

## Perceptions of Female Students in Learning Arabic in the Era of Globalization at the Yogyakarta Civil Tarbiah Science College

Atikah Safirah<sup>1\*</sup>, Fadia El-haq<sup>2</sup>, Muqimuddin Husni Arsyad<sup>3</sup>

<sup>1\*</sup>Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta  
[kayora1504@gmail.com](mailto:kayora1504@gmail.com)

<sup>2</sup> Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta  
[elfadia130@gmail.com](mailto:elfadia130@gmail.com)

<sup>3</sup> Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta  
[husniarsyad@stitmadani.ac.id](mailto:husniarsyad@stitmadani.ac.id)

ARTICLE INFO	ABSTRACT
<p><b>Article History:</b> Recieved : 17-Jul-2025 Revised : 23-Aug-2025 Accepted : 17-Sep-2025 Available online : 30-Sep-2025</p> <p><b>Keyword:</b> female students perceptions; Arabic; globalization</p>	<p>The purpose of this study was to determine how female students of STIT Madani Yogyakarta view Arabic language learning in the era of globalization, as well as the difficulties and solutions they face during the process. The main focus of this study was on their perceptions of the value of Arabic, the challenges they face when studying learning resources such as nahwu and sharaf, and their aspirations for innovative teaching strategies. Data were collected through observation, interviews, and documentation using qualitative methods, and then thematic analysis was conducted. The findings showed that female students viewed Arabic as an important tool for their future academic success and religious understanding. However, they faced limitations in speaking practice, structural grammar problems, and traditional teaching techniques. Female students showed initiative in overcoming these challenges by promoting the use of digital technology in the classroom. They wanted a more relevant, adaptive, and participatory approach to meet the demands of the times. It is hoped that these findings will help educators and institutions create more flexible and successful learning programs.</p>

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



## INTRODUCTION

Arabic is an international language that has an important position in the fields of education, religion, and global communication. In the context of Islam, Arabic is the main medium in understanding sources of teachings such as the Qur'an and hadith. Furthermore, this language is also one of the official languages of the UN and is widely used in more than twenty countries, making it socially, culturally, and economically relevant in the midst of globalization. In this global era, learning Arabic faces various challenges and opportunities, especially with the presence of digital technology that changes the paradigm of teaching and learning. E-learning, interactive media, and the

use of technology such as Artificial Intelligence (AI) have begun to be applied in teaching Arabic and have an influence on students' perceptions of the learning process. Madani Yogyakarta Islamic School of Tarbiyah (STIT) as a higher education institution that prioritizes Islamic education and Arabic language learning, has a responsibility to adjust learning strategies to the development of the times. However, this adaptation process cannot be separated from internal factors of students, one of which is their perception of the learning received. Female students as one of the main subjects in the learning process at STIT Madani Yogyakarta have diverse perceptions of Arabic language learning in the era of globalization. This perception greatly influences their motivation, enthusiasm, and learning outcomes. If Arabic is seen as important and relevant to today's needs, then learning motivation will increase. Conversely, if it is considered difficult or not useful, then the enthusiasm for learning tends to decrease (Asih Riyanti, 2020).

In addition, the diverse educational backgrounds of female students, both from Islamic boarding schools, madrasas, and public schools, also influence their perceptions and challenges they face in learning Arabic (Pratama et al., 2022). This study seeks to determine the perceptions of female students of STIT Madani Yogyakarta towards learning Arabic in the era of globalization, with the hope of being able to describe their actual needs and responses to the learning approaches and technologies used. Given that Arabic is currently something that is very much needed both in the world of work and education. This problem needs to be studied further. Based on the description, this study was formulated to answer the main question: "What is the perception of female students of Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta towards Arabic language learning in the era of globalization?" The purpose of this study is to describe the perceptions of female students as a whole and identify the factors that influence these perceptions, both in terms of methods, media, and learning technology applied. This study is expected to provide theoretical and practical contributions. Theoretically, this study enriches the study of learner perceptions in the context of Arabic language education. Practically, the results of this study can be the basis for developing more effective, contextual, and student-based Arabic language learning strategies. For institutions and lecturers, these findings can be used as evaluation materials to improve the quality of learning that is adaptive to technological developments.

