

Arabic Language Learning in the Integrated Education System at Islamic Integrated Elementary Schools in Mataram, Indonesia

Sumaya Azzahra^{1*}, Nasarudin², Husnan³

University of Muhammadiyah Mataram

Corresponding Author: Sumaya Azzahra sumayahazzahra83@gmail.com

ARTICLE INFO

Keywords: Arabic Language Learning, Integrated Education, Islamic Integrated Elementary School

Received : 5 May

Revised : 23 June

Accepted: 23 July

©2025 Azzahra, Nasarudin, Husnan: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study aims to examine the planning, implementation, and assessment of Arabic language learning within the integrated education system at two Islamic Integrated Elementary Schools (SDIT) in Mataram City. The method used is qualitative with a multisite approach, involving interviews, observations, and documentation. The findings reveal that Arabic language learning consists of three stages: planning, which involves the preparation of teaching tools such as learning objectives flow (syllabus) and teaching modules (lesson plans); implementation, which applies a differentiated approach preceded by a pre-assessment; and assessment, which covers cognitive, affective, and psychomotor aspects in the form of summative and formative tests. In conclusion, Arabic language learning in the integrated education system reflects a comprehensive approach that integrates Islamic values and academic components, with differences in implementation strategies between the schools studied

INTRODUCTION

Arabic is one of the Semitic languages that holds a significant position in the Islamic world and in the field of knowledge. It is a Central Semitic language, closely related to Hebrew and Neo-Aramaic languages, with over 280 million speakers worldwide (Nasarudin, 2022). As the primary language of the Qur'an and Hadith, Arabic functions not only as a means of communication but also as a key to unlocking both classical and contemporary Islamic scholarly treasures (Mahmudah, 2018).

In Arabic language learning, there are essential elements that students need to master: phonology (al-ashwat), vocabulary (al-mufradat), and grammar (qawa'id). These three components serve as the foundation for developing the four language skills: listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). Mastery of phonology is crucial to avoid misinterpretation of meaning, while vocabulary and grammar are key to constructing and understanding accurate sentences (Taufik et al., 2023).

In the context of education in Indonesia, Arabic is a compulsory subject in religious educational institutions such as madrasahs and Islamic Integrated Schools (Sekolah Islam Terpadu, SIT) (Anggreana, Ginanto, Felicia, Andiarti, Herutami, Alhapip, Iswoyo, Hartini, 2022.) Islamic Integrated Schools are educational institutions that integrate general knowledge and religious studies into a unified curriculum. Arabic learning in SIT is not only treated as a linguistic subject but also as a medium for comprehending Islamic teachings holistically and instilling Islamic character in students from an early age (Suyatno, 2013).

The Integrated Islamic model (IT) creates a specific bi'ah (environment) to support Arabic language acquisition. Through bi'ah lughawiyah (Arabic-speaking environment), students are encouraged to use Arabic in daily interactions, thus enhancing their motivation and ability to communicate in Arabic. A supportive Arabic-speaking environment fosters a more conducive learning process. (Rizqi, 2016)

Several schools in Mataram, such as SDIT Al-Fajar Academy and SDIT Al-Imam Asy-Syafi'i, implement an integrated Islamic education system with strong emphasis on Arabic language instruction. The teaching focuses on phonological and vocabulary mastery, as well as developing listening and speaking skills using interactive and contextual approaches (Kurniawan, 2021). Additionally, the implementation of bi'ah lughawiyah promotes the daily use of Arabic, creating a communicative and practical learning atmosphere (Ramadhani & Ghazi, 2024).

Nevertheless, Arabic language learning still faces challenges, particularly concerning students' diverse backgrounds, limited instructional time, and the shortage of qualified Arabic language teachers at the elementary level. Therefore, a more in-depth study is needed to explore the implementation of Arabic language instruction in integrated education systems, focusing on teaching approaches, development of instructional materials, and the role of teachers in integrating Islamic values into language learning.

