

IMPLEMENTATION OF SPEECH ACTIVITIES TO IMPROVE SPEECH SKILLS AT THE DARUL HIKMAH ISLAMIC BOARDING SCHOOL IN TULUNGAGUNG

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ABSTRACT

This study aims to analyze the implementation of language activities in improving the language skills of students at the Darul Hikmah Islamic Boarding School in Tulungagung, as well as to identify the supporting and inhibiting factors. This study employs a qualitative approach using a case study design. The research subjects include instructors, language coordinators, and students selected through purposive sampling. Data collection techniques were conducted through participant observation, in-depth interviews, and documentation. Data analysis utilized the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions, and its validity was tested through source triangulation. The results of the study indicate that the implementation of kalam activities is conducted in a structured and continuous manner through various language programs, such as morning conversation sessions, vocabulary drills, the application of language immersion, and competitive activities like the weekly language improvement competition. The implementation of these activities is supported by the active role of language coordinators in providing guidance, motivation, and supervision, which aligns with the "actuating" function in management theory. Supporting factors include a conducive language environment, coordinator involvement, diverse programs, and opportunities to participate in language competitions. Meanwhile, inhibiting factors include differences in students' initial proficiency, low self-confidence, limited vocabulary, and non-compliance with language rules. Overall, the implementation of speech activities has proven to effectively contribute to improving students' speaking skills.

Keywords: Kalam studies, Kalam skills, Arabic language learning

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pelaksanaan kegiatan kalam dalam meningkatkan maharah kalam santri di Pondok Pesantren Darul Hikmah Tulungagung serta mengidentifikasi faktor pendukung dan penghambatnya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian meliputi pembimbing, pengurus bahasa, dan santri yang dipilih secara purposive. Teknik pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan, serta diuji keabsahannya melalui triangulasi sumber. Hasil penelitian

menunjukkan bahwa pelaksanaan kegiatan kalam dilakukan secara terstruktur dan berkesinambungan melalui berbagai program kebahasaan, seperti muhadasah pagi, penyeteroran mufradat, penerapan bi'ah lughawiyah, serta kegiatan kompetitif seperti usbu' tarqiyatul lughah. Pelaksanaan kegiatan ini didukung oleh peran aktif pengurus bahasa dalam memberikan pendampingan, motivasi, dan pengawasan, yang sejalan dengan fungsi pelaksanaan (actuating) dalam teori manajemen. Adapun faktor pendukung meliputi lingkungan bahasa yang kondusif, keterlibatan pengurus, program yang beragam, serta kesempatan mengikuti lomba kebahasaan. Sementara itu, faktor penghambat meliputi perbedaan kemampuan awal santri, rendahnya kepercayaan diri, keterbatasan mufradat, dan ketidakpatuhan terhadap aturan berbahasa. Secara keseluruhan, pelaksanaan kegiatan kalam terbukti berkontribusi dalam meningkatkan maharah kalam santri secara efektif.

Kata Kunci: Kegiatan Kalam, Maharah Kalam, Pembelajaran bahasa Arab

A. Introduction

Kalam activities are a form of Arabic language instruction in Islamic boarding schools designed to develop students' active speaking skills (Mutia & Hasaniyah, 2024). Through these kalam activities, students not only learn the rules of the language but also get accustomed to communicating in Arabic in their daily lives.

However, in practice, Arabic language activities do not always run optimally. There are still a number of students who struggle to communicate in Arabic. This may be due to limited vocabulary, low self-confidence, or a lack of practice in using the language in daily life (Yusrinawati & Ammar, 2023). This situation indicates that the existence of a program alone is not sufficient; rather, it must be supported by proper implementation and an

environment that encourages active language use.

In this regard, Islamic boarding schools have great potential for creating a language environment (bi'ah lughawiyah) that supports the learning process. This environment allows students to practice Arabic intensively through various language activities, such as muhadasah, vocabulary memorization, and the implementation of language requirements in daily life (Yakin & Hasan, 2025). Under these conditions, students have the opportunity to use the language directly in various situations, so that the learning process takes place not only in the classroom but also in daily interactions.

Nevertheless, practices in various Islamic boarding schools indicate that kalam activities have not

yet been fully implemented in a systematic and sustainable manner. In some institutions, speaking activities are still conducted on a limited basis, lack direction, and have not yet become an integrated part of students' daily routines. On the other hand, research conducted to date has largely focused on learning outcomes or the existence of a language environment, while aspects of implementing speaking activities—such as mentoring strategies, the role of language coordinators, and efforts to address differences in students' abilities have not yet been studied in depth.

