

Conventional and Contemporary Arabic Language Teaching Methods: A Comparative Analysis

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Abstrak

This study compares conventional and contemporary Arabic language learning methods to analyze their effectiveness, assessment strategies, and integration in Indonesia's context of pesantren and madrasah. Using a literature review approach, this research examines conventional methods (grammar-translation, direct, audio-lingual) and contemporary methods (eclectic, communicative, technology-based). The findings reveal that conventional methods, dominant in pesantren, excel in building grammatical foundations and understanding classical texts but lack emphasis on practical communication skills. Conversely, contemporary methods, prevalent in madrasahs, enhance speaking and student engagement through technology and interactive activities, though they require robust infrastructure and teacher training. Assessment strategies range from written tests for conventional methods to project-based and online assessments for contemporary methods. An integrated model combining grammar-translation, communicative, and technology-based approaches is proposed to address diverse learner needs across beginner, intermediate, and advanced levels.

Abstrak

Penelitian ini membandingkan metode pembelajaran bahasa Arab konvensional dan kontemporer untuk menganalisis efektivitas, strategi penilaian, dan integrasi metode dalam konteks pesantren dan madrasah di Indonesia. Dengan pendekatan studi literatur, penelitian ini menelaah metode konvensional (gramatika-terjemah, langsung, audio-lingual) dan kontemporer (eklektik, komunikatif,

berbasis teknologi). Hasil penelitian menunjukkan bahwa metode konvensional, yang dominan di pesantren, unggul dalam membangun fondasi tata bahasa dan memahami teks klasik, tetapi kurang menekankan keterampilan komunikasi praktis. Sebaliknya, metode kontemporer, yang umum di madrasah, meningkatkan keterampilan berbicara dan keterlibatan siswa melalui teknologi dan aktivitas interaktif, meskipun memerlukan infrastruktur dan pelatihan guru yang memadai. Strategi penilaian bervariasi, mulai dari ujian tertulis untuk metode konvensional hingga penilaian berbasis proyek dan daring untuk metode kontemporer. Model integrasi yang menggabungkan gramatika-terjemah, komunikatif, dan berbasis teknologi diusulkan untuk memenuhi kebutuhan siswa pemula, menengah, dan lanjutan.

الملخص

يهدف هذا البحث إلى مقارنة طرق تدريس اللغة العربية التقليدية والمعاصرة لتحليل فعاليتها واستراتيجيات التقييم وتكاملها في سياق المعهد الإسلامي والمدارس الدينية في إندونيسيا. باستخدام منهج دراسة الأدبيات، يتناول البحث الطرق التقليدية (القواعد والترجمة، المباشرة، السمعية-الشفوية) والطرق المعاصرة (الانتقائية، الاتصالية، القائمة على التكنولوجيا). تُظهر النتائج أن الطرق التقليدية، السائدة في المعهد الإسلامي، تتفوق في بناء أساس قواعدي وفهم النصوص الكلاسيكية، لكنها تفتقر إلى التركيز على مهارات التواصل العملي. على النقيض، تعزز الطرق المعاصرة الشائعة في المدارس الدينية، مهارة الكلام ومشاركة الطلاب من خلال التكنولوجيا والأنشطة التفاعلية، رغم الحاجة إلى بنية تحتية وتدريب المعلمين. تتنوع استراتيجيات التقييم من الاختبارات الكتابية للطرق التقليدية إلى التقييم القائم على المشاريع والاختبارات عبر الإنترنت للطرق المعاصرة. يُقترح نموذج تكاملي يجمع بين القواعد والترجمة، التواصلية، والتكنولوجيا لتلبية احتياجات المتعلمين المبتدئين والمتوسطين والمتقدمين.

Keywords: Arabic language teaching; comparative analysis; contemporary methods; conventional methods; language education

Introduction

Arabic is important in Indonesian society, particularly among Muslims who study it to understand religious teachings.

Beyond its status as a religious language, Arabic has also significantly contributed to knowledge development through a long history of discoveries across various fields.¹ Arabic language education has been implemented in elementary schools and universities in Indonesia. However, its implementation still faces numerous challenges, resulting in learning outcomes that are often suboptimal.²

Arabic language education in Indonesia faces several challenges that affect its effectiveness, including limited resources, curriculum misalignment, and difficulties in developing Arabic language skills. On the other hand, there are opportunities to enhance instruction quality through technology, institutional collaboration, and cultural exchange programs.³ Therefore, there is a need for appropriate teaching methods that are relevant to learners' needs.

Since the arrival of Islam in the 7th century CE, Arabic has been studied for purposes of cross-cultural communication, economic exchange, and especially religious understanding. The development of educational institutions such as *pesantren* (Islamic boarding schools) has strengthened the position of Arabic as a key to understanding religious literature. After Indonesia's independence, Arabic language teaching expanded to formal institutions such as madrasas, schools, and universities. The goals of instruction also evolved, moving

¹ Muhammad Thohir et al., *Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing* (Sidoarjo: Kanzum Books, 2021).

² Asni Furoidah, "Media Pembelajaran dan Peran Pentingnya dalam Pengajaran dan Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 2, no. 2 (2020): 63–77, <https://doi.org/10.36835/alfusha.v2i2.358>.

³ Husnaini Jamil and Nur Agung, "Tantangan Pembelajaran Bahasa Arab di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 38–51, <https://doi.org/10.19105/ajpba.v3i1.5536>.

beyond religious literacy to broader communicative competence.⁴

In teaching practice, teachers play a crucial role in determining the quality of the learning process. Teachers must carefully plan, select appropriate teaching materials, and manage classrooms effectively to encourage active learner participation.⁵ The choice of teaching method is one of the key factors determining instructional success, as each method has advantages and limitations that must be considered carefully.⁶

Teaching methods develop learners' problem-solving abilities and build skills independently.⁷ In Arabic language teaching, conventional methods are often viewed as effective for mastering grammar, while contemporary methods emphasize developing active communication skills. Previous research has shown that conventional and contemporary Arabic teaching methods have distinct characteristics that support language acquisition. Haq et al. found that conventional methods, which focus on teaching grammar and vocabulary, are effective for building linguistic foundations, while contemporary methods, emphasizing communication and cultural context, better support speaking and listening skills.⁸ Another study by Aqeela et al. highlighted that conventional methods tend to be teacher- and textbook-centered, whereas contemporary methods

⁴ Thohir et al., *Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing*.

⁵ Zulfiah Sam, "Metode Pembelajaran Bahasa Arab," *Nukhbatul 'Ulum* 2, no. 1 (2016): 206–20, <https://doi.org/10.36701/nukhbah.v2i1.16>.

⁶ Elok Nadlirotul Khusniya et al., "Dinamika Mengajar Thariqah Intiqaiyyah secara Daring," in *Prosiding Konferensi Nasional Bahasa Arab dan Pembelajarannya di Era Milenial*, vol. 1 (Surabaya: UIN Sunan Ampel Surabaya, 2022), 703–14, <https://proceedings.uinsa.ac.id/index.php/KPBA/article/view/902>.

⁷ Muhammad A'inul Haq, Slamet Mulyani, and Ahmad Sholeh, "Paradigma Pembelajaran Bahasa Arab (Analisis Kontrastif Metode Pembelajaran Konvensional dan Kontemporer)," *Takuana: Jurnal Pendidikan, Sains, dan Humaniora* 2, no. 1 (2023): 63–75, <https://doi.org/10.56113/takuana.v2i1.71>.

⁸ Haq, Mulyani, and Sholeh.

leverage technology and external environments for more dynamic learning.⁹ However, a literature review by Sodik et al. revealed that research comparing these two methods in Indonesia remains limited, especially in evaluating learning outcomes and designing assessment strategies suited to each approach.¹⁰ This gap indicates the need for comparative studies on the effectiveness of conventional and contemporary methods in improving Arabic learning outcomes in the Indonesian educational context. Such comparative studies are necessary to provide a clearer understanding of the strengths and weaknesses of each method and how the teachers can apply both effectively.

This study aims to compare conventional and contemporary methods of teaching Arabic. This investigation is expected to develop a more comprehensive understanding of which method is better suited to improving learners' outcomes and to contribute to the development of Arabic language curricula across various educational institutions.

This research adopts a qualitative approach with a descriptive-comparative design based on a literature study. The researcher chose a literature study to explore, classify, and compare findings from various written sources, such as academic journals, books, and relevant previous research.¹¹ Comparative analysis is used to identify similarities and differences between conventional and contemporary methods

⁹ M.M.F. Aqeela, M.H.A. Munas, and M.R.F. Ahana, "Traditional and Modern Teaching Methods in Teaching Arabic as a Second Language: A Comparative Study," *Sprin Journal of Arabic-English Studies* 2, no. 3 (2023): 48-53, <https://doi.org/10.55559/sjaes.v2i03.52>.

¹⁰ Achmad Ja'far Sodik et al., "Research Trends in the Analysis of Elementary Level Arabic Textbooks: Systematic Literature Review," *Borneo Journal of Language and Education* 4, no. 1 (2024): 18-30, <https://doi.org/10.21093/benjole.v4i1.8044>.

¹¹ Mestika Zed, *Metode Kepustakaan* (Yayasan Pustaka Obor Indonesia, 2018).

and to evaluate the strengths and weaknesses of each approach in the context of Arabic language teaching in Indonesia.¹²

Results

Arabic language teaching methods in Indonesia can be broadly categorized into two main groups: conventional and contemporary methods. Each has distinct characteristics, advantages, disadvantages, assessment strategies, technological integration, and specific applications in *pesantren* (Islamic boarding schools) and madrasahs.

Conventional Methods in Arabic Language Learning and Teaching

In the conventional category, the grammar-translation method (*tarīqat al-qawā'id wa-al-tarjamah*) is found to be dominant in *pesantren* for studying classical texts such as *kitab kuning*.¹³ This approach emphasizes mastery of grammar (*naḥw*

¹² M. Askari Zakariah, Vivi Afriani, and M. Zakariah, *Metodologi Penelitian: Kualitatif, Kuantitatif, Action Research, Research and Development* (Kolaka: Yayasan Pondok Pesantren Al Mawaddah Warrahmah, 2020); Alifia Hamzah, Wawan Gunawan, and Nala Nandana Undiana, "Analisis Komparatif Teknik Penceritaan dan Pengembangan Karakter pada Film Mencuri Raden Saleh dan Ocean's Eleven," *Judikatif: Jurnal Desain Komunikasi Kreatif* 5, no. 1 (2023): 49–58, <https://doi.org/10.35134/judikatif.v5i1.113>; Achmad Munib and Fitria Wulandari, "Studi Literatur: Efektivitas Model Kooperatif Tipe Course Review Horay dalam Pembelajaran IPA di Sekolah Dasar," *Jurnal Pendidikan Dasar Nusantara* 7, no. 1 (2021): 160–72, <https://doi.org/10.29407/jpdn.v7i1.16154>.

¹³ Abdul Munip, "Tracing the History of the Arabic-Javanese Language Translation Books in Nusantara Islamic Education," *Jurnal Pendidikan Islam* 5, no. 1 (2016): 43–67, <https://doi.org/10.14421/jpi.2016.51.43-67>; Jajat Burhanudin, "Two Islamic Writing Traditions in Southeast Asia: Kitab Jawi and Kitab Kuning with Reference to the Works of Da'ud Al-Fatani Dan Nawawi Al-Bantani," *Al-Jami'ah: Journal of Islamic Studies* 60, no. 1 (2022): 1–28, <https://doi.org/10.14421/ajis.2022.601.1-28>; Martin Bruinessen, "Kitab Kuning; Books in Arabic Script Used in the Pesantren Milieu; Comments on a New Collection in the KITLV Library," *Bijdragen Tot de Taal-, Land- En Volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia* 146, no. 2 (1990): 226–69, <https://doi.org/10.1163/22134379-90003218>; Mahyudin Ritonga et al., "Strategies for Developing Tarkib Arabic Exercises Instruments for

and *şarf*), memorization of vocabulary, and translation exercises, using instructional materials such as grammar books and bilingual dictionaries.¹⁴ Its strengths are enabling students to develop deep grammatical understanding and read classical texts. However, its main limitation is the lack of practice in verbal communication skills such as speaking and listening.¹⁵ Assessment for this method typically involves written examinations that test grammatical analysis and translation accuracy. The use of technology remains limited, although some *pesantren* have begun adopting electronic dictionaries or grammar-checking software to support learning.¹⁶

The direct method (*tarīqat al-mubāshirah*), also part of the conventional category, is applied in some madrasahs for beginner-level students, although it is less common in traditional *pesantren*. This method emphasizes the exclusive use of Arabic as the medium of instruction, without resorting to the mother tongue.¹⁷ It focuses on listening and speaking skills through question-and-answer drills and demonstrations of concrete vocabulary. Its advantage lies in enabling students to achieve oral communication quickly. However, its drawbacks

Strengthening the Understanding of Yellow Book," *International Journal of Entrepreneurship* 25, no. Special Issue 1 (2021).

¹⁴ Putri Sherina and Faisal Hendra, "Analisis Komparatif antara Metode Gramatika Terjemah dan Metode Langsung dalam Pembelajaran Bahasa Arab," *Jurnal Multidisiplin West Science* 3, no. 3 (2024): 255–63, <https://doi.org/10.58812/jmws.v3i03.1031>.

¹⁵ Andi Kaharuddin, "The Communicative Grammar Translation Method: A Practical Method to Teach Communication Skills of English," *ETERNAL (English, Teaching, Learning, and Research Journal)* 4, no. 2 (2018): 232–54, <https://doi.org/10.24252/Eternal.V42.2018.A8>.

¹⁶ Ulfah Susilawati, *Metodologi Pembelajaran Bahasa Arab : Teori dan Aplikasi* (Yogyakarta: Kreasi Total Media, 2020); Husnaini Jamil and Sardiyannah, "Eksistensi Metode Qawaid Tarjamah dalam Pembelajaran Bahasa Arab di Era Revolusi 4.0," *NASKHI : Jurnal Kajian Pendidikan dan Bahasa Arab* 2, no. 1 (2020): 30–39, <https://doi.org/10.47435/naskhi.v2i1.289>.

