pleasurable *bi'ah lugawiyyah* so that it can improve the students' Arabic language skills. In addition to good cooperation, another supporting factor is quality human resources. With the presence of Arabic language educators who are competent and highly dedicated to speaking Arabic, As stated by the NRRBA, namely:

"I feel very happy because I am surrounded by friends and lecturers who are very supportive and give a lot of guidance in the Arabic language, with lecturers who are from Arab countries helping me learn Arabic."

Having educators who are competent, have integrity, and collaborate with students creates fun and quality learning³². Educators who come from Arabia and are skilled in teaching in Arabic foster students' enthusiasm for speaking Arabic. The strong Islamic culture in Brunei Darussalam is also one of the supporting factors for the implementation of *bi'ah lugawiyyah* in formal educational institutions. As the results of interviews with NBHN and NM stated,

"The month of Sha'ban is the month of the Arabic language in Brunei Darussalam and has a celebration that will be celebrated according to its own schools."

"Learning Arabic in Brunei Darussalam is supported by a strong Islamic culture, good learning facilities, and a community of Arabic speakers. All this creates a conducive environment to improve Arabic-speaking skills."

Based on the data above, a strong Islamic culture and adequate facilities support students in practicing and interacting with the Arabic language in a real-life context. The implementation of *bi'ah lugawiyyah* is a forum for students to express everything using spoken and written language in Arabic.

Inhibiting Factors

The Arabic language skills possessed by students of the Arabic Language Faculty of the Sultan Sharif Ali Islamic University (UNISSA) Brunei Darussalam have now improved with the existence of the *lugawiyyah bi'ah*. However, there are obstacles to implementing *bi'ah lugawiyyah*; among the inhibiting factors in its implementation is the students' lack of mastery of *mufradat* and Arabic language rules. *Mufradat* is one of the language elements that is very urgent because, in communicating using Arabic, you have to master a lot of *mufradat*. This is in line with the results of an interview with SABHI, which stated that:

³² Ahmad Taufiq et al., "Peer Tutor Method Integrated with Short Card Media: Its Implementation in Arabic Language Learning," *Alsinatuna* 7, no. 2 (2022): 158–71, <https://doi.org/10.28918/alsinatuna.v7i2.5046>.

"Grammar and vocabulary are still lacking. There is still a lot to improve."

Strengthened by the NRRBA statement that:

"Using correct Nahwu and Sharaf, arranging sentences in Arabic, and using appropriate words."

Apart from that, IRBD also provided a statement that:

"Looking for the right vocabulary to build a sentence because in *bi'ah lugawiyyah* it is often spontaneous."

In this regard, the students took the initiative to learn independently, either by memorizing or reading Arabic dictionaries, using social media to learn Arabic, or asking their peers. The minimal mastery of the Arabic language curriculum and rules of the students caused them difficulties in understanding what was delivered by the lecturer. As stated by NA and ASBMA, that:

"I don't understand 100% of what was explained, but I can still understand."

"I don't understand what the teacher/Lecturer explained".

The following table will present linguistic factors that inhibit the implementation of *bi'ah lugawiyyah*:

Table. 1 Inhibiting factors of linguistic aspects

Linguistic Aspect	Inhibiting Factors
<i>Mufradāt</i>	Limited mastery of vocabulary (<i>mufradat</i>), making it difficult to construct sentences and communicate.
<i>Qawā'id Nahwu wa Sharaf Istimā'</i>	Difficulty in applying correct grammar (<i>Nahwu</i> and <i>Sharaf</i>) in speaking and writing <ul style="list-style-type: none"> - Support from peers, lecturers, and the community who help without condescension. - Struggles to fully grasp lectures due to limited mastery of Arabic language elements.
<i>Kalām</i>	<ul style="list-style-type: none"> - Lack of confidence when speaking Arabic, especially during spontaneous communication. - Difficulty in expressing ideas fluently due to limited vocabulary and grammar mastery.
<i>Qirā'ah</i>	Limited understanding of Arabic vocabulary and grammar affects reading comprehension.
<i>Kitābah</i>	Challenges in writing sentences with correct grammar and appropriate vocabulary.