The success of language programs is greatly influenced by how they are implemented. Consistent, focused implementation that involves the active participation of language instructors is a key factor in achieving learning objectives (Alfi et al., 2025). In this regard, instructors are not only responsible for supervision but also play a role in guiding and motivating students to become more confident in using Arabic.

The Darul Hikmah Islamic Boarding School in Tulungagung is one of the institutions that conducts structured language activities through

various language programs. These activities are carried out continuously and involve all students, thereby creating an active language environment. Additionally, the guidance and supervision provided by language coordinators further strengthen the implementation of these activities. These conditions make this Islamic boarding school an attractive subject for further research, particularly in examining how the implementation of speaking activities can contribute to improving students' speaking skills.

The success of the kalam program at Darul Hikmah Islamic Boarding School is evident from the large number of students who have won kalam competitions outside the school, such as Arabic debate competitions, khitobah competitions, and other language-related contests. In fact, it is not uncommon for its graduates to continue to excel today with various achievements in the field of language. Therefore, the researcher aims to delve deeper to understand how the implementation of Arabic language activities is carried out at Darul Hikmah Islamic Boarding School in Tulungagung.

Based on the above, this study aims to analyze the implementation of Arabic language activities in enhancing students' Arabic language proficiency at Darul Hikmah Islamic Boarding School in Tulungagung. Additionally, this study seeks to identify the factors that act as enablers and barriers in the implementation of these activities. It is hoped that the results of this study will provide an overview of Arabic language learning practices within the Islamic boarding school environment and serve as a basis for consideration in developing more effective language programs in the future.

B. Methods

This study employs a qualitative approach using a case study design. This approach was chosen because it allows the researcher to conduct an in-depth exploration of the kalam activities at Pondok Darul Hikmah, which have resulted in the development of excellent kalam skills among the students. The study was conducted in February 2026 at the Darul Hikmah Putri Islamic Boarding School in Tulungagung.

The case study was used to describe how the implementation of

kalam activities enhances kalam proficiency at Pondok Pesantren Darul Hikmah. Qualitative research is a type of study that yields findings that cannot be obtained through statistical procedures or other quantitative approaches (Widayanti & Dewi, 2024). In this study, qualitative research involves describing field findings by recording and narrating them in the form of qualitative writing. The researcher was present on-site throughout the data collection process (Nurrisaa et al., 2025). The research subjects consisted of instructors, language coordinators, and Darul Hikmah students selected through purposive sampling.

Data were collected using three main techniques: participant observation, in-depth interviews, and documentation (Romdona et al., 2024). Observation was used to examine the students' routine activities related to Arabic language learning and social interactions. Interviews were conducted using a semi-structured approach to explore the informants' perceptions and experiences regarding the Kalam activities at Pondok Darul Hikmah Tulungagung. Documentation included photographs of activities,

notes on materials, and relevant internal pesantren archives. The data collection instruments consisted of observation guidelines and interview guidelines developed by the researcher based on the research focus (Waruwu, 2023).

The data analysis technique used in this study is the Miles and Huberman method (Faisol et al., 2023). The researcher conducted data reduction from the data collection phase through to the conclusion of the study. Subsequently, this study presents and concludes by narrowing down the results in relation to George R. Terry's theory regarding the implementation of kalam activities at the boarding school.

To test the validity of the data in this study, the researcher employed a triangulation method, which involves cross-checking data from interviews, observations, and research documentation (Husnullail et al., 2024). As a result, the study was able to produce accurate and valid data for presentation and analysis regarding Arabic language studies, religious studies, and social activities.

C.Result and Discussion

1. Implementation of Speech Activities to Improve the Speech Skills of Students at the Darul Hikmah Islamic Boarding School in Tulungagung

This study focuses on the implementation of Arabic language activities aimed at improving the Arabic speaking skills of students at the Darul Hikmah Islamic Boarding School in Tulungagung. The analysis was conducted based on George R. Terry's management theory, specifically the "actuating" function, to understand how these Arabic language activities are carried out and their contribution to the students' speaking abilities.

The implementation of kalam activities at the Darul Hikmah Girls' Boarding School yielded impressive results. The majority of students are now able to speak Arabic. This aligns with the statement made by Ustadzah Alfina, the Arabic language instructor at the Darul Hikmah Islamic Boarding School.

"From the very beginning, students are required to speak

Arabic and English. We alternate between the two two weeks of Arabic and two weeks of English but so far, the majority of students are more proficient in Arabic. For new students with very limited Arabic skills, we, the administrators, provide extra attention by offering private sessions to help them catch up with their peers.”