Based on these phenomena, this study aims to examine the planning, implementation, and assessment of Arabic language learning within the integrated education system at Islamic Integrated Elementary Schools (SDIT) in Mataram City.

LITERATURE REVIEW

Theory of Arabic Language Learning

Learning is a consciously managed process of creating an environment in which students can respond to specific situations through desired behaviors. Arabic language learning refers to the teacher's efforts in managing interactions to facilitate students in learning Arabic effectively and efficiently (Salsabila & Rohman, 2021). This activity involves the teacher acting as a facilitator in creating effective interactions so that students can understand and use Arabic functionally, both orally and in writing.

Arabic language learning is an effort to teach an individual or a group of individuals the Arabic language through various strategies, methods, and approaches (Sagala, 2017). It is taught integrally, encompassing listening, speaking, reading, and writing as preparation for achieving language competence (Hermawan, 2018).

Theory of Integrated Education System

Suyatno explains that Islamic Integrated Schools (Sekolah Islam Terpadu, SIT) aim to eliminate the dichotomy between religious and general sciences by integrating both into a holistic curriculum. This is achieved by combining the national curriculum from the Ministry of Education and Culture with strong Islamic content, so that students not only gain academic knowledge but also internalize deep Islamic values. SIT also emphasizes character building and noble morals, as well as habituating students with religious practices and Islamic daily life (Suyatno, 2015).

Islamic Integrated Schools implement an integrated system through the full-day school program. This integrated program combines general and religious education, the development of intellectual (fikriyah), emotional (ruhiyah), and physical (jasadiyah) potential, and the synergy between school, parents, and community as responsible stakeholders in the educational process (Ismael & Iswantir, 2022).

METHODOLOGY

This study employed a qualitative research method, which is used to investigate natural settings and is inductive in nature, based on factors found in the field, whether in the form of thought perspectives or other aspects (Purnama, 2016). The type of research applied is field research using a multisite design, where the research subjects share similar backgrounds and institutional settings (Hasiara, 2018).

The data sources consist of both primary and secondary data. Data collection techniques include observation, in-depth interviews, and documentation, involving key informants such as school principals, Arabic

language teachers, and students. The research was conducted directly by the researcher as the main instrument in order to establish direct and in-depth interaction with the research context (Abrar, 2024).

Data analysis was carried out through three main stages: data reduction, data presentation, and conclusion drawing/verification (Almeida et al., 2021). This process was conducted interactively and continuously to uncover emerging patterns from both research sites and to develop a synthesis of findings that can represent the practice of Arabic language learning in the broader context of integrated Islamic education systems..

For data validity techniques, the researcher applied triangulation, extended field notes, and enhanced monitoring continuity. Validation was performed by comparing various findings across methods and over time to ensure consistency and depth of the collected data (RACO, 2010).

The population in this study includes all Islamic Integrated Elementary Schools (SDIT) in Mataram City. The research sample was selected purposively, focusing on two institutions: SDIT Al-Fajar Academy and SDIT Al-Imam Asy-Syafi'i, based on their full implementation of the integrated education system and active Arabic language instruction.

The sampling technique used was purposive sampling, where schools were selected based on specific criteria relevant to the study's objectives particularly schools that had demonstrated a structured Arabic language curriculum and integration with Islamic values in their education system.

RESULT

The findings reveal that the characteristics of Arabic language learning within the integrated education system at two Islamic Integrated Elementary Schools (SDIT) in Mataram—SDIT Al-Fajar Academy and SDIT Al-Imam Asy-Syafi'i—share a common integrative approach. This approach combines linguistic aspects, Islamic values, and character building in students..

In terms of linguistic elements, both schools emphasize mastery of phonology (al-ashwat/al-atwat), vocabulary (al-mufradat), and grammar (qawa'id), along with language skills including listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). SDIT Al-Fajar places greater focus on istima' and kalam skills, whereas SDIT Al-Imam Asy-Syafi'i develops all four language skills more comprehensively.