¹⁷ Muhammad Ali Bakri, "Metode Langsung (Direct Method) dalam Pengajaran Bahasa Arab," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2017): 1–12, <https://doi.org/10.26618/almaraji.v1i1.2385>.

include the need for teachers fluent in Arabic and a weaker mastery of formal grammar. Assessment includes oral tests, conversation exercises, and listening comprehension tasks. Technology use is limited, but audio or video recordings can support immersion practice.¹⁸

The audio-lingual method (*ṭarīqat al-sam'iyah al-shafawīyah*), also a conventional approach, is used in some madrasahs to develop listening and speaking skills. Based on behaviorist theory, it relies on repetition of sentence patterns and intensive oral drills without explicit grammar instruction.¹⁹ Its advantages include accurate pronunciation and mastery of basic conversational patterns.²⁰ However, it can become mechanical and monotonous, with limited understanding of context. Assessment includes listening tests, pronunciation drills, and pattern practice exercises. Technologies such as digital audio recordings or repetition apps are increasingly used in well-equipped madrasahs to support this method.²¹

¹⁸ Sri Nurul Aminah, "Metode-Metode Pembelajaran Bahasa Arab," in *Prosiding Semnabnama IV*, vol. 4, 2020, 159–66, <https://prosiding.arab-um.com/index.php/semnabnama/article/view/600>; Nur Rokhmatulloh, "Metode Pembelajaran Bahasa Arab," *Studi Arab* 8, no. 1 (2017): 15–30, <https://jurnal.yudharta.ac.id/v2/index.php/studi-arab/article/view/1753>.

¹⁹ Sardiyana Sardiyana, "Pendekatan dan Metode Audio Lingual (Analisis Metode Sam'iyah Safawiyah)," *NASKHI :Jurnal Kajian Pendidikan dan Bahasa Arab* 1, no. 1 (2019): 14–20, <https://doi.org/10.47435/naskhi.v1i1.67>.

²⁰ Sri Indah Lestari, Yasmadi Yasmadi, and M Taufiqurrahman, "Penerapan Metode Audiolingual dalam Pembelajaran Keterampilan Menyimak Bahasa Arab secara Daring: Studi Kasus di SMPIT Adzkia Padang," *Alsina : Journal of Arabic Studies* 6, no. 1 (2024): 27–46, <https://doi.org/10.21580/alsina.6.1.23100>.

²¹ Mochammad Afroni, "Metode Sam'iyah Safawiyah dalam Pembelajaran Bahasa Arab," *Al-Lahjah : Jurnal Pendidikan, Bahasa Arab, dan Kajian Linguistik Arab* 2, no. 1 (2019): 19–28, <https://doi.org/10.32764/lahjah.v2i1.382>; M Rifian Panigoro and Abdur Rahman Adi Saputera, "Implementasi Metode Sam'iyah Syafahiyah pada Siswa sebagai Upaya Meningkatkan Kemampuan Penguasaan Mufradat," *'A Jamiy : Jurnal Bahasa dan Sastra Arab* 9, no. 2 (2020): 164–78, <https://doi.org/10.31314/ajamiy.9.2.164-178.2020>.

Contemporary Methods in Arabic Language Learning and Teaching

Within the contemporary category, the eclectic method (*ṭarīqat al-intiqā'iyah*) has become increasingly popular in madrasahs due to its flexibility in combining elements from multiple methods to meet learners' needs. This approach does not rely on a single method but integrates aspects such as grammar, communication, and practical exercises according to instructional goals.²² Its advantages include adaptability to students' needs and active teacher–student engagement.²³ However, it can lead to confusion due to method variation and demands skilled teachers. Assessment involves written tests, oral presentations, and project-based tasks. Technology such as multimedia presentations and online resources enrich instruction, especially in urban madrasahs.²⁴

The communicative method (*ṭarīqat al-ittiṣālīyah*) is another contemporary approach that is increasingly employed in madrasahs to develop practical language skills. It emphasizes real-life communication, using authentic materials such as news reports, advertisements, or forms, while tolerating learner errors to encourage speaking confidence.²⁵ Its strengths include

²² Adrián Valledor et al., "The Eclectic Approach in English Language Teaching Applications: A Qualitative Synthesis of the Literature," *Sustainability* 15, no. 15 (2023): 11978, <https://doi.org/10.3390/su151511978>.

²³ Siti Milatul Mardiyah, "Metode Eklektik Dalam Pembelajaran Bahasa Arab," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 5, no. 1 (2020): 119–43, <https://doi.org/10.55187/tarjpi.v5i1.3906>.

²⁴ Fitri Alrasi, "Penggunaan Metode Eklektik (Thariqah Intiqoiyyah) terhadap Pembelajaran Bahasa Arab di AKPER Aisiyyah Padang," *Jurnal Kajian dan Pengembangan Umat* 1, no. 1 (2018): 93–102, <https://jurnal.umsb.ac.id/index.php/ummatanwasathan/article/view/1122>; Khusniya et al., "Dinamika Mengajar Thariqah Intiqaiyyah secara Daring."

²⁵ Faedur Rohman, "Tadrīs al-Ta'bir al-Shafahī bi-al-Ṭarīqah al-Ittiṣālīyah li-Tullāb Qism Ta'līm al-Lughah al-'Arabīyah bi-Jāmi'at Muḥammadiyah Tangerang," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 2 (2018): 172–86, <https://doi.org/10.24042/albayan.v10i2.2833>; Noza Aflisia and Hazuar

improved speaking and listening skills and a lively classroom atmosphere, but its limitations involve weaker formal grammar mastery and the need for teachers skilled in communicative strategies. Assessment includes role plays, group discussions, presentations, and communicative tasks.²⁶ Technology such as language-learning apps (e.g., Madinah Arabic) and online platforms like Google Classroom supports interactive practice in this method.²⁷

Technology-based methods (*ṭarīqat ‘alā asās al-tiknūlūjiyā*) have also emerged as contemporary approaches, especially in urban madrasahs with better technological infrastructure. These methods use devices such as computers, smartphones, and the internet to offer interactive learning through materials such as video tutorials, online journals, and learning apps.²⁸

Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (2020): 111, <https://doi.org/10.29240/jba.v4i1.1380>.

²⁶ Eka Dewi Rahmawati, "Pendekatan Komunikatif Dalam Tes Kemampuan Berbicara Bahasa Arab," *Lugawiyat* 3, no. 1 (2021): 59–77, <https://doi.org/10.18860/lg.v3i1.12321>; R. Umi Baroroh and Syindi Oktaviani R Tolinggi, "Arabic Learning Base On A Communicative Approach In Non-Pesantren School," *Ijaz Arabi Journal of Arabic Learning* 3, no. 1 (2020), <https://doi.org/10.18860/ijazarabi.v3i1.8387>; Azar Bagheri Masoudzade and Razieh Hashemi Lahijani, "Communicative Language Teaching Method (CLT) and Final Examination of Iranian EFL Learners," *International Journal of Language and Translation Research* 1, no. 3 (2021): 71–90, https://doi.org/10.12906/978389966737_004.

²⁷ Susilawati, *Metodologi Pembelajaran Bahasa Arab: Teori dan Aplikasi*; Ana Achoita, "Bahasa Arab dan Metode Pengajarannya," *Tadris: Jurnal Penelitian dan Pemikiran Pendidikan Islam* 12, no. 2 (2019): 1–17, <https://doi.org/10.51675/jt.v12i2.20>.

²⁸ Samsuar A. Rani et al., "Arabic Language Learning Based on Technology (Opportunities and Challenges in the Digital Era)," *International Journal of Education, Language, and Social Science* 1, no. 1 (2023): 1–11, <https://doi.org/10.62612/ijelass.v1i1.4>; Ahmad Nurcholis et al., "Epistemology of Arabic Language Learning Technology Development," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (2021): 73–89, <https://doi.org/10.24042/albayan.v13i1.7090>; Sayuthi Atman Said and Ahmad Hashif Ulwan, "Integration of Technology in Learning Arabic Language: Mumtaz Method Textbook with Interactive Power Point Features," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan*

Advantages include flexible study time, access to global learning resources, and personalized learning paths.²⁹ However, drawbacks include dependence on technological infrastructure and reduced direct interaction between teachers and students. Assessment includes online quizzes, digital portfolios, and interactive exercises. Technology is central to this method, with platforms like Google Classroom and apps like Madinah Arabic or Quranic supporting self-directed learning.³⁰

A comparison between conventional and contemporary methods reveals significant differences in instructional approaches. Conventional methods, such as grammar-translation and audio-lingual, focus on grammar and vocabulary mastery with teacher-centered instruction using traditional media like textbooks and blackboards. Assessment typically consists of written tests and translation tasks, with generally passive student engagement. In contrast, contemporary methods, such as eclectic, communicative, and technology-based approaches, emphasize practical communication and interaction, with student-centered teaching styles using technology such as apps and online platforms. Assessment

Budaya Arab 6, no. 2 (2023): 146–58, <https://doi.org/10.17509/alsuniyat.v6i2.63881>.

²⁹ Mahyudin Ritonga et al., “Utilizing Technology to Improve the Quality of Learning in Indonesia: Challenges and Consequences for Arabic Teachers,” *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 1 (2022): 56–68, <https://doi.org/10.15408/a.v9i1.24516>.

³⁰ Muhammad Farhan Zaidan, Didit Yulian K, and Shofia Hattarina, “Penerapan Metode Pembelajaran TBL (Technology Based Learning) pada Mata Pelajaran PPKN Menggunakan Aplikasi Quizizz untuk Meningkatkan Hasil Belajar Siswa Kelas IV SD Namira Kraksaan Kabupaten Probolinggo,” *Innovative: Journal Of Social Science Research* 4, no. 2 (2024): 6921–36, <https://doi.org/10.31004/innovative.v4i2.10117>; Ferdinand Salomo Leuwol et al., “Efektivitas Metode Pembelajaran Berbasis Teknologi terhadap Peningkatan Motivasi Belajar Siswa di Sekolah,” *EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi* 10, no. 3 (2023): 988–99, <https://doi.org/10.47668/edusaintek.v10i3.899>.

includes project-based tasks, oral presentations, and online quizzes, fostering active student participation.³¹

Based on learners' needs, conventional methods such as grammar-translation are well-suited for beginners in *pesantren* who study classical texts, as these approaches build strong grammatical foundations. The audio-lingual method is also effective for beginners in madrasahs who need basic pronunciation practice. The direct and eclectic methods for intermediate learners support conversational skill development, especially in madrasahs, emphasizing active language use. Advanced learners, particularly in urban madrasahs or modern *pesantren*, can benefit from communicative and technology-based methods to refine speaking and listening skills in practical contexts such as daily communication or preaching.³²

Discussion

The study's findings reveal that Arabic language teaching methods in Indonesia are divided into conventional methods (grammar-translation, direct, audio-lingual) and contemporary methods (eclectic, communicative, technology-based), each with specific applications in *pesantren* and madrasahs. This discussion analyzes the advantages and limitations of each method, their implications within the Indonesian educational context, and how assessment strategies, technology use, and integrative models can optimize Arabic language learning. The analysis considers both sides of the issue, method effectiveness in achieving learning goals (mastery of grammar versus

³¹ Susilawati, *Metodologi Pembelajaran Bahasa Arab: Teori dan Aplikasi*; Zaidan, K, and Hattarina, "Penerapan Metode Pembelajaran TBL (Technology Based Learning) pada Mata Pelajaran PPKN Menggunakan Aplikasi Quizizz untuk Meningkatkan Hasil Belajar Siswa Kelas IV SD Namira Kraksaan Kabupaten Probolinggo."

³² Thohir et al., *Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing*; Jamil and Agung, "Tantangan Pembelajaran Bahasa Arab di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif."

communication skills) and implementation challenges, before proposing the most suitable approach.

Application of Conventional Methods in Pesantren and Madrasahs

Conventional methods, particularly the grammar-translation approach, play a significant role in *pesantren* due to their effectiveness in supporting mastery of classical texts such as *kitab kuning*, which require a deep understanding of *nahwu* and *sharf*.³³ The strengths of this method lie in its clear and structured teaching framework, enabling students to analyze religious texts accurately.³⁴ However, this approach is less flexible and offers limited development of speaking skills, essential for modern communication.³⁵

On the other hand, the direct and audio-lingual methods, though less common in *pesantren*, provide relevant oral practice for madrasahs, especially for beginner-level students who need basic pronunciation skills.³⁶ The direct method's limitation lies in the need for teachers who are fluent in Arabic, which is often difficult to ensure in rural madrasahs. Meanwhile, the audio-lingual method can be mechanical and lead to learner boredom.³⁷

The implications of conventional methods reveal a clear trade-off between grammar mastery and communication skills. In *pesantren*, the grammar-translation method supports religious goals such as understanding the Qur'an and Hadith, but is less relevant for daily communication, including modern *dakwah*. In contrast, the direct and audio-lingual methods are

³³ Thohir et al., *Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing*.

³⁴ Jamil and Sardiyana, "Eksistensi Metode Qawaid Tarjamah dalam Pembelajaran Bahasa Arab di Era Revolusi 4.0."

³⁵ Susilawati, *Metodologi Pembelajaran Bahasa Arab: Teori dan Aplikasi*.

³⁶ Aminah, "Metode-Metode Pembelajaran Bahasa Arab"; Afroni, "Metode Sam'iyah Safawiyah dalam Pembelajaran Bahasa Arab."

³⁷ Rokhmahmatulloh, "Metode Pembelajaran Bahasa Arab."

better suited to madrasahs aiming to develop students' speaking ability, but are less effective for classical text analysis. Unlike Aqeela et al., who discussed methods in general without specifying contexts,³⁸ this study highlights that conventional methods are more effective in *pesantren* for academic and religious purposes but require communicative supplementation to meet modern communication needs.

Application of Contemporary Methods in Pesantren and Madrasahs

Contemporary methods, such as the eclectic, communicative, and technology-based approaches, offer more dynamic, student-centered learning well-suited to madrasahs emphasizing Arabic use in modern contexts. As Alrasi and Khusniya et al. described, the eclectic method allows teachers to combine elements of grammar, communication, and practical exercises, offering flexibility for various learner levels.³⁹ However, it requires skilled teachers and can be confusing if applied inconsistently.

The communicative method emphasizes authentic interaction and materials such as news articles or advertisements, boosting student motivation and speaking skills, though it tends to neglect formal grammar mastery.⁴⁰ Meanwhile, technology-based methods, including the use of apps like Madinah Arabic or platforms such as Google Classroom, provide flexibility and access to global learning resources but depend on technological infrastructure that is often unavailable in rural madrasahs and *pesantren*.⁴¹

³⁸ Aqeela, Munas, and Ahana, "Traditional and Modern Teaching Methods in Teaching Arabic as a Second Language: A Comparative Study."

³⁹ Alrasi, "Penggunaan Metode Eklektik (Thariqah Intiqoiyyah) terhadap Pembelajaran Bahasa Arab di AKPER Aisyiyah Padang"; Khusniya et al., "Dinamika Mengajar Thariqah Intiqaiyyah secara Daring."

⁴⁰ Susilawati, *Metodologi Pembelajaran Bahasa Arab: Teori dan Aplikasi*; Achoita, "Bahasa Arab dan Metode Pengajarannya."

⁴¹ Zaidan, K, and Hattarina, "Penerapan Metode Pembelajaran TBL (Technology Based Learning) pada Mata Pelajaran PPKN Menggunakan

The implications of contemporary methods demonstrate their strong potential for enhancing student engagement and aligning instruction with modern needs, such as communication in business or international *dakwah*. However, key challenges include limited technology access in rural areas and the need for teacher training to implement eclectic and communicative methods effectively. Unlike Sherina and Hendra, who compared only the direct and grammar-translation methods,⁴² this study emphasizes that contemporary methods are more suitable for urban madrasahs but require adaptation for the more traditional *pesantren* context.

Assessment Strategies for Learning Outcomes

Assessment strategies are critical for evaluating the effectiveness of Arabic teaching methods. For conventional methods, written exams testing grammatical analysis and text translation, as used in the grammar-translation approach, effectively measure *nahwu* and *sharf* mastery in *pesantren*.⁴³ However, this approach is less practical for assessing oral communication skills, which are the focus of direct and audio-lingual methods. Oral tests and pattern drills are used to evaluate these methods, but often fail to reflect authentic language use.⁴⁴

By contrast, contemporary methods employ project-based assessment, oral presentations, and online quizzes, which are more appropriate for measuring communication skills and

Aplikasi Quizizz untuk Meningkatkan Hasil Belajar Siswa Kelas IV SD Namira Kraksaan Kabupaten Probolinggo”; Leuwol et al., “Efektivitas Metode Pembelajaran Berbasis Teknologi terhadap Peningkatan Motivasi Belajar Siswa di Sekolah.”

⁴² Sherina and Hendra, “Analisis Komparatif antara Metode Gramatika Terjemah dan Metode Langsung dalam Pembelajaran Bahasa Arab.”

⁴³ Susilawati, *Metodologi Pembelajaran Bahasa Arab: Teori dan Aplikasi*.

⁴⁴ Aminah, “Metode-Metode Pembelajaran Bahasa Arab”; Afroni, “Metode Sam’iyah Safawiyah dalam Pembelajaran Bahasa Arab.”

student creativity.⁴⁵ For example, the communicative method is assessed through role plays and group discussions, while technology-based methods use automated quizzes to provide instant feedback.

The implications of these assessment strategies show that conventional methods are better suited for academic purposes in *pesantren* but are less effective for evaluating practical skills needed in madrasahs. Contemporary methods offer more dynamic assessments but require sufficient technological infrastructure and teacher training. This study addresses the gap identified by Sodik et al. regarding the lack of comprehensive assessment strategies in Arabic language teaching by providing specific examples, such as online quizzes and communicative tasks.⁴⁶

The Role of Technology in Arabic Language Teaching

Technology use is a major distinguishing factor between conventional and contemporary methods. In conventional methods, technology use is minimal, such as electronic dictionaries, grammar-checking software in the grammar-translation method, and audio recordings in the audio-lingual method.⁴⁷ In contrast, technology-based methods leverage apps such as Madinah Arabic or Quranic and platforms like Google Classroom to provide interactive exercises, video tutorials, and access to global learning resources.⁴⁸

⁴⁵ Zaidan, K, and Hattarina, "Penerapan Metode Pembelajaran TBL (Technology Based Learning) pada Mata Pelajaran PPKN Menggunakan Aplikasi Quizizz untuk Meningkatkan Hasil Belajar Siswa Kelas IV SD Namira Kraksaan Kabupaten Probolinggo."

⁴⁶ Sodik et al., "Research Trends in the Analysis of Elementary Level Arabic Textbooks: Systematic Literature Review."

⁴⁷ Jamil and Sardiyana, "Eksistensi Metode Qawaid Tarjamah dalam Pembelajaran Bahasa Arab di Era Revolusi 4.0"; Panigoro and Saputera, "Implementasi Metode Sam'iyah Syafahiyah pada Siswa sebagai Upaya Meningkatkan Kemampuan Penguasaan Mufradat."

⁴⁸ Zaidan, K, and Hattarina, "Penerapan Metode Pembelajaran TBL (Technology Based Learning) pada Mata Pelajaran PPKN Menggunakan

The communicative method can also be enriched through technology, such as using online discussion forums or pronunciation apps for speaking practices.⁴⁹ However, the main challenge is unequal access to technology, especially in rural *pesantren* and madrasahs, which can create educational gaps.⁵⁰

The implications of technology integration show that contemporary methods have strong potential to increase learner engagement and instructional flexibility, but their success depends on infrastructure and training. Unlike Haq et al., who did not explore technology in depth,⁵¹ this study emphasizes that apps such as Madinah Arabic can improve pronunciation skills in madrasahs, while online platforms support self-directed learning. However, conventional methods remain relevant for *pesantren* with limited technology access.

An Integrated Model for Arabic Language Teaching

This study proposes an integrated model combining the grammar-translation method for building grammatical foundations, the communicative method for speaking skills, and technology for self-directed learning. This model can be adapted to learners' needs: beginners in *pesantren* (focused on classical texts), intermediate learners in madrasahs (focused on conversation), and advanced learners in urban madrasahs (focused on modern communication). The advantage of this model is its ability to address all four language skills (reading, writing, speaking, listening) in a balanced manner, as Jamil and

Aplikasi Quizizz untuk Meningkatkan Hasil Belajar Siswa Kelas IV SD Namira Kraksaan Kabupaten Probolinggo."

⁴⁹ Leuwol et al., "Efektivitas Metode Pembelajaran Berbasis Teknologi terhadap Peningkatan Motivasi Belajar Siswa di Sekolah."

⁵⁰ Tuti Andriani, "Sistem Pembelajaran Berbasis Teknologi Informasi dan Komunikasi," *Sosial Budaya : Media Komunikasi Ilmu-ilmu Sosial dan Budaya* 12, no. 1 (2015): 127–50, <https://media.neliti.com/media/publications/164486-ID-sistem-pembelajaran-berbasis-teknologi-i.pdf>.

⁵¹ Haq, Mulyani, and Sholeh, "Paradigma Pembelajaran Bahasa Arab (Analisis Kontrasif Metode Pembelajaran Konvensional dan Kontemporer)."

Agung suggested.⁵² However, the main challenges are the need for teacher training to integrate methods effectively and the availability of technology across all institutions.

The implications of this integrated model indicate that a hybrid approach can overcome the limitations of conventional methods (lack of communication skills) and contemporary methods (weaker grammar mastery). Unlike Haq et al., who suggested combining methods without practical guidance,⁵³ this model offers a clear time allocation guideline, for example, 40% for grammar-translation, 30% for communicative activities, and 30% for technology-based practice, which can be adjusted to students' needs.

Learner Groups

Learner groups influence the effectiveness of teaching methods. Beginner-level students in *pesantren* benefit from the grammar-translation method for building strong grammatical foundations, but need communicative supplements for practical needs such as *dakwah*.⁵⁴ Intermediate learners in madrasahs can benefit from the direct and eclectic methods to develop conversational skills, while advanced learners in urban madrasahs are best served by communicative and technology-based methods to refine language use in real contexts.⁵⁵

The implications of these differences show that teachers must tailor teaching methods to students' proficiency levels and

⁵² Jamil and Agung, "Tantangan Pembelajaran Bahasa Arab di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif."

⁵³ Haq, Mulyani, and Sholeh, "Paradigma Pembelajaran Bahasa Arab (Analisis Kontrastif Metode Pembelajaran Konvensional dan Kontemporer)."

⁵⁴ Thohir et al., *Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing*.

⁵⁵ Achoita, "Bahasa Arab dan Metode Pengajarannya"; Zaidan, K, and Hattarina, "Penerapan Metode Pembelajaran TBL (Technology Based Learning) pada Mata Pelajaran PPKN Menggunakan Aplikasi Quizizz untuk Meningkatkan Hasil Belajar Siswa Kelas IV SD Namira Kraksaan Kabupaten Probolinggo."

learning goals. This study complements Aqeela et al. by highlighting learners' specific needs and offering more practical guidance for teachers.⁵⁶

Conclusion

This study demonstrates that conventional (grammar-translation, direct, audio-lingual) and contemporary (eclectic, communicative, technology-based) Arabic language teaching methods each possess distinct characteristics, advantages, and limitations within the contexts of Indonesian pesantren and madrasahs. The conventional methods, particularly the grammar-translation approach, are effective for building grammatical foundations and understanding classical texts such as *kitab kuning* in *pesantren* settings, but are less supportive of practical communication skills. Conversely, contemporary methods, such as communicative and technology-based approaches, excel at developing speaking skills and enhancing student engagement in madrasahs, although they require adequate technological infrastructure and teacher training.

Assessment strategies, such as written exams for conventional methods and project-based or online quizzes for contemporary methods, reflect the respective goals of each approach. An integrated model that combines grammar-translation, communicative, and technology-based methods offers a balanced solution for addressing all four language skills (reading, writing, speaking, and listening). This study is limited to a literature-based analysis without empirical classroom data; therefore, the effectiveness of the proposed integrated model has not yet been directly tested in *pesantren* and madrasah contexts. Future research is recommended to conduct empirical studies that implement and evaluate this integrated model in real classroom settings to assess its impact on student learning outcomes.

⁵⁶ Aqeela, Munas, and Ahana, "Traditional and Modern Teaching Methods in Teaching Arabic as a Second Language: A Comparative Study."

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