



Application of Outdoor Learning Method to Improve Arabic Speaking Ability in Darul Ulum Indragiri Islamic Boarding School

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Abstract: This study investigates the effectiveness of the outdoor learning method in enhancing Arabic speaking skills among 11th-grade students at Pondok Pesantren Darul Ulum Indragiri. Employing a one-group pretest-posttest experimental design, 12 students were assessed using structured tests before and after receiving treatment through four sessions of outdoor learning activities. Data were analyzed quantitatively using SPSS 27.0. Results show a significant improvement in students' speaking skills, with average scores rising from 62.77 (pre-test) to 93.33 (post-test). The paired sample t-test yielded a significance value of 0.000, confirming that the method effectively improves speaking performance. The outdoor setting increased student engagement and provided a contextual environment conducive to practicing Arabic in real-life scenarios. This method not only improved vocabulary recall but also boosted student confidence and participation. Findings support the integration of outdoor learning into Arabic language instruction, particularly in environments that demand higher student interaction. Future research should involve a larger population and longer duration to validate the long-term impact of this method.

Keywords: *Arabic Speaking Skills, Experimental Method, Outdoor Learning,*

INTRODUCTION

Islamic boarding schools, as the oldest Islamic educational institutions in Indonesia, play a strategic role in the development of the Arabic language. Arabic language learning in Islamic boarding schools has strategic value as an effort to improve students' competency, particularly in speaking skills (maharah kalam). One innovative learning method currently widely applied is outdoor learning. This method utilizes the outdoor environment to create a more realistic, interactive, and contextual learning experience. Modern Islamic boarding schools use Arabic as the basis of learning and create a supportive environment for language development. The unique characteristics of Islamic boarding schools, which emphasize boarding school life, traditional teaching

systems such as sorogan and bandongan, and the integration of religious curricula with Arabic language learning, make them ideal places to develop language skills. Language skills, whether native (in this case, Indonesian) or a second language (a foreign language), are equally important in education (Amin, 2023). This is evident in the way people use language to communicate in everyday life. Likewise, language is a crucial component of learning, both in terms of oral and nonverbal communication. Speaking skills, particularly in Arabic, are also considered quite important in Arabic (Maharah Kalam) (Ariesandy, 2021). On the other hand, the notion that learning Arabic is very difficult and boring is a major concern today. Therefore, the Muslim population in Indonesia is passive in their Arabic language learning,

resulting in very slow and insignificant development of Arabic language teaching in their country (Falah & Banurea, 2024).

Arabic is often taught in schools or higher education institutions affiliated with religion (Student et al., 2021). Islamic boarding schools, madrasahs, Arabic language institutions at universities, and other Islamic schools are some examples. Based on this, researchers conducted this study as a means to improve interesting and enjoyable Arabic language learning, particularly in terms of speaking proficiency (Adin, 2025).

Traditional Arabic language learning methods, still dominant in many educational institutions, tend to be monotonous and unengaging for students. An approach that focuses too much on grammar and translation (grammar-translation method) results in passive learning and provides little opportunity for speaking practice. Teachers often emphasize theory and language knowledge over active language skills. The learning process, which is usually dominated by lectures and memorization, leaves students passive and less engaged in the learning process. Language structures are taught in isolation without meaningful context, and the assessment system emphasizes cognitive aspects rather than integrative language skills.

Haruna's (2022) research shows that outdoor learning methods are highly effective in improving Arabic speaking skills. Out-of-class activities such as group discussions, presentations, role-playing, and project-based visits provide students with opportunities to practice speaking skills in real-life contexts. Studies in madrasahs and other Islamic boarding schools (pesantren) have shown significant improvements in students' speaking ability scores following outdoor learning compared to conventional methods.

Based on preliminary findings, many students still struggle to use Arabic in everyday conversation. Teachers seeking solutions to enable their students to speak Arabic in everyday life are naturally concerned about this (Fikri, 2025). Under the auspices of Islamic boarding schools (pesantren), which are equal to the Arabic language proficiency of their students, the head of the Darul Ulum Islamic Boarding School Foundation also hopes that his students will be able to achieve this. Although the challenges they mentioned varied, several students stated that they share a common goal: learning Arabic. In general, two significant issues hinder students' ability to master Arabic and use it in conversation. 1) The approach used to learn Arabic is suboptimal, as Arabic lessons only last two 45-minute sessions per week, which limits teachers' ability to be creative in teaching Arabic. 2) Students expressed dissatisfaction with the boring classroom environment and learning, stating that learning in a comfortable environment could improve their motivation and concentration. Students admit that they often

memorize words but rarely use them, which causes them to memorize words that have been previously learned. (Daali, 2024).

The outdoor learning method is a learning approach that moves the learning process from the classroom to outside, utilizing open spaces to provide a richer and more contextual learning experience. The advantages of this method include: Increasing students' motivation and interest in learning due to the non-monotonous atmosphere. Facilitating real interaction through language activities in an environment that supports the use of everyday language. Providing multi-sensory experiences (visual, auditory, kinesthetic) that strengthen memory and speaking skills.

Based on this phenomenon, researchers argue that introducing fun and engaging techniques into Arabic language learning is one way to address this. By definition, methodology is the teaching style used by teachers to build strong bonds with students during the learning process (Asyofi, 2019). In other words, the approach applied to children has a significant impact on how well they learn. To help students achieve the best results, teachers can try to improve their learning skills in this way. Therefore, the approach used in this learning process requires special consideration, especially by teachers. The way someone applies a particular technique can be seen as a learning process. The outdoor learning approach is one such approach (Hasan, 2022). The digital era and globalization demand a transformation in Arabic language learning methods. Learning must shift from conventional approaches to more interactive, communicative, and technology-based ones. Modern learning methods emphasize the development of communicative skills, the use of technology, and learner-centered learning. Learners need learning that is relevant to their lives and can be applied in real-life situations. Arabic language learning must integrate cultural aspects, communicative practices, and the context of language use in everyday life.

One approach that may be used to carry out the learning process outside of the classroom is the outdoor learning technique Asyofi. (n.d.). Stated differently, this approach is one of the ways that pupils may learn from their (El-Aasar et al., 2024). By using nature as a learning source, students' minds will be clearer when they receive material, learning will feel more enjoyable, learning activities will be more varied and recreational, learning environments will be broader, brain work will be more relaxed, and most importantly, it will instill in students' minds that the world or environment is a classroom and a place of learning (Novitasari et al., 2024). The aim of this study is to use the outdoor learning approach to enhance students' Arabic speaking abilities. The objective of this study is that the eleventh-grade students' Arabic speaking abilities will increase following the adoption of the outdoor learning approach.

Different Types of Outdoor Education

These are a few examples of the several different ways that outdoor learning may be implemented (Widiasworo, 2019)

1. Supercamp

Supercamp is an activity when children and their professors go camping. Students from various grades and those in the same grade level can both engage in this activity, depending on how well the teacher can oversee it. This activity, which takes place outside and lasts for many days, involves pupils participating in learning activities in a number of disciplines taught by subject instructors Nisa', K., & Nabilah, I. (2024).

2. Furthermore, if we observe and are aware of the current situation, many students lack the opportunity to reflect, interpret, connect, and apply the knowledge and values they have learned. It can be said that this live-in activity invites students to learn to live authentically together with the community

3. Study Tour

Study Tour is also referred to as *karyawisata* *widyawisata*. Usually, each school has a program for this activity. Field trips are one of the efforts to enhance students' understanding of real life, which serves as a source of learning for them. (Asyofi, 2019) also revealed that in this study tour method, teachers invite students to visit certain objects with the aim of learning something. Here are some objectives of field trips or study tours

1. Students can internalize the material they learn in class theoretically with real conditions in the field.
2. Eliminating the boredom from the students' routine activities conducted in the classroom.
3. As a form of recreation while learning, with the intention that students learn in a happy atmosphere. Learning like this usually sinks deeper into the students and will be very useful for mastering certain competencies.

4. Field Work

Field work is fieldwork or known as practical fieldwork. This activity is intended so that students become more familiar and acquainted with the world of work, enabling them to be better trained in applying all the knowledge they have gained in school to the workplace. The purpose of this method is to give students the opportunity to acquire knowledge through the experiences they gain in class

5. Outbound

Outbound is a way to explore oneself in a pleasant atmosphere and a place full of challenges that are exploratory and develop potential, leaving the past behind, being in the present, and ready to face the future, completing challenges, uncommon

tasks, pushing one's limits, and gaining an understanding of oneself about abilities that exceed what one thought

We often recognize outbound activities as activities conducted in the open air, consisting of games, adventures, and the like. During outbound activities, we may encounter things that we might not know but are important to learn. Learning about self-potential and other things that can be very helpful to us in the present or future. In this activity, students can learn to better understand themselves, knowing their strengths and weaknesses

6. JAS (Environmental Exploration)

This activity is a form of learning that utilizes the environment as a source of education. Participants are not burdened with learning from piles of books and worksheets, but instead, they explore the surrounding nature to discover more concrete knowledge. This learning model is student-centered, encouraging students to actively seek their own knowledge (Asyofi, 2019).

7. Include in School Learning Activities

Outdoor learning is not only conducted incidentally and always outside the school environment. Outdoor learning can also be conducted within school learning activities or during class hours according to the predetermined schedule. The school, in this case the teachers, can conduct outdoor learning even with just two class hours. Considering that outdoor learning is a learning activity conducted outside the classroom, we can utilize several locations available at the school (Hartono et al., 2024). Like school gardens, school yards, school orchards, and other open spaces. This activity can also be conducted not only by a few subjects but by all subjects outdoors (El-Aasar et al., 2024).

In 2024, Umar Rizki Fitroni Mercandy and Khizanatul Hikmah did a study on the impact of using the outdoor learning method on the environmental literacy of high school students in the tenth grade. One example of an interactive teaching strategy that can be used in place of meeting learning objectives is the choice to use the outdoor learning approach. Students' interest in studying may be piqued by this outdoor learning approach, which also provides an alternative to the dullness that comes with indoor instruction. The dependent variable is where the researchers' study differs from theirs. The dependent variable in the researcher's study is the ability to speak Arabic, while the focus of Umar and Khizanatul's study is environmental literacy (Novitasari et al., 2024).

The variable Y (dependent variable) and the research subjects are where the researcher's planned

study differs from the previously described study. Speaking abilities are the dependent variable in this study, while environmental literacy is the dependent variable in the research mentioned above. The eighth-grade students at MTs Wahid Hasyim Kapuran Bedegan Ponorogo served as the participants of the aforementioned study, whilst the eleventh-grade students at Pondok Pesantren Darul Ulum Indragiri would serve as the subjects of the researcher's next study.

Amir Mukminin did research in 2019. The goal of this study, which is titled "The Influence of the Drill Application on the Arabic Speaking Skills of Eighth Grade Students at MTs Wahid Hasyim Kapuran Bedegan Ponorogo," is to ascertain how the Drill application affected the eighth-grade students' Arabic speaking abilities during the 2018–19 school year. Given that Arabic is a crucial part of teaching foreign languages alongside English at MTs Wahid Hasyim Kapuran Badegan Ponorogo, the research's backdrop is the challenges students have while obtaining materials from professors, particularly those pertaining to speaking Arabic. Through the use of the Drill technique, the researcher aims to enhance speaking abilities in Arabic.

The implementation of outdoor learning methods to improve Arabic speaking skills at the Darul Ulum Islamic Boarding School in Indragiri is a response to the various challenges and limitations faced in conventional Arabic language learning. Complex linguistic and non-linguistic issues, the limitations of traditional learning methods, and the lack of a supportive language environment demand innovation in learning approaches. Outdoor learning methods offer an effective solution by creating a more dynamic, interactive, and meaningful learning environment. The advantages of this method in increasing motivation, reducing boredom, and providing authentic learning experiences have been empirically proven to improve students' Arabic speaking skills. Arabic is not only a means of communication, but also a key to understanding Islamic literature. In Islamic boarding schools (pesantren), such as the Darul Ulum Islamic Boarding School in Indragiri, mastery of Arabic is essential to support various religious and scholarly activities.

The implementation of outdoor learning methods in the Islamic boarding school context holds great potential, given the characteristics of Islamic boarding schools that support holistic and integrative learning. With careful planning, meticulous preparation, and commitment from all stakeholders, this method can be a breakthrough in improving the quality of Arabic language learning in Islamic boarding schools.

The urgency of implementing this method is further strengthened by the demands of the digital era and globalization, which require Islamic boarding school graduates who not only master religious aspects but also possess adequate communicative skills in Arabic. Thus, the

implementation of outdoor learning methods at the Darul Ulum Indragiri Islamic Boarding School can be a model of learning innovation that can be adapted by other Islamic educational institutions.

Darul Ulum Islamic Boarding School in Indragiri is an Islamic-based educational institution committed to developing a faithful and knowledgeable young generation. Strengthening Arabic language skills through outdoor learning aligns with the boarding school's vision of producing graduates capable of active communication in Arabic. Variable X (the independent variable) and the research subjects are where the researcher's planned study differs from the previous study. The impact of using the drill technique is the independent variable in the research mentioned above, while the researcher's usage of the outdoor learning method will be the independent variable in the study that will be carried out. The eighth-grade students at MTs Wahid Hasyim Kapuran Bedegan Ponorogo served as the participants of the aforementioned study, whilst the eleventh-grade students at Pondok Pesantren Darul Ulum Indragiri would serve as the subjects of the researcher's next study.

"Implementation of the Hiwar Method on Al-A'mal Al-Yaumiyyah Material in the Maharah Al-Kalam Course for 2018 Batch Students of the Arabic Language Education Program at IAIN Parepare" is the title of a 2020 study by Mardawyah. Maharah al-kalam, or the pupils' poor Arabic speaking abilities, is the background of this study. In this study, the hiwar method's application to the al-a'mal al-yaumiyyah content in the maharah al-kalam course for students studying Arabic language education is described. Focusing on the Arabic Language Education program at IAIN Parepare, this research is a qualitative field study (Student et al., 2021).

	Frequency	Percent	Valid Percent	Cumulative
	40.00	1	8.3	8.3
	46.66	1	8.3	16.7
	53.33	1	8.3	25.0
Valid	60.00	1	8.3	33.3
	66.66	5	41.7	75.0
	73.33	3	25.0	100.0
Total	12	100.0	100.0	

Variable X (the independent variable) and the research subjects are where the researcher's planned study differs from the previous study. The usage of the outdoor learning technique is the independent variable in the study that the researcher will conduct, whereas the application of the Hiwar method is the independent variable in the research mentioned above. The State Islamic Institute (IAIN) Parepare's 2018 cohort of Arabic Language Education students served as the subjects of the aforementioned study, while the 11th-grade students at Pondok Pesantren

Darul Ulum Indragiri in Riau served as the subjects of the researcher's upcoming study.

METHOD

This study complements the existing literature by demonstrating the specific application of the outdoor learning method in the context of Arabic language learning. The oral test containing speaking questions or tasks consisted of 12 items related to Arabic vocabulary and phrases. The results of this study highlight positive changes in students' speaking abilities that have not been widely discussed in this context. These findings imply that the outdoor learning method can be an effective strategy in improving Arabic speaking skills. The application of this method can be considered for wider application in language learning contexts, especially in environments that require increased interaction and engagement of learners.

RESULT AND DISCUSSION

The study's primary finding indicates that the 11th-grade students at Ponpes Darul Ulum Indragiri had low-average Arabic speaking skills prior to the adoption of the outdoor learning approach. The pre-test results revealed a score range of 40.00 to 73.33, with an average of 62.77, a median of 66.66, and a mode of 66.66 (Table 1). Nine of the twelve pupils that were sampled had intermediate scores, while three received very low scores. This suggests that prior to receiving therapy, the majority of the students had not yet attained a sufficient degree of Arabic speaking competency.



Picture 1. Classroom Learning

The re-representation of the data shows that before the implementation of the outdoor learning method, the students' ability to speak Arabic was quite varied but generally low overall. With an average score of 62.77, the majority of students fall into the moderate category, while only a few are in the very low category. No participants reached the very high category, indicating an urgent need

to improve teaching methods to achieve better results (Aminullah,2022). This data provides an initial overview of the students' Arabic speaking proficiency before the treatment, which is crucial for assessing the effectiveness of the method to be applied.

The post-test results show a significant improvement in the students' Arabic speaking skills after the implementation of the outdoor learning method. The average score on the post-test was 93.33, an increase from the average pre-test score of 62.77. The data shows a median post-test score of 96.66 with a mode of 100, and a standard deviation of 8.52, while the minimum and maximum scores range from 80 to 100 (Table 1). These findings indicate that the majority of students experienced significant improvement in their Arabic speaking skills after undergoing treatment with the outdoor learning method.

Distribusi Frekuensi Nilai Post-Test

Post_Tes	Frequency	Percent	Valid Percent	Cumulative
80.00	3	25.0	25.0	25.0
93.33	3	25.0	25.0	50.0
100.00	6	50.0	50.0	100.0
Total	12	100.0	100.0	

The Arabic speaking ability of the eleventh-grade students at Pondok Pesantren Darul Ulum Indragiri after the implementation of the outdoor learning method in teaching, according to the table above, shows that out of the 12 students who were the research sample, 6 students obtained scores in the very high category, 3 students obtained scores in the high category, and 3 students obtained scores in the medium category.

Post-Test Scores of Students

No	Value	Ability Category	Frequency
1	86-100	Very High	9
2	76-85	High	3
3	60-75	Medium	0
4	55-59	Low	0
5	≤ 54	Very Low	0
Amount			12

Based on the table above, the results of the pre-test and post-test grouping of students' abilities show that the pre-test scores of the students improved in the post-test scores after the treatment was conducted. This shows that the use of the outdoor learning method in an effort to improve the Arabic speaking skills of the 11th-grade students at Pondok Pesantren Darul Ulum Indragiri can be considered successful. The findings of this study indicate that the application of the outdoor learning method

successfully improved the Arabic speaking skills of the eleventh-grade students at Pondok Pesantren Darul Ulum Indragiri. Based on the results of the paired sample test with a significance value of 0.000, which is smaller than the alpha threshold of 0.005, there is a significant change between the pre-test and post-test results. The decrease in significance value indicates that the outdