

Mapping Instructional Challenges in Rural Arabic Language Classrooms through a Multidimensional Diagnostic

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Abstrak : This study explores the instructional challenges faced by rural Arabic language classrooms through a multidimensional diagnostic framework that captures students' moral-spiritual, ethical-cultural, socio-emotional, and cognitive capacities. Using detailed item-level data from elementary learners, the analysis provides a clearer picture of how students respond to classroom demands and where learning obstacles are most concentrated. The findings show noticeable variation in students' performance across domains, revealing several recurring issues that shape their learning experiences. Many students struggle with cognitive processes such as maintaining attention, understanding material, and completing tasks, while socio-emotional factors like low confidence and limited peer interaction also contribute to learning difficulties, particularly in younger grades. Ethical and cultural indicators further show uneven patterns, suggesting that students do not always internalize classroom expectations or cultural expressions embedded in Arabic lessons. These challenges appear closely linked to the realities of rural schooling, including limited instructional resources and reduced exposure to authentic language environments. By presenting a nuanced, data-driven description of these difficulties, the study emphasizes the need for targeted support strategies that not only strengthen Arabic language instruction but also nurture students' holistic character development.

Kata kunci : Arabic Language Learning; Instructional Challenges; Multidimensional Diagnostic Framework; Rural Classroom.

INTRODUCTION

Challenge learning Arabic in rural areas covers limitations facilities , background behind diverse students , to method lack of learning adaptive(Jamil & Agung, 2022)./ Besides that , a lot students with minimal support study at home as well as environment more family focus on activities economy daily , as well as ability cognitive student Still low(Azmi et al, 2023). Literacy family who still very low so that No make possible mentoring academic make school as place the only one place study(Sari et al., 2025). Students in rural areas majority speak with use language at home that is very Far from Arabic so that very depends completely on schools and teachers(Pasuruan et al., 2025). Arabic often considered difficult so that student consider That A burden No skills(Palermo et al., 2021). Educator Arabic in schools rural the amount very limited or double with eye other lessons(Utomo et al., 2024). Many circles society that considers Arabic does not too contribute to mobility economy(Kamus et al., 2022).

Learning Arabic in rural areas face various barriers and acquisition Language second very difficult happen Because lack of support environment , minimal exposure Arabic and its variations learning that is still ongoing motivated teachings in a way traditional(Pramesti et al., 2025)(Sa'adah & Hamid, 2025)(Abdurrahman et al., 2024) . Many schools in rural areas are lacking access teaching materials , availability library , facilities room class adequate and access to technology education(Zamir et al., 2022)(Perkotaan et al., 2025)(Khaudli et al., 2025). Lack of training special , load teach high , and limitations chance develop knowledge of power educators in teaching Arabic so that a educator Not yet capable apply effective strategy(Muhammad et al., 2025)(Fitrianto, 2024)(Sakti et al., 2024). Society in non-Arab contexts including in Indonesia especially area rural chance exposure Arabic outside class very A little so that lower motivation and practice communication Arabic language for students(Rohmah & Nurmala, 2025)(Hidayah et al., n.d.)(Azizah et al., 2024). Many families prioritize Arabic language. rural jobs as farmers , laborers and traders small so that put aside education(Naria et al., 2025)(Amani et al., 2025)(Green et al., 2022). Factor limited economy make child not enough existence support or facility more For get knowledge knowledge especially Language Arab(Saputri et al., 2024)(Garcia et al., n.d.)(Edo & Yasin, 2024). So very important For create classroom learning at school interactive , innovative and productive countryside Because school become place the only one in get exposure Arabic(Sriyulita et al., 2024)(Lin et al., 2022)(Hulfah et al., 2023).

For create learning maximum Arabic so moreover formerly need map related challenge That alone , one of them through assessment diagnostics that include characteristics student related cognitive , style learning , motivation learning , moral, spiritual, social emotional and ethnic cultural . Goal mainly For simplify and process learning with interesting at a time bring up interest and enthusiasm student in learning Arabic . In the study previously assessment diagnostics that include motivation study students , characteristics students and style Study can help teachers understand need student in a way right . However study assessment diagnostics in learning Arabic in rural areas Still limited .

METHOD

Study This done in two school base rural areas held learning Arabic , with focus on analysis diagnostic assessment of participants education that includes aspect cognitive , social-emotional , moral-spiritual and ethnic-cultural . Research This use paradigm studies field with approach descriptive analysis , using primary data in the form of results questionnaire from participant educate , observe classes and teacher interviews . While secondary data through report academic school . Respondents totaling 51 participants educate from grades 4, 5 and 6 who come from from two school basis in rural areas . Respondents furthermore from Arabic teachers who teach at schools the For add or strengthen information . Research process own a number of stage implemented , stage First preparation prepare related instruments questionnaire that will distributed

to participants educate . Then quantitative data collection through results questionnaire , whereas stage qualitative data collection through results observation and interviews . Stage final map challenges that have been analyzed about condition learning . Analysis information done in a number of steps : numeric data processed become table , the average is calculated and grouped For form description diagnostics in each area, while descriptive data analyzed with use analysis thematic For identify pattern related teaching . These two data types Then combined use approach merger triangulation For create mapping diverse challenge teaching in learning Arabic in schools in the region rural .

RESULT AND DISCUSSION

A. Difference between Two Schools in rural areas

This section presents empirical findings gathered from a comprehensive evaluation using multi-dimensional assessments and classroom observations at School A, which is situated in a rural region. The analysis centers on identifying the obstacles in learning Arabic through four primary dimensions: cognitive, social-emotional, moral-spiritual, and ethnic-cultural. The goal of this presentation is to provide an accurate depiction of the state of Arabic learning in a rural context, characterized by structural limitations.

School A is positioned in a remote rural area with restricted educational resources. The availability of Arabic learning materials is extremely limited, and the teaching responsibilities fall to a single educator who also instructs other subjects. This scenario leads to a lack of diverse teaching methods and limited support for students, resulting in a conventional and teacher-centered approach to learning. In the cognitive dimension, diagnostic evaluations reveal that students at School A predominantly struggle with foundational Arabic skills. The main challenges include difficulties with basic vocabulary comprehension, understanding word meanings, and forming simple sentences. The students exhibit relatively uniform abilities at a basic level, with their learning focused mainly on rote memorization, which results in passivity and reliance on the examples provided by the teacher. The significant presence of cognitive challenges indicates that this area requires pedagogical intervention.

In terms of social-emotional aspects, students at School A display obedient and respectful behaviors towards their teachers. Social interactions among students are generally harmonious, reflecting a strong sense of community in the rural environment. However, the students exhibit low confidence in using Arabic. Many express uncertainty and fear of making mistakes when asked to speak or respond verbally, which suggests that there are academic anxieties hindering their active participation in the learning process.

Regarding the moral-spiritual dimension, School A shows significant traits that reflect the religious backgrounds of the families and community. Students demonstrate discipline and adherence to rules, as well as respect for religious values. Arabic is regarded as a sacred and important religious language. However,

these moral-spiritual principles have not yet been effectively incorporated into Arabic language instruction, as they are often presented more as attitudes to be adopted rather than as a way to enhance speaking skills.

In the ethnic-cultural dimension, Arabic learning at School A is shaped by the dominance of the local language in the students' daily lives. The regional language serves as the primary means of communication, while Arabic is seen as a foreign language, distinct from everyday experiences. The lack of cultural context in the learning process leads to difficulties with pronunciation and language transfer, thereby exacerbating the cognitive and social-emotional challenges faced by the students. Overall, the findings indicate that School A experiences fundamental and structural challenges in learning the Arabic language, particularly in the

The limitations of facilities and traditional learning methods, along with the inadequate integration of values and culture, significantly influence the findings. This underscores the importance of diagnostic assessments as a foundation for developing learning strategies that are more contextual, adaptable, and responsive to the needs of students in rural settings. The findings presented are based on empirical results from multi-dimensional diagnostics and classroom observations at School B, which is located in a rural area with relatively better access to educational resources compared to more isolated rural schools. The analysis centers on identifying the characteristics and challenges of learning Arabic, which is structured around four primary dimensions: cognitive, social-emotional, moral-spiritual, and ethnic-cultural.

School B is situated in a rural region near a sub-district center, providing improved access to educational resources and professional development opportunities for teachers. The Arabic language instructor at this school has an appropriate educational background and shows openness to innovative teaching methods. Although the learning resources are still limited, the Arabic learning process at School B demonstrates a greater variety of pedagogical approaches that are more adaptable than those typically found in rural areas. In the cognitive dimension, the diagnostic assessment indicates that the foundational Arabic skills of students at School B are still at an early stage but show a diverse range of characteristics. Some students are capable of understanding and utilizing basic vocabulary and simple sentence structures when presented in a contextual manner. The teacher does not rely solely on memorization; instead, they incorporate question-and-answer sessions and simple exercises that encourage active thinking and engagement from students. However, consistent support is still required to enhance conceptual understanding and linguistic knowledge transfer.

In the social-emotional dimension, students at School B exhibit generally positive traits. They tend to be more confident in participating in learning activities, engaging well in group discussions, and collaborating on exercises. Student interactions are integrated into the learning process, creating a lively and

supportive classroom atmosphere. While some students still experience shyness and uncertainty, the learning environment at School B offers ample opportunities for students to practice using Arabic without excessive pressure.

Regarding the moral-spiritual dimension, School B demonstrates strong and manageable characteristics in a more contextualized manner. Religious values are woven into the school's culture and the daily lives of students through religious practices. The teacher attempts to connect Arabic learning with religious stories, prayers, and worship practices, helping students to view Arabic not merely as a normative obligation but as a means to comprehend religious values and practices. This approach enhances the significance of learning Arabic for the students.

In the ethnic-cultural aspect, while language remains the primary means of communication among students, the challenges encountered are increasingly adaptable. Educators at School B are working to use the local culture as a means to enhance learning by connecting Arabic vocabulary and examples to the students' everyday experiences. This method helps bridge the gap between the Arabic language and the students' cultural identities, making it easier for them to accept Arabic as an integral part of their lives.

Overall, the findings of the study indicate that School B has a more adaptable and context-aware approach to Arabic learning. The difficulties in learning are not only affected by the limited resources available but are also shaped by the teachers' instructional methods and the learning environment. The cognitive and social-emotional traits of the students reveal strong development potential, bolstered by the integration of moral and spiritual values as well as flexibility regarding ethnic and cultural differences in Arabic learning practices.

B. Mapping Characteristics student

Based on results assessment diagnostic to characteristics student school A in learning analyzed Arabic through four dimensions main , namely cognitive , social-emotional , moral-spiritual, and ethnic-cultural . Mapping results show that fourth dimensions the develop in a way relatively balanced , even though there is variation proportions that reflect trend character student in context education rural areas . Research done on two school base one of the rural areas is MI Nurul Anwar, namely :

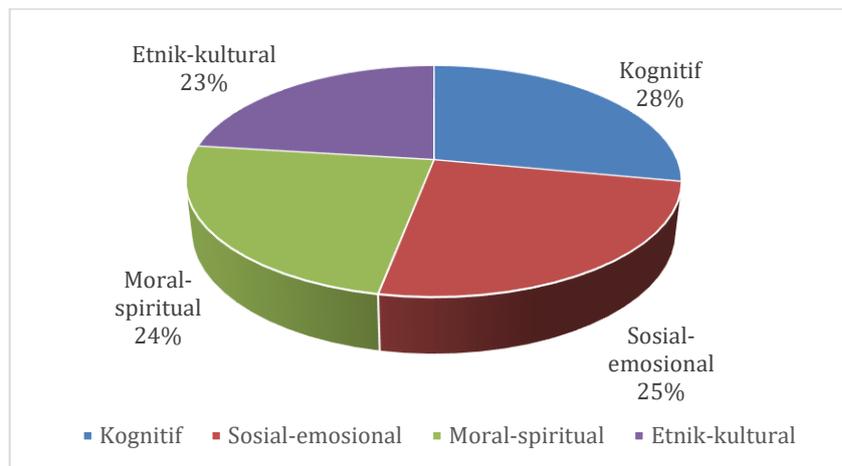


Diagram 1. Characteristics student school diagnostic assessment base A

In a way overall , results assessment diagnostic show that profile characteristics student School A is dominated by challenges cognitive (**28%**), followed by aspects social-emotional (**25%**), moral-spiritual (**24%**), and ethnic-cultural (**23%**). Distribution This confirm that challenge learning Arabic in School A is fundamental and structural , with problem main lies in the ability cognitive basis strengthened by factors cultural and pedagogical . Profile This show need urge will intervention more learning contextual , participatory , and integrated with mark as well as culture local .

In dimension cognitive , results assessment diagnostic show that School A has characteristics the most prominent cognitive compared to dimensions others , with proportion as big as **28%** . Dominance aspect cognitive This reflect that challenge main learning Arabic language in School A lies in the ability base student in understand and use language . Relative percentage more high in dimension This No show superiority academic , but rather indicate the problem areas that need the most attention attention pedagogical .

Student show relative difficulty evenly in mastery vocabulary basic understanding meaning of words, as well as compilation sentence simple . In a way qualitatively , the learning process at School A is still dominated by the approach conventional teacher - centered activities Study more Lots in the form of imitation pronunciation and memorization vocabulary without accompanied by strengthening context meaning . Condition This cause student tend passive , dependent on teacher direction , as well not enough own chance For develop understanding conceptual in a way independent . With Thus , dominance dimensions cognitive by 28% indicates that aspect This is challenge structural main in learning Arabic at School A. In dimension social-emotional , results assessment diagnostic show proportion as big as **25%** , which places aspect this is in position second after dimensions cognitive . Students School A shows characteristics social - emotional characterized by attitudes obedient , polite , and respectful of teachers. Connection social between students relatively harmonious , reflective strong mark togetherness in context rural .

However Thus , the percentage sufficient social- emotional tall the Not yet fully come true in courage academic . Trust self student in use Arabic still classified as low . Many students show trend doubt and fear do error when requested speak or respond question in a way oral findings This indicates existence anxiety sufficient academic stand out , especially when learning demand performance individual . Environment social-emotional which is mark Already positive Not yet utilized optimally as capital for learning collaborative Arabic .

The moral-spiritual dimension at School A shows proportion as big as **24%** , reflecting strong influence environment religious families and communities . Students show attitude discipline , compliance to rules , as well as respect towards teachers and symbols religious . Arabic is perceived as religious language that has mark sacred , so that in a way normative get reception positive from student . Although Thus , the relative moral-spiritual percentage tall This Not yet integrated in a way functional in learning Arabic . Values religious more often present as background attitudes and behavior , not as source motivation or strategy strengthening skills language . As a result , the moral-spiritual dimension at School A plays a role more as foundation mark than as driving force improvement competence Arabic language students .

In dimension ethnic-cultural , results assessment diagnostic show proportion as big as **23%** , making it dimensions with percentage lowest in School A. Characteristics ethnic-cultural student very influenced by dominance Language area in life everyday , both in the environment House and school . Regional language become a medium of communication main , while Arabic language is perceived as separate languages from reality daily life student . The lack of contextualization culture local in learning cause student experience difficulty in pronunciation and transitions interlanguage . Arabic is understood as eye formal lessons that are not intertwined with identity cultural students . The low proportion dimensions ethnic-cultural This show that aspect culture Not yet empowered as source learn , so that precisely functioning as obstacle structural reinforcement challenge cognitive and social-emotional .