Following Ustadzah Alfina’s presentation, Ustadzah Lintang, as the head of the language department, also outlined several activities at the Islamic boarding school that are designed to help students improve their language skills. Here is her presentation:

“Activities at the boarding school begin early in the morning after the congregational Fajr prayer. Following that, a conversation practice session is held, which all students are required to attend. During this session, students are divided into small groups of two to practice speaking Arabic with one another. After the conversation practice, students are required to submit the daily

vocabulary list that was distributed earlier. Next, the students continue their regular activities, namely attending classes at school. Additionally, this boarding school enforces a 24-hour language requirement. To ensure this runs smoothly, the language coordinators play an active role in providing direct guidance and supervision.”

Based on the above discussion, it is evident that the implementation of Arabic language activities at the Darul Hikmah Islamic Boarding School in Tulungagung is carried out in a structured and continuous manner through various supporting activities, such as morning conversation sessions, daily vocabulary drills, and the maintenance of a 24-hour Arabic-language environment. These activities not only provide students with opportunities to practice speaking but also foster the habit of using Arabic in daily life.

This aligns with what George R. Terry stated: the implementation of these kalam activities falls under the

“actuating” function, which involves efforts to mobilize all members of the organization to carry out the planned program (Rifaldi Dwi Syahputra & Nuri Aslami, 2023). In this context, the language coordinators play an active role in directing, guiding, and motivating the students to consistently use Arabic in every activity. Furthermore, the presence of a direct mentoring and supervision system indicates that the implementation process is proceeding optimally and under control.

Furthermore, the success of these Arabic language activities is also supported by intensive mentoring strategies, such as providing special attention to new students through private tutoring programs. This demonstrates that the activities are not merely general in nature but also take into account the varying abilities of individual students, ensuring that the process of improving Arabic language proficiency proceeds evenly.

Additionally, the success of the kalam program is reflected in

the various achievements attained by students in Arabic speaking skills, such as Arabic speech and debate competitions. These achievements serve as tangible indicators of the improvement in students’ kalam proficiency, further supported by documentation in the boarding school’s official media, which consistently publishes these accomplishments.

In addition, there is the Usbu’ Tarqiyatul Lughah program, an annual initiative focused on developing students’ language skills. This program includes various competitions, such as debates, Arabic and English speech contests, and quizzes. It serves as a key strategy for enhancing students’ language proficiency, as it provides them with opportunities to apply their language skills in competitive and contextual settings. This was also conveyed by Ustadzah Sania, the head of the language department.

“Every year, we hold the Usbu’ Tarqiyatul Lughah event, which takes place over one

week. This is a competition among students that includes Arabic and English debates, Arabic and English speeches, as well as quizzes and other activities. It is held to hone the students' language skills."

This demonstrates that the language programs implemented at Darul Hikmah Islamic Boarding School are excellent. The language activities offered at the boarding school greatly help students continue to develop their language skills. Not only that, in addition to the activities mentioned, students are also entered into language competitions outside the boarding school. It is not uncommon for students to win these external language competitions. This was shared by Ustadzah Bunga, the Arabic language instructor at the Girls' Boarding School.

"In addition to being required to participate in language competitions at the boarding school, we also require the students to take part in language activities outside the

school so they gain experience in participating in external language competitions such as debates, Arabic speeches, and many others. As a result, it turns out that our students frequently win language competitions. Then, those who have gained experience competing outside the boarding school share the knowledge they've acquired with their peers at the boarding school."

This was also mentioned by Fitri, a student at the Darul Hikmah Islamic boarding school, who explained that activities at the boarding school are varied, so students do not focus on just one activity but rather on several activities that support their studies. Here is what she said:

"Yes, ma'am, we're required to practice speaking here every day. Sometimes, we students are even sent to participate in competitions outside the boarding school to expand our knowledge. But sometimes the administrators also invite experts from outside to provide training for us, ma'am—like debate and public

speaking training. But I'm not sure how often that happens; I've forgotten, ma'am."

Furthermore, the implementation of language activities at the Darul Hikmah Islamic Boarding School demonstrates continuity across the various language programs in place. Activities such as conversation practice, vocabulary drills, and the use of Arabic in daily life complement one another in developing the students' speaking skills. This indicates that the language learning process does not occur solely through a single type of activity but is integrated into the various activities the students engage in.