Previous studies have shown that students' perceptions are greatly influenced by the learning approach used (Muslimah, 2021), the readiness of educators and the availability of learning media (Umam & Chodijah, 2022), and the integration of technology in teaching (Husein et al., 2025). These studies emphasize that the success of learning is not only determined by the material or curriculum, but also by how students interpret the learning process they go through. Therefore, it is important to understand students' perceptions as a first step in developing a relevant and effective learning model. Based on the background above, this study aims to find out more about the perception of female students of STIT Madani Yogyakarta towards Arabic language learning in the era of globalization. With a systematic approach, this study is expected to provide a complete picture of the challenges and opportunities in Arabic language

learning in the era of globalization, as well as being a basis for the development of adaptive and quality education.

## METHOD

This study uses a qualitative approach with a descriptive study type. The qualitative approach was chosen because it allows researchers to explore the perceptions, views, and experiences of female students in depth in the context of learning Arabic in the era of globalization. The subjects in this study were female students of the Madani Yogyakarta Islamic School (STIT) who actively took Arabic courses (Dr.Rizka Widiyanti & Dr. Yelfi Dewi S., S.Ag., 2024).

Data collection techniques used include in-depth interviews, observation, and documentation. Interviews were conducted in a semi-structured manner to obtain flexible but focused data. Data were analyzed using the thematic analysis method according to Braun & Clarke (Kristanto & Padmi, 2020), which includes six stages: familiarization, coding, theme search, theme review, theme naming, and report preparation.

## FINDINGS

The data in this study were obtained from the results of questionnaires and interviews with analysis using the thematic analysis approach developed by Braun and Clarke (Kristanto and Padmi 2020) , on the research sample, namely 20 female Arabic language class students at the Madani Tarbiyah College of Science in Yogyakarta. The results of the analysis show that there are five main themes that represent the views of female students on learning Arabic in the era of globalization.

**Table 1.1 Thematic Analysis of Interview Results**

No	Short code	Main theme	quote
1	"Very important", "opens up opportunities", "religious understanding"	The Urgency of Arabic in the Era of Globalization	"It is very important because it can open up opportunities to study abroad and understand Islam."
2	"Understanding the book", "communication", "understanding the Koran"	Benefits of Arabic in Academic and Religious Life	"To easily understand Arabic books and Islamic teachings."
3	"Difficult to understand", "sorof", "memorizing vocabulary"	Structural Difficulties in Arabic	"Understanding nahwu and sorof is really difficult, sometimes it makes you confused."

---

4	"Technology makes things easier", "please use it more often", "learning media"	Utilizing Technology as a Modern Solution	"I wish technology was used more often to help us learn Arabic more easily."
5	"Lack of practice", "monotonous methods", "need innovation"	Criticism of Conventional Learning	"Lack of intake of subjects that discuss Arabic language practices."

---

The results of this study were obtained through thematic analysis based on in-depth interviews with 20 female students of the Arabic Language Education Study Program at STIT Madani Yogyakarta. From the results of this analysis, five main themes were found that describe their perceptions of Arabic language learning in the era of globalization, namely: (1) the urgency of Arabic in the era of globalization, (2) the benefits of Arabic in academic and religious life, (3) structural difficulties in Arabic, (4) criticism of conventional learning, and (5) the use of technology as a modern solution.

First, the Urgency of Arabic in the Era of Globalization. Students assume that Arabic is very important to master or learn, especially in this era of globalization. In this modern era, Arabic is an official international communication tool that has been established by the UN on December 18, 1973, not only that, but Arabic can open up opportunities for higher education windows and also as a source of Islam (Ahmadi & Awaluddin, 2024). One respondent wrote, "It is very important because it can open up opportunities to study abroad and understand Islam." From this quote, it is shown that Arabic is not only a formal lesson that must be present in an institution, but is considered important for the academic future and also knowledge of Islamic religious knowledge.

Second, the Benefits of Arabic in Academic and Religious Life. Most of the female students' perceptions stated that studying Arabic greatly helps them in understanding the books of scholars and makes it easier for them to understand Islamic teachings. Even Arabic is the main tool to easily gain knowledge from scholars directly or read various works of scholars that have been widely distributed until now. One respondent wrote "To easily understand Arabic books and Islamic teachings."