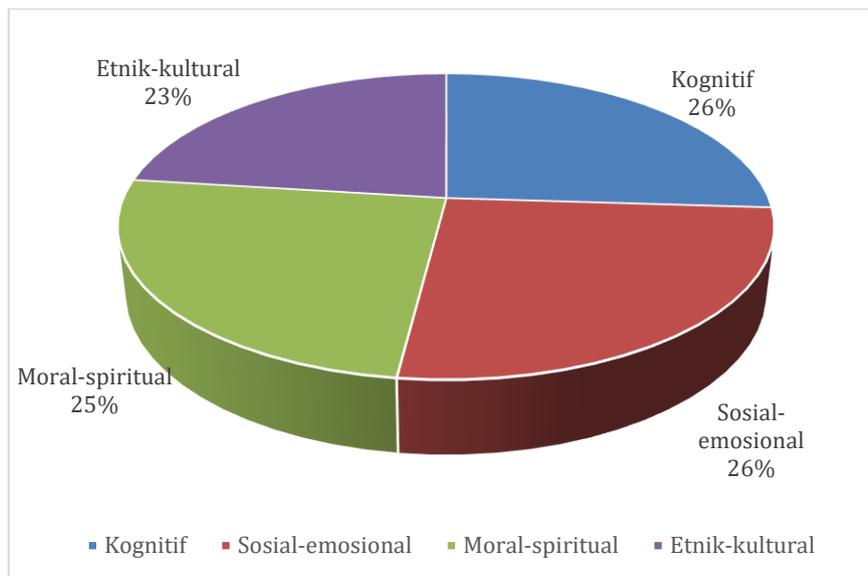


Diagram 2. Student Characteristics Of School B Diagnostic Assessment

At School B, the challenges cognitive was also found , however be at the level moderate . Students Still experience difficulty in mastery structure language and vocabulary , but show ability understand context simple when the teacher uses approach contextual . Teachers at School B occasionally utilise object around , games language , and examples situational , so that student own opportunity more big For build understanding beginning . Difference This show that challenge cognitive No solely influenced by background behind rural areas , but also by quality strategy applied learning .

In dimension social- emotional challenges learning at School A is characterized by low trust self student in use Arabic . Students show anxiety excessive when requested speak or answer questions , especially Because Afraid do error . Culture classes that emphasize compliance without room exploration strengthen attitude passive student . Although connection social between students relatively harmony , potential Work The same Not yet directed For support learning collaborative Arabic . Challenge social-emotional in School A is latent , because No looks as conflict open , but impact significant to involvement Study . On the other hand , in School B, the challenges social-emotional more nature fluctuating . Students tend more brave and active , but motivation Study Arabic not yet stable . Participation student very influenced by the teacher's approach and atmosphere class . When learning engaging and interactive , engagement student increasing ; on the other hand , the monotonic method cause decline motivation .

This matter show that challenge social-emotional in School B is more related with consistency pedagogical than obstacle structural

The moral-spiritual dimension shows pattern different challenges in both school . At School A, moral and religious values student classified as very strong . However , the challenge appear when mark the No integrated in a way functional to in learning Arabic .

Arabic is positioned as obligation normative, not as skills that can be used in an active way. As a result, although students own attitude discipline and respect, things are not compared straight with improvement of language competence. The moral-spiritual challenges at School A are pedagogical, namely asynchrony between values and practices learning.

In School B, the moral-spiritual challenges are relatively more low. The teacher tries linking Arabic with activity religious everyday, such as prayers and stories religious simple. However, the challenge still appears in guard balance between approach values and achievements academic. Too strong emphasis may mark potential divert focus from development skills Language in a way systematic. Challenge ethnic-cultural become factor important in learning Arabic in both school. In School A, the dominance Language area very strong and become obstacle structural in acquisition Arabic. Students seldom exposed formal Indonesian, especially Arabic, so that experience difficulty in pronunciation and transitions interlanguage. Arabic language is perceived as distant language from reality life students. The lack of effort contextualization culture cause gap between target language and experience student the more wide.

At School B, the challenges ethnic-cultural more nature adaptive. Although Language area still dominant, the teacher tries linking material Arabic with culture local and activities daily life students. Challenges appear when limitations time and resources Power hinder development real material contextual. Besides four dimensions main, results research also revealed challenge pedagogical and institutional. In School A, the limitations number of Arabic teachers, workload teach duplicate, and minimal training professional become challenge main. Teachers tend to maintain method conventional because limitations time and access development self. At School B, the challenges pedagogical more related with continuity innovation learning. Even though teachers have more competence good, support institutional still limited, especially in media provision and policy strengthening Arabic.

In a way synthesis, School A faces challenge learning Arabic language which is structural and fundamental, especially in the aspects cognitive, ethnic-cultural, and pedagogical. School B shows more challenges nature dynamic and contextual, with opportunity more adaptation big. Mapping results This confirm that challenge learning Arabic in rural areas is multidimensional and contextual. Therefore that, assessment multidimensional diagnostics become approach strategic For designing intervention appropriate learning with character and needs each school.

Part discussion This discuss in a way integrative results research obtained from two school base rural areas, namely School A and School B, in context learning Arabic through framework assessment multidimensional diagnostics. Discussion No only confirm return findings empirical in part results, but also relate them with perspective

conceptual , tendency study previously , and implications relevant pedagogical for context education rural areas . With Thus , the discussion This positioning findings study as contribution conceptual and practical in understand complexity challenge learning Arabic in rural areas.

Research result show that learning Arabic in both school face challenges that are multidimensional, but with character and level different complexities . School A faces more challenges fundamental and structural , especially in the aspect cognitive , ethnic-cultural , and practical pedagogical . In contrast , School B shows relative challenges more adaptive and dynamic , although still is at in limitations means and context rural . Difference This confirm that challenge learning Arabic does not solely determined by location rural areas , but also by quality approach learning and management context learn in each school .

In dimension cognitive , second school show that ability base Arabic students Still limited . Findings This in line with study acquisition Language the second one emphasizes that lack of exposure language and input deficiencies meaningful become obstacle main in mastery Language stranger in the neighborhood rural areas . Dependence on memorization , weakness understanding conceptual , as well as low knowledge transfer ability linguistics indicates that the internalization process Language Not yet running optimally. Difference appears in response student to strategy learning . At School A, approach conventional learning strengthen pattern Study passive and dependent high among teachers. On the other hand , in School B, the variation method simple like ask answers and activities contextual help student build understanding beginning . This is confirm that quality pedagogy own role crucial in mediate limitations environment Study research results also show that dimensions social-emotional in both school relatively positive , marked with connection harmonious social and attitude respect towards teachers. However , the differences significant appears at the level courage and confidence self student in use Arabic .

Student School A tends to passive and showing anxiety high academics , especially when requested speak in a way verbally . On the other hand , students School B is more brave express and engage active , even though motivation Study they Still fluctuating . Findings This show that strong social- emotional capital No in a way automatic increase results Study language , but need activated through strategy collaborative , communicative , and tolerant learning to error . The moral-spiritual dimension becomes characteristics typical context prominent countryside in study this . In both school , grades religious and moral embedded strong in self students . However , research This find existence gap between strength moral-spiritual values and achievements learning Arabic .

In School A , Arabic is perceived especially as obligation related normative with religion, but Not yet interpreted as skills communication . In School B, integration moral-spiritual values in learning done in a way more contextual , for example through stories and practices religious , so that help student interpret Arabic in general more functional . Findings This strengthen view that moral-spiritual values are asset pedagogical potential that needs to be integrated in a way substantive , not just symbolic. Factor ethnic-cultural also plays a role role important in learning Arabic in both school . Dominance Language area become challenge main in transition to Arabic . At School A, the lack contextualization make Arabic feels Far from reality students . In contrast , at School B, efforts linking learning with culture local help reduce resistance student to Arabic .

Findings This in line with approach pedagogy responsive culture that emphasizes importance make culture local as bridge learning . Contextualization proven help student build meaning and enhance involvement Study . Discussion This confirm that assessment multidimensional diagnostics have role strategic in map challenge learning Arabic in general comprehensive . Difference profile challenge between School A and School B show that intervention pedagogical No can standardized . School A needs strengthening ability foundation and innovation method learning , while School B requires consistency strategy as well as support institutional For maintain practice good that has been walk . In a way overall , discussion This confirm that challenge learning Arabic in rural areas is results interaction complex between factor cognitive , social-emotional , moral-spiritual, ethnic-cultural , and pedagogical . Therefore that , approach holistic based assessment diagnostic become key in increase quality learning Arabic in schools base rural .

CUNCLUSION

Study This conclude that learning Arabic in schools base rural own multidimensional characters and challenges as well No homogeneous . Through assessment multidimensional diagnostics , research This reveal difference profile characteristics students and challenges learning in two school rural in dimension cognitive , social-emotional , moral-spiritual, and ethnic-cultural . School A faces more challenges structural and fundamental , especially in the aspects cognitive , ethnic-cultural , and pedagogical , which are influenced by limitations facilities and approaches conventional learning . On the other hand , School B shows more challenges adaptive and dynamic , with environment more social- emotional supportive as well as integration higher moral-spiritual values contextual in learning . Findings This confirm that context rural No can understood in a way single in learning Arabic . Therefore that , assessment multidimensional diagnostics become approach strategic For designing learning contextual , adaptive and responsive Arabic to need real students in each school .

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