This can be anticipated by the students by discussing and questioning both the students and the lecturer, and the lecturer will explain again if there are still some students who have not understood what was explained earlier. Furthermore, the lack of self-confidence of students is also one of the inhibiting factors. Students feel less confident in their language skills. This is as stated by NBHI, NM, and NA:

"Shy to talk, especially during Kalam."

"My main difficulty is not believing in myself about my ability to speak Arabic." and

"Very difficult when wanting to speak in Arabic. have a lack of confidence."

The above shows that self-confidence and self-confidence can be increased with the support of all parties involved, starting from colleagues who can motivate them and teaching lecturers with motivational support and enthusiasm to make students brave and confident to demonstrate their Arabic language skills³³. Next, a table of non-linguistic factors inhibiting the implementation of *bi'ah lugawiyyah* will be presented based on the data that has been presented:

Table. 2 Inhibiting factors of non-linguistic aspects

Non-Linguistic Aspect	Inhibiting Factors
Self-Confidence	Students feel shy or lack confidence when speaking Arabic. Fear of making mistakes in pronunciation or grammar while speaking.
Learning Environment	- Limited use of Arabic outside the classroom. - Predominance of Malay language in daily communication, reducing opportunities to practice Arabic.
Motivation and Support	Insufficient motivation or encouragement from peers or lecturers to consistently use Arabic in all contexts.
Adaptability Methods	Difficulty in adapting to the direct teaching method (<i>thariqah mubasyarah</i>) used by lecturers, especially for students with varying levels of ability.
Time Constraints	Limited time for additional practice outside class hours due to other academic or personal commitments.
Interaction Opportunities	Few opportunities to interact with native speakers or Arabic speakers outside of formal learning environments.

CONCLUSION

This study reveals the implementation of *bi'ah lugawiyyah* in the Faculty of Arabic Language, Sultan Sharif Ali Islamic University (UNISSA), Brunei Darussalam, as an effective method in improving students' Arabic language skills. *Bi'ah lugawiyyah* is applied intensively in the classroom through the use of Arabic in teaching and learning activities, such as assignment consultations, presentations, and the use of Arabic language teaching materials that train *mahārah qirā'ah*, *kitābah*, *kalām*, and *istimā`*. Outside the classroom, the implementation of *bi'ah lugawiyyah* is still limited, with students more often using Malay in daily communication, although there are several supporting programs such as Mahrajan al-Lughah al-Arabiyyah and interaction with native speakers. Supporting factors for implementation include a strong Islamic environment, qualified lecturers, and support for learning facilities, while the main obstacles are the lack of mastery of *mufradāt* and *qawā'id lughah*, lack of self-confidence, and the lack of habits of using Arabic outside the classroom. These findings confirm that *bi'ah lugawiyyah* plays an important role in improving students' language skills naturally

³³ Nuruddin Nuruddin et al., "The Need for Arabic Language Teaching Materials Based on Multicultural Education for Indonesian Diaspora Students," *Alsinatuna* 7, no. 1 (2021): 45–63, <https://doi.org/10.28918/alsinatuna.v7i1.4768>.

through language immersion, but it needs to be balanced with efforts to increase motivation and support for learning outside the classroom.

The novelty of this study is in the in-depth exploration of the application of the *thariqah mubasyarah* method and supporting activities of *bi'ah lugawiyyah* outside the classroom as an effort to build a holistic Arabic language learning environment. This study also provides empirical insight into the role of the social and cultural environment in supporting Arabic language learning.

As a recommendation, this study should be followed by concrete strategies to expand the application of *bi'ah lugawiyyah* outside the classroom, such as the formation of Arabic language study groups and increasing interaction with native speakers through social or academic activities. Further researchers can explore the comparative effectiveness of *bi'ah lugawiyyah* in various institutions or develop a more adaptive language immersion model to the needs of students with varying levels of ability. For readers, these findings provide inspiration to build a language learning environment that supports the development of language skills in an integrative and authentic manner.

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