In general, the implementation of Arabic language activities at the Darul Hikmah Islamic Boarding School in Tulungagung demonstrates an effective and systematic process. The programs carried out have succeeded in creating a dynamic language environment and encouraging students to actively use Arabic in various situations. This indicates that

Arabic language activities serve not only as a medium for learning but also as a means of fostering the use of the language in daily life. This aligns with the statement by George R. Terry, as cited by I Made Sedana, that the implementation of activities is a follow-up to the planning and organization that has been established. Leaders play a crucial role in this implementation process by communicating and providing guidance to their members (Sedana, 2024). The success of this implementation depends on the leader's ability to foster good working relationships, set a positive example, and motivate their subordinates (Maghfiroh & Ulum, 2025).

Therefore, the implementation of the Kalam activities at the Islamic boarding school can be assessed as very good. This success is reflected in the students' increasingly improved abilities, their active participation in various language activities, and the achievements they have attained, both within

and outside the boarding school environment.

2. Factors Supporting and Hindering Public Speaking Activities in Improving the Public Speaking Skills of Students at the Darul Hikmah Islamic Boarding School in Tulungagung.

The implementation of Kalam activities at the Darul Hikmah Islamic boarding school can be described as very successful. Of course, this is due in part to the supporting factors that have strengthened the implementation of these activities, as well as the obstacles that have posed challenges in carrying them out.

The first factor supporting the implementation of Arabic language activities at the Darul Hikmah Islamic Boarding School in Tulungagung is the presence of a conducive language environment. Students are accustomed to using Arabic in their daily activities, thereby fostering a continuous language-use habit. Such an environment significantly enhances speaking skills because students are

trained to use the language directly in various contexts.

This aligns with what was stated by one of the language coordinators, Ustadzah Sania.

“In my opinion, the supporting factor is the language environment. Because students are required to speak Arabic every day, they become accustomed to using the language, and they unconsciously absorb a vast amount of vocabulary while speaking Arabic in their daily lives.”

The next factor is the active involvement of language coordinators in implementing language programs. Coordinators not only supervise but also provide guidance, direction, and encouragement to students to ensure they remain consistent in using Arabic. This role is crucial in creating a supportive and focused learning environment. This aligns with what George R. Terry stated regarding the Actuating stage, which involves implementing plans through motivation,

communication, and leadership (Alfakhaera & Mufidah, 2025).

The same point was also conveyed by Ustadzah Lintang, the head of the language committee at the Darul Hikmah Girls' Islamic Boarding School.

"There's no denying that what supports the smooth running of language activities is the cooperation among the administrators; the language administrators divide tasks among themselves—some are responsible for mentoring the students, others for providing guidance, and of course, there are those who impose penalties on those who violate the language rules. Essentially, all administrators work together to promote language activities at the boarding school—especially since this is most evident in daily speech—so every day we monitor the students to see if they are using Arabic or not."

Additionally, the availability of diverse language programs implemented on an ongoing basis serves as a key supporting factor. Activities such as conversation practice,

vocabulary drills, and other language-related exercises provide students with continuous opportunities to hone their speaking skills. This variety of activities also helps maintain students' interest and engagement in the learning process.

Ustadzah Alfina, the language program coordinator, also made the same point.

"There are quite a few activities here that support language learning, especially in the Kalam program. There's a language immersion environment where all students are required to speak Arabic; there's also the morning conversation session—an activity after dawn prayer where students are required to speak in pairs using Arabic according to the week's theme; after that, there's also vocabulary practice to expand the students' vocabulary so they can enhance their speaking skills. What else? There are many, but those are some of them."

Another factor is the opportunity for students to

participate in various language competitions, whether held within or outside the boarding school. Participation in these contests provides real-world experience in actively using Arabic. Additionally, this helps boost the students' confidence and motivates them to continue developing their speaking skills.

This was stated by Ustadzah Bunga, the language instructor.

"We give our students the opportunity to participate in various events outside the boarding school. So they don't just participate in competitions at the boarding school but also outside so they can gain new experiences. That way, when they return to the boarding school, they can share their knowledge with their peers. And of course, they will become more confident and increasingly motivated to study harder."

Based on this statement, it is clear that students' participation in various language competitions plays a crucial role in improving their speaking skills. Competitions are not merely

platforms for evaluating skills but also serve as practical opportunities for using Arabic in communicative contexts. Through these activities, students are required to use the language in more complex and challenging situations, thereby fostering optimal improvement in speaking ability (Rochmawati et al., 2025).

In addition to supporting factors, there are also several hindering factors in the implementation of Arabic language activities at the Darul Hikmah Islamic Boarding School in Tulungagung. The first factor is the variation in students' initial proficiency in Arabic, particularly among new students who still have limited vocabulary and understanding of the language's structure. This situation causes some students to struggle to fully participate in language activities, especially in speaking practice. Ustadzah Alfina explained as follows:

"When new students first enroll, we usually administer a test. If a student's proficiency is very limited, we enroll them in

supplementary lessons so they can catch up with their peers. Especially in Kalam, not all new students are necessarily able to keep up.”