In the planning stage, at SDIT Al-Fajar Academy Mataram, teachers develop Learning Objectives Flow (Alur Tujuan Pembelajaran or ATP), which includes learning goals, competency indicators, essential materials, learning activities, formative and summative assessments, and reinforcement of the Pancasila Student Profile. The teaching modules are independently created by the teachers and cover mufradat, qawa'id, istima', kalam, qira'ah, and kitabah, accompanied by student worksheets. In contrast, SDIT Al-Imam Asy-Syafi'i Mataram has not yet developed its own ATP or teaching modules internally, instead relying on general instructional materials from external sources.

In the implementation phase, SDIT Al-Fajar Academy Mataram applies various methods such as lectures, Q&A, demonstrations, role-play, and project-based learning to develop students' practical skills. A wide range of learning media is used, including technology such as laptops, projectors, and educational videos. The instructional strategies are active and communicative, involving language games, conversation practice, presentations, Arabic songs, and thematic project work. Meanwhile, SDIT Al-Imam Asy-Syafi'i Mataram tends to use more contextual learning, lectures, memorization, and enjoyable educational games. Learning activities are more routine-based, emphasizing repetition and habituation, with minimal use of project-based learning.

Assessment at SDIT Al-Fajar Academy Mataram is conducted formatively and summatively through oral exams, written evaluations, language practice, and observation of students' engagement in both classroom and religious activities. At SDIT Al-Imam Asy-Syafi'i Mataram, systematic pre-assessment has not been implemented, and both formative and summative assessments tend to follow traditional forms such as written tests and memorization.

Both schools also create a *bi'ah lughawiyah* (Arabic-speaking environment) that encourages the use of Arabic in students' daily activities, including greetings, prayers, *tahfidz*, and classroom instructions. The integration of academic and Islamic activities is implemented through regular religious practices, reinforcement of *Juz 'Amma* memorization, and the use of Arabic as a medium to understand Islamic teachings.

Through this communicative and contextual approach, Arabic language learning is not only focused on linguistic structure mastery but is also directed toward strengthening spirituality and forming Islamic character from an early age. This demonstrates that the integrated education system can optimize Arabic learning as both an intellectual and spiritual tool in students' lives.

DISCUSSION

Arabic language learning within the integrated education system at SDIT Al-Fajar Academy and SDIT Al-Imam Asy-Syafi'i Mataram exhibits characteristics that reflect the integration of linguistic components with Islamic values, along with the application of diverse teaching approaches. Both schools implement Arabic language learning that is not only theoretical but also practical and contextual, in accordance with the principles of integrated education (Suyatno, 2015).

Both SDIT Al-Fajar Academy and SDIT Al-Imam Asy-Syafi'i emphasize the mastery of phonology (*al-ashwat*), vocabulary (*mufradat*), and grammar (*qawa'id*) as the foundation for Arabic instruction. However, there is a difference in emphasis between the two. SDIT Al-Fajar focuses more on phonological and vocabulary mastery to strengthen pronunciation and word acquisition, while SDIT Al-Imam Asy-Syafi'i promotes a more balanced and contextual integration of all three linguistic elements in teaching and learning activities (Taubah, 2019).

Regarding language skills (*maharah lughawiyah*), SDIT Al-Fajar Academy emphasizes *istima'* (listening) and *kalam* (speaking) skills. This emphasis is evident in the use of project-based learning and digital technology, such as audio-visual media. In contrast, SDIT Al-Imam Asy-Syafi'i provides broader coverage by including all four main language skills: *istima'*, *kalam*, *qira'ah* (reading), and *kitabah* (writing). Activities such as presentations, written reports, and reading texts are integral to the learning process (Hamzah Hamzah, 2020).

Arabic language learning in SDIT Mataram follows three stages: planning, implementation, and evaluation. At SDIT Al-Fajar Academy, lesson planning is carried out independently by teachers through the preparation of Learning Objectives Flow (ATP) and teaching modules adapted to students' needs. This reflects the professionalism of the teachers in designing learning materials that align not only with national curriculum standards but also with Islamic values that underlie the integrated education system (Yusuf, 2021). Meanwhile, SDIT Al-Imam Asy-Syafi'i has not yet developed its own teaching materials. Teachers rely more on textbooks and syllabi provided by central institutions, resulting in limited room for innovation and creativity in planning.