Third Structural Difficulties in Arabic. The discussion above states that Arabic is very important and useful, but this is not free from the difficulties faced by female students in Arabic lessons. The main challenge currently faced by students of STIT Madani Yogyakarta is the complexity of language structure, especially in the aspects of nahwu (grammar) and sharaf ( morphology ). Female students have difficulty in understanding these rules as well as in applying them in everyday life. As expressed by one of the female students, "Understanding nahwu and sorof is very difficult, sometimes confusing."

Fourth Criticism of Conventional Learning. One of the important findings in this study is that several female students expressed criticism of the Arabic language teaching method which is too rigid and one-way, learning activities are more dominant on theory without being balanced with adequate practice, especially in speaking skills. This makes learning monotonous and provides less space for exploration. One female student said, "The lack of intake of subjects that discuss Arabic language practices," from this quote shows that the female students want transformation in learning activities.

Fifth, the Use of Technology as a Modern Solution. Regarding criticism of conventional media, several students suggested using modern media as a learning aid, although conventional media still has an important role in learning Arabic, but by balancing it with digital media, it is considered that it can help understanding Arabic more effectively and flexibly. There is hope that lecturers and institutions will be more open to the use of technology in the teaching and learning process. A student said, "I hope technology is used more often to help us learn Arabic more easily."

## DISCUSSION

Based on the results of the analysis of data regarding female students' perceptions in learning Arabic in the era of globalization at the Madani Islamic Education College in Yogyakarta, it can be seen that:

### 1. The Urgency of Arabic in the Era of Globalization

Students of STIT Madani Yogyakarta in this study showed a strong view regarding the importance of mastering Arabic, especially in the era of globalization. Arabic is not only understood as a religious language, but also as an important instrument in academic and professional mobility across countries. One respondent said, "It is very important because it can open up opportunities to study abroad and understand Islam," which reflects the integrative perception between the religious and practical functions of Arabic.

As one of the six official languages of the United Nations (UN) since December 18, 1973, Arabic has strong international legitimacy. Moreover, this language is a gateway to understanding classical Islamic literature, and plays a role in expanding access to higher education and the intellectual network of the Islamic world. Other studies that have the same results as this study are (Silmy et al., 2024) entitled "The Urgency of Learning Methods in Arabic Language Learning (Non-Arabic Speakers)". This study shows a view that is in line with what is felt by STIT Madani Yogyakarta students. In their article, they emphasize that in this era of globalization, learning Arabic for non-native speakers is increasingly important, not only as a religious language, but also as a window of knowledge and access to the international academic world.

The study highlights that there are still many challenges faced by learners, especially in terms of complex grammatical structures and differences

in writing systems. This is very relevant to the experiences of STIT Madani female students who find it difficult to understand aspects of nahwu and sharaf, and consider the methods used in lectures to be too rigid and not actively involving them. In addition, Yusvita et al. also emphasized the need for innovation in learning methods, such as the use of digital technology, language games, interactive multimedia, and more communicative methods. This hope was also voiced by female students who encouraged Arabic language learning to be more adaptive, enjoyable, and in line with current developments (Silmy et al., 2024) .

According to research results (Yasin et al., 2023) entitled "The Urgency of Arabic Language Learning Strategies in the Millennial Era" that History shows that Arabic was once the language of instruction in science and philosophy in the golden age of Islam. (Husein et al., 2025) stated that Globalization demands mastery of various languages as social and economic capital. Arabic language education in this era is not only oriented towards religious aspects, but also towards the development of intercultural communication skills, diplomacy, and access to global knowledge.

## 2. Benefits of Arabic in Academic and Religious Life

Most of the female students in this study stated that mastery of Arabic has significant benefits, especially in academic and religious aspects. Arabic is considered the main means to understand the classical books of scholars and to study Islamic teachings more deeply and authentically. One respondent said, "To easily understand Arabic books and Islamic teachings," which reflects that understanding religious texts is still the main motivation in studying Arabic.

What was felt by STIT Madani Yogyakarta students in this study shows that learning Arabic is important to understand classical books and Islamic teachings. It turns out that this is also supported by the findings in a journal written by Agustini (2021). (Agustini, 2021) In her article, Agustini explains that many Muslims in Indonesia study Arabic not just to be able to speak, but more because they want to understand the contents of the Qur'an and hadith correctly. Agustini even emphasized that understanding Islam as a whole cannot be separated from mastering Arabic. That is why Arabic is an important part of Islamic education in Indonesia, from elementary to college level.