From Ustadzah Alfina’s remarks, it is clear that the varying initial proficiency levels of the students can hinder the Arabic language activities at Darul Hikmah Islamic Boarding School. However, the instructors and language coordinators have provided the best solution by offering supplementary classes to help the students catch up with their peers.

The second factor is a lack of confidence among some students in using Arabic. Here is what Ustadzah Alfina shared:

“Sometimes the students still feel afraid to speak Arabic, perhaps because they lack confidence, so they are unable to participate fully in speaking activities. In fact, I often find that some students choose to remain silent because they cannot speak Arabic. But in my opinion, this is simply because they are not yet accustomed to it; over

time, they gradually begin to speak Arabic.”

In addition to Ustadzah Alfina’s remarks, Ustadzah Lintang also spoke on the same topic.

“The students, you see, are sometimes shy and afraid of making mistakes when speaking. But I try to engage those who are used to staying quiet in conversation—even though they might be a bit stiff and unsure at first—I still encourage them to speak so they can find their voice and gain the confidence to keep talking.”

From the remarks by Ustadzah Alfina and Ustadzah Lintang, it is evident that the second factor is a lack of confidence in speaking Arabic. Although the students are accustomed to the language environment, not all of them possess the same courage to speak actively. This results in their limited participation in speaking activities, thereby preventing their speaking skills from developing to their full potential.

The third factor is the students' limited vocabulary. Here is what Ustadzah Bunga shared:

"Sometimes the students have trouble speaking because they don't know the vocabulary. That's why they find it difficult to speak Arabic. That's why every morning they are required to recite vocabulary so they can speak Arabic fluently."

This was also reinforced by Ustadzah Sania, the language coordinator at Darul Hikmah Islamic Boarding School.

"Yes, ma'am, sometimes what makes it difficult for the students is that there are some vocabulary words they don't know, so as a result, they sometimes stumble when speaking Arabic."

From the remarks of Ustadzah Bunga and Ustadzah Sania, it is clear that the factor hindering Arabic conversation activities at the boarding school is that the students are unfamiliar with the vocabulary. Consequently, the students find it difficult to speak Arabic properly and correctly. However,

the administrators continue to strive to ensure the students can speak Arabic; specifically, every morning the students are required to recite their vocabulary to the language instructors.

The fourth factor is the continued violation of the established language rules within the boarding school environment. Here is Ustadzah Sania's explanation:

"Usually, there are always students who violate the rules. Whether they use Indonesian, English, or their respective regional languages. This can sometimes influence their peers. Therefore, we administrators impose a punishment every night for violators. Yes, of course, the punishments vary; some must wear colorful hijabs in bright colors, or recite istighfar, and many others."

From Ustadzah Sania's explanation, it is evident that some students are sometimes inconsistent in using Arabic in their daily lives, which can hinder the creation of an optimal language environment. This

situation indicates that although rules have been implemented, there is still a need for strengthening in terms of supervision and guidance. There are still some students who use languages other than Arabic during Arabic Language Week, which is what causes the language activities at the boarding school to be less than optimal.

D. Conclusion

Based on the research findings, the implementation of language activities at the Darul Hikmah Islamic Boarding School in Tulungagung takes place in a structured, systematic, and continuous manner through various language programs, such as morning conversation sessions, vocabulary drills, the application of language immersion, and competitive activities like the weekly language improvement competition. The implementation of these activities is supported by the active role of language coordinators in providing guidance, direction, motivation, and supervision to the students. This aligns with the “actuating” function in management

theory, which emphasizes the importance of mobilizing all components in executing a program. Overall, the Kalam activities have proven effective in enhancing the students’ language proficiency, as evidenced by improved speaking skills, active participation in language-related activities, and achievements attained both within and outside the pesantren environment.

Supporting factors in the implementation of the kalam activities include a conducive language environment, active involvement of language coordinators, varied and sustainable language programs, and opportunities to participate in various language competitions. Meanwhile, inhibiting factors include differences in students’ initial abilities, low self-confidence, limited vocabulary mastery, and the continued occurrence of violations of language usage rules. Therefore, sustained efforts are needed in the form of intensive coaching, strengthened supervision, and the development of adaptive learning strategies so that the implementation of speaking activities can run more optimally and be able to improve students’ speaking skills evenly.

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