The implementation of Arabic instruction at SDIT Al-Fajar Academy is interactive and enjoyable. The use of various methods and learning media demonstrates an innovative and adaptive approach. Teachers at both schools employ methods such as language games, songs, stories, and mini projects related to Islamic themes and daily life. Techniques include lectures, group discussions, language games, speaking practice, and the use of media such as vocabulary cards, songs, and videos. These activities support the development of the four language skills (*istima'*, *kalam*, *qira'ah*, *kitabah*) (Nurlatipah, 2024). SDIT Al-Fajar Academy tends to utilize more technology-based approaches to increase student interest, whereas SDIT Al-Imam Asy-Syafi'i integrates Arabic language learning into students' daily life through prayers, instructions, and Qur'an memorization. The learning process at SDIT Al-Imam Asy-Syafi'i remains more traditional, with teachers relying primarily on lectures and memorization, using fewer varied methods and media. This leads to lower student engagement and a less contextualized learning experience (Akasahtia, 2021).

Assessment at SDIT Al-Fajar Academy Mataram is comprehensive, including pre-assessment, process assessment, and evaluation of learning outcomes. Evaluation methods include not only tests but also projects, presentations, and observation of language skills. This shows that Arabic instruction is implemented comprehensively and is aligned with the integrated Islamic education approach (Budiono & Hatip, 2023). At SDIT Al-Imam Asy-Syafi'i Mataram, assessment is conducted continuously, starting with pre-assessment to map initial abilities, process assessment through observation and oral practice, and evaluation through tests, projects, and presentations. Assessment covers cognitive, affective, and psychomotor aspects (Asrul et al., 2016). With a combination of teaching methods and a supportive learning environment, SDIT Al-Imam Asy-Syafi'i is able to provide meaningful and contextual Arabic learning, aligned with the characteristics of integrated education..

In general, the Arabic language learning systems in both SDITs reflect the core principles of integrated education, which combines academic instruction with holistic Islamic character development. The emphasis on Qur'an memorization, such as Juz 'Amma, also reinforces Arabic's role not only as a communication tool but as a medium for understanding and internalizing Islamic teachings (Hakim, 2022).

These findings support Suyatno's theory of integrated education, which merges the national curriculum with strong Islamic content. This integrative approach not only improves students' linguistic abilities but also shapes their religious character and instills Islamic habits in their daily lives.

Thus, Arabic language instruction at SDIT Al-Fajar Academy and SDIT Al-Imam Asy-Syafi'i can serve as a model for holistic, contextual, and integrative language education in Islamic-based elementary schools. This demonstrates that the integrated education system holds significant potential for creating an effective, enjoyable, and spiritually enriching learning environment.

CONCLUSION AND RECOMMENDATION

Arabic language instruction consists of three main stages: planning, implementation, and assessment. The planning stage involves the preparation of teaching materials in the form of Learning Objectives Flow (syllabus) and Teaching Modules (lesson plans). The implementation applies a differentiated approach, preceded by pre-assessment, while the evaluation encompasses cognitive, affective, and psychomotor aspects through both summative and formative assessments. Arabic learning within the integrated education system shows significant differences in terms of planning, implementation, and assessment between institutions. In terms of planning, SDIT Al-Fajar Academy has developed its own Learning Objectives Flow (ATP) and independent teaching modules tailored to students' needs and Islamic values. In contrast, SDIT Al-Imam Asy-Syafi'i still relies on externally provided teaching materials, with minimal contextual adaptation to the local environment. In the implementation aspect, SDIT Al-Fajar Academy adopts an enjoyable, interactive, and contextual approach through various methods such as language games, digital media, and thematic projects. Meanwhile, SDIT Al-Imam Asy-Syafi'i continues to rely heavily on traditional methods like lecturing and rote memorization, with limited variation in instructional media. Regarding assessment, SDIT Al-Fajar Academy conducts comprehensive and continuous evaluations covering cognitive, affective, and psychomotor domains using diverse techniques. On the other hand, SDIT Al-Imam Asy-Syafi'i remains focused on memorization and conventional written tests. Overall, these findings reinforce the role of the integrated education system in Arabic language instruction, which emphasizes not only academic aspects but also religious values and Islamic character development. This educational model demonstrates significant potential in creating an effective, applicable, and meaningful learning environment for elementary-level students.

ADVANCED RESEARCH

Every research study has its limitations. In this study, the primary limitations lie in the restricted scope, which only includes two Islamic Integrated Elementary Schools (SDIT) in Mataram City, and the use of a qualitative-descriptive approach, making the results less generalizable.

Therefore, it is recommended that future research involve a broader range of schools with diverse characteristics, both in terms of geographical location and student backgrounds. Moreover, studies employing quantitative or mixed-method approaches are encouraged to objectively measure the effectiveness of Arabic language instruction, including its impact on improving students' language skills in a measurable way.

Subsequent research can also focus on developing technology-based Arabic language learning models within integrated education systems, as well as strengthening the role of *bi'ah lughawiyah* (linguistic environment) in enhancing students' communicative competence from an early age.

ACKNOWLEDGMENT

The author expresses profound gratitude and praise to Allah SWT for His endless mercy and guidance, which enabled the completion of this research entitled "Arabic Language Learning in the Integrated Education System at Islamic Integrated Elementary Schools (SDIT) in Mataram for the 2024/2025 Academic Year." The author also wishes to extend sincere thanks to:

1. The academic community of the Faculty of Islamic Studies, University of Muhammadiyah Mataram, Indonesia.
2. The principals, teachers, and staff of SDIT Al-Fajar Academy and SDIT Al-Imam Asy-Syafi'i Mataram for their permission, support, and cooperation during the data collection process.
3. Friends and fellow students of the Arabic Language Education Study Program, who have provided valuable input, encouragement, and moral support throughout the writing of this academic work.
4. The author's beloved family, who have continually offered love, prayers, motivation, and both moral and financial support at every stage of the author's educational journey.
5. All other parties not mentioned individually, but who have contributed in any form to the smooth conduct of this research.

Finally, may all the help and kindness extended be counted as lasting good deeds (*amal jariyah*) and rewarded by Allah SWT. The author acknowledges that this work is far from perfect; therefore, constructive criticism and suggestions are highly welcomed for future improvement.

REFERENCES

- Abrar, M. (2024). *Teknik pengumpulan data penelitian kualitatif: Suatu pengantar*. UNJA Publisher.
- Akasahtia, L. T. (2021). *Strategi Pembelajaran Bahasa Arab:(Menggelitik Pakem) Pembelajaran Aktif, Kreatif, Efektif, & Menyenangkan*. Cv. Dotplus Publisher.
- Almeida, E., Rosero, A., Chiliza, W., & Castillo, D. (2021). Reflections on qualitative research in education. *Revista Cognosis*. ISSN 2588-0578, 6(EE-I-), 101-118.
- Anggreana, Ginanto, Felicia, Andiarti, Herutami, Alhapip, Iswoyo, hartini, M. (2022). *Panduan Pembelajaran dan Asesmen. Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia*, 123.
- Asrul, Ananda, R., & Rosinta. (2016). Evaluasi Pembelajaran. In *Ciptapustaka Media*.
- Budiono, A. N., & Hatip, M. (2023). Asesmen pembelajaran pada kurikulum merdeka. *Jurnal Axioma: Jurnal Matematika Dan Pembelajaran*, 8(1), 109-123.
- Hakim, L. (2022). Urgensi Pembelajaran Bahasa Arab Bagi Pendidikan Hafidzul Qur'an. *Educata: Jurnal Pendidikan Dan Agama Islam*, 12(2), 173-199.
- Hamzah Hamzah, M. B. and. (2020). Pembelajaran efektif dalam pengajaran bahasa Arab tingkat menengah. *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 1(1), 23-36.
- Hasiara, L. O. (2018). *Penelitian Multi Kasus dan Multi Situs* (Vol. 7, Issue 2).
- Hermawan, A. (2018). *Metodologi Pembelajaran Bahasa Arab* (Edisi Revisi). Remaja Rosdakarya.
- Ismael, F., & Iswantir, I. (2022). Konsep Pendidikan Sekolah Islam Terpadu. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 1(2), 127-134.
<https://doi.org/10.31004/jpion.v1i2.30>
- Kurniawan, R. (2021). *Pembelajaran Bahasa Arab pada Sekolah Dasar Islam Terpadu di Solo Raya*. PASCASARJANA.
- Mahmudah, S. (2018). Media pembelajaran bahasa arab. *An Nabighoh*, 20(01), 129-138.
- Nasarudin. (2022). *Kurikulum Pembelajaran Bahasa Arab : Implementasi dalam Mencapai Mutu*. 1(June), 1-232.
- Nurlatipah, L. (2024). Efektivitas Metode As-Sam'iyah As-Syafawiyah dalam Meningkatkan Pembelajaran Bahasa Arab Siswa Kelas VI MIS Islamiyah. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 3(3), 362-370.
- Purnama, S. (2016). Metode penelitian dan pengembangan (pengenalan untuk mengembangkan produk pembelajaran bahasa Arab). *Literasi: Jurnal Ilmu Pendidikan*, 4(1), 19-32.
- RACO, J. R. (2010). Penelitian Kualitatif: Metode Penelitian Kualitatif. In *Jurnal EQUILIBRIUM* (Vol. 5, Issue January).
- Ramadhani, S., & Ghazi, F. (2024). PENGARUH LINGKUNGAN BAHASA ARAB (BI'AH ARABIYAH) DAN POTENSI BAHASA DALAM MENINGKATKAN KETERAMPILAN BERBICARA SANTRI DI PONDOK PESANTREN TERPADU USHULUDDIN. *Pendas: Jurnal Ilmiah Pendidikan*

- Dasar*, 9(2), 1164–1174.
- Rizqi, R. (2016). Peran Bi'ah Lughawiyah dalam Meningkatkan Pemerolehan Bahasa Arab. *Jurnal Alfazuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 1(1), 128–144.
- Sagala, S. (2017). *Konsep dan Makna Pembelajaran: Untuk Membantu Memecahkan Problematika Belajar dan Mengajar*.
- Salsabila, A., & Rohman, A. (2021). Upaya Meningkatkan Keterampilan Bahasa Arab Dengan Menggunakan Metode Audiolingual di Kelas 4 SD Peradaban Global Qur'an Kota Cirebon. *Action Research Journal Indonesia (ARJI)*, 3(4), 284–300.
- Suyatno, S. (2013). Sekolah Islam terpadu; Filsafat, ideologi, dan tren baru pendidikan Islam di Indonesia. *Jurnal Pendidikan Islam*, 2(2), 355–377.
- Suyatno, S. (2015). Sekolah Islam Terpadu Dalam Sistem Pendidikan Nasional. *Al-Qalam*, 21(1), 1–10.
- Taubah, M. (2019). Maharah dan Kafa'ah Dalam Pembelajaran Bahasa Arab. *Studi Arab*, 10(1), 31–38. <https://doi.org/10.35891/sa.v10i1.1765>
- Taufik, T., Azmi, D. I., Zahire, I. N. A., Sa'adah, N., Ernawati, N., & Wulandari, P. (2023). Pembelajaran Unsur-Unsur Bahasa Arab (Mufradat dan Qawaid) dengan Penerapan Strategi Pembelajaran Flashcard di Kelas V Madrasah Ibtidaiyah (MI). *Diwan: Jurnal Bahasa Dan Sastra Arab*, 15(1), 58–73.
- Yusuf, R. (2021). Konstruktivis Model Desain Instruksional Dan Sistematis. *Jurnal Pencerahan*, 15(1), 73–86.