The results of this study are supported by research (Gajah et al., 2023) entitled The Role of Arabic in the Development of Islamic Studies That the Islamic education system allows humans to live their lives according to their beliefs while in the world. Islamic education is an effort that aims to help someone develop into a whole human being according to Islamic principles while maintaining their relationship with the creator, the universe, themselves, and others. (Gajah et al., 2023)

## 3. Structural Difficulties in Arabic

Although the students of STIT Madani Yogyakarta realize that mastery of Arabic is very important, both to understand religious teachings and to support academics, it is not free from the challenges they face. One of the most common



challenges is the difficulty in understanding nahwu and sharaf. Many of them feel confused by the complicated grammar rules, technical terms that are difficult to understand, and how to apply them that they have not fully mastered. One student even honestly said, "Understanding nahwu and sorof is really hard, sometimes it's confusing."

This condition is not much different from what was found in the research conducted by (Qowiyah & Akbar, 2025) . The research was conducted at SMP Muhammadiyah 35 Jakarta and revealed that students also had difficulty in writing Arabic, especially because of the differences in structure between Arabic and Indonesian. Students found it difficult to understand the changing letter shapes, the reversed writing direction, and the grammatical rules that felt foreign. As a solution, the study used the Synthetic Analytical Structure (SAS) method, a learning approach that starts from the smallest unit (letters), then builds up to words, and finally to sentences. The results were quite significant: students' writing skills increased from an average of 65.81 to 86.43 after this method was applied.

This shows that the challenges of learning Arabic are not only experienced by students, but also by students at the elementary level. However, there is great hope that the methods used can be more adapted to the needs and characteristics of students. A more gradual, systematic, and practical approach such as SAS can be an inspiration to update learning methods in universities to be more friendly and easy to understand for students. The results of this study are supported by research (Pratama et al., 2022) entitled "Learning Problems of Public School Graduates in the Arabic Language Education Study Program at the Madani Islamic School of Tarbiyah Yogyakarta", it was found that students with a public school background experienced significant difficulties in understanding the aspects of nahwu and sharaf. The complexity of Arabic grammar rules and lack of previous experience are the main factors that cause confusion and difficulty in applying these rules.

#### 4. Criticism of Conventional Learning

One of the important findings in this study is that several female students expressed criticism of the Arabic language teaching method which is too rigid and one-way, learning activities are more dominant on theory without being balanced with adequate practice, especially in speaking skills. One of the female students said, "The lack of intake of subjects that discuss Arabic language practice," from the quote shows that the female students want transformation in learning activities. Such as using interactive media, project-based learning, or other things that allow female students to actively speak Arabic directly.

The results of this study are supported by research (Syaf, 2024) entitled "Student Perceptions Regarding the Implementation of Ptmt in Arabic Language Learning Using the Blended Learning Model ", This study found that students want more varied and interactive learning methods, such as the use of digital media and project-based learning. They feel that conventional methods that are too lecture-oriented and memorization are less effective in developing Arabic

speaking and communication skills. This finding is in line with the criticism of female students in your study who want a transformation of learning methods. (Susanto et al., 2022)

According to the results of the study (Nurcholis et al., 2020) entitled "Arabic Language Learning Strategies in the Digital Era" emphasizes the importance of integrating technology and active learning methods in teaching Arabic. The use of interactive media, project-based learning, and collaborative methods have been shown to increase students' motivation and language skills. This supports the aspirations of female students to use more interesting learning media and allow direct language practice. Similar things were also found in the study (Nuraman, 2020). He examined the effectiveness of using technology in learning Arabic and found that learning methods that only rely on old methods make students quickly bored and less enthusiastic. But after e-learning technology is used such as learning videos, online platforms, and other digital media, students become more interested, understand the material more easily, and are more active when learning.

From here we can see that the female students' complaints are very reasonable. They want learning that does not only focus on theory, but also provides opportunities for real practice. Moreover, in this day and age, technology can help make learning more interesting. From the results of this comparison, it can be concluded that the desire of female students to transform their learning methods does not arise in a vacuum, but is a response to changes in the educational context, technological developments, and the need for more functional language learning.

#### 5. Utilizing Technology as a Modern Solution

Regarding criticism of conventional media, several students proposed using modern media as a learning aid, this indicates that they are not passive regarding the challenges faced, but have a progressive solution orientation. This is in line with the findings of the study (Putri et al., 2022) which emphasizes the importance of developing electronic-based learning media, especially in the form of e-modules. In their study, teachers and students both realized that teaching materials that were only in printed form and focused too much on theory made students less interested and less active in learning.

The study also added that the use of STEM-based e-modules with a scaffolding approach can be a concrete solution to improve the quality of learning that previously felt monotonous. Digital media not only enriches the learning experience, but also allows students to learn more independently and understand the material more deeply. Support for the role of technology as scaffolding is strengthened by research results (Zehner & Hahnel, 2023) showing that computer simulations can provide internal scaffolding through interactive and responsive design. In the study, students showed significant improvements in understanding abstract concepts when learning using technology that explicitly supports step-by-step thinking processes.



Supporting findings were also conducted by (Hasanuddin, 2024) entitled "Effectiveness of Using Digital Media" This quasi-experimental study compared groups learning with digital media and conventional groups. As a result, the group using digital media showed a significant increase in understanding the material and learning motivation. Digital media also increases student engagement and interest, despite challenges in device and internet access. This proves that technology is effective in improving the quality of Arabic language learning practically and motivationally. Likewise, in the study (Gajah et al., 2023) entitled "Technology Integration in Education: Challenges and Opportunities for Digital Learning in Elementary Schools" which states that digital technology has brought major changes to the world of education. Media such as computers, the internet, learning videos, and interactive applications have been proven to increase student motivation and activity. Digital learning allows the learning process not only to occur in the classroom, but also to be done anywhere and anytime.

The journal also emphasizes that interactive media such as videos, simulations, and educational games can create a fun and non-boring learning atmosphere. This is what the female students hope for: Arabic language learning that is not only theoretical, but also touches on real practice with the help of technology. In other words, the desire of female students to shift from conventional methods to modern approaches is very relevant to the current direction of educational development.

Based on these results, the implementation of technology in Arabic language learning in STIT Madani Yogyakarta is not just an alternative, but rather a necessity to bridge the gap between students' cognitive potential and the complexity of language materials. Technology can be an extension of the lecturer in providing appropriate assistance, flexible time, and wider exploration space.

## CONCLUSION

From the description above, the researcher can conclude that female students of STIT Madani Yogyakarta view Arabic language learning as important, especially in the era of globalization. They realize the benefits of Arabic for academic development and Islamic understanding. However, challenges such as difficulty in understanding language structures and monotonous learning methods are still obstacles. Female students hope for learning innovation, especially through the use of technology and a more interactive approach. Therefore, Arabic language learning needs to be designed to be more adaptive and responsive to the real needs of students.

Lecturers and institutions are expected to develop learning models that integrate digital technology, such as language learning applications and e-learning platforms, and strengthen aspects of language practice so that students' communicative competence increases significantly. There are several shortcomings in

this study, including the small number of respondents, and the focus on one institution, so that the results cannot be generalized widely. Therefore, further research with a wider scope and diverse methods is highly recommended to deepen understanding and find effective solutions in learning Arabic in the modern era.

## REFERENCES

- Agustini, A. (2021). Urgensi Pemahaman Bahasa Arab dalam Mempelajari Agama Islam di Indonesia. *IN RIGHT: Jurnal Agama Dan Hak Azazi Manusia*, 10(2), 195. <https://doi.org/10.14421/inright.v10i2.2922>
- Ahmadi, M., & Awaluddin, A. F. (2024). URGENSI BAHASA ARAB SEBAGAI BAHASA INTERNASIONAL. *ATTADIB JURNAL PENDIDIKAN AGAMA ISLAM*, 5(2), 15–28.
- Asih Riyanti, M. P. (2020). *Teori Belajar Bahasa* (M. P. Asih Riyanti (ed.); 1st ed.). Tidar Media.
- Dr.Rizka Widiyanti, M. ., & Dr. Yelfi Dewi S., S.Ag., M. A. (2024). Metode Penelitian Kualitatif Ppendidikan BahasaArab. In P. I. Atika (Ed.), *Sustainability (Switzerland)* (1st ed., Vol. 11, Issue 1). PT. Literasi Nusantara Abadi Grup.
- Gajah, A. S., Muthia Inayah, U., & Dwi Haryuni, N. (2023). Peranan Bahasa Arab Dalam Pengembangan Studi Islam. *Jurnal Ekshis*, 1(2), 61–69. <https://doi.org/10.59548/je.v1i2.78>
- Hasanuddin. (2024). *EFEKTIVITAS PENGGUNAAN MEDIA DIGITAL DALAM PEMBELAJARAN BAHASA ARAB DI PESANTREN DARUL IKHLAS PENYABUNGAN KAB. MANDAILING NATAL*. 4(November).
- Husein, A., Munawar, A., Ali, M., & Nurbayan, Y. (2025). *PENGARUH GLOBALISASI TERHADAP PEMBELAJARAN BAHASA ARAB DI INDONESIA*. 9(1), 56–72.
- Kristanto, Y. D., & Padmi, R. S. (2020). Analisis data kualitatif: Penerapan analisis jejaring untuk analisis tematik yang cepat , transparan , dan teliti. *Jurnal Koridor*, 1(5), 1–21.
- Muslimah, M. (2021). Persepsi Mahasiswa Terhadap Fenomena Dan Tantangan Dalam Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah. *SITTAH: Journal of Primary Education*, 2(1), 1–18. <https://doi.org/10.30762/sittah.v2i1.2547>
- Nuraman. (2020). *EFEKTIVITAS PENGAPLIKASIAN TEKNOLOGI E-LEARNING DALAM PEMBELAJARAN BAHASA ARAB* (Studi Kasus di Kelas Bahasa MAN 2 Kota Serang, Banten) TESIS. *Repository.Uinjkt.Ac.Id*, 1–180.
- Nurcholis, A., Harianto, B., Khanifah, E. N., & Ihsan Hidayatullah, S. (2020). Pengembangan Kurikulum Bahasa Arab Berbasis Karakter di MIN 1 Tulungagung. *AtTàlim : Jurnal Pendidikan*, 6(2), 118–135.
- Pratama, N., Syafii, M., & Khanafi. (2022). *Problematika Pembelajaran Mahasiswa Lulusan Sekolah Umum pada Program Studi Pendidikan Bahasa Arab di Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta Pendahuluan Bahasa arab adalah bahasa kesatuan umat kaum muslimin sedunia , dan salah hambanya ( Rasulullah*. 1(2), 117–124.
- Putri, B. C., Hendri, M., & Rasmi, D. P. (2022). Analisis Kebutuhan Bahan Ajar E-modul berbasis Pendekatan STEM dengan Scaffolding untuk Mendukung Pembelajaran Hybrid Learning di SMA. *Jurnal Pendidikan Matematika Dan Sains*, 10(1), 43–49. <https://doi.org/10.21831/jpms.v10i1.45002>
- Qowiyah, N., & Akbar, D. W. (2025). Metode struktur analitik sintetik (sas): pengaruh

- bahasa arab siswa terhadap kemampuan menulis. *Ta'limi: Journal of Arabic Education & Arabic Studies*, 4(1), 145–160.
- Silmy, A. N., Lubis, R. H., Wardani, Y. K., Shara, & Ismahani, A. (2024). Urgensi Metode Belajar dalam Pembelajaran Bahasa Arab (Penutur Non-Arab). *Mantiq Tayr: Journal of Arabic Language*, 4(2).
- Susanto, S., Ritonga, A. W., Desrani, A., & Febriani, S. R. (2022). Persepsi Mahasiswa Tentang Penerapan Ptmt Dalam Pembelajaran Bahasa Arab Menggunakan Model Blended Learning. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 5(1), 1. <https://doi.org/10.35931/am.v5i1.728>
- Syaf, M. N. dkk. (2024). *Persepsi Mahasiswa Terhadap Pembelajaran Bahasa Arab Berbasis E Learning*. 07(01), 5619–5629.
- Umam, L. H., & Chodijah, I. T. (2022). Problematika Pembelajaran Bahasa Arab Di Lingkungan Pondok Pesantren Walisongo Sukajadi. *AL-AKMAL: Jurnal Studi Islam*, 1(1), 2.
- Yasin, A., Fadlurrahman, Sayadi, & Muhammad. (2023). Urgensi Strategi Pembelajaran Bahasa Arab Di Era Milennial. *Innovative: Journal Of Social Scieance Research*, 3(2), 275–286.
- Zehner, F., & Hahnel, C. (2023). Artificial intelligence on the advance to enhance educational assessment: Scientific clickbait or genuine gamechanger? *Journal of Computer Assisted Learning*, 39(3), 695–702. <https://doi.org/10.1111/jcal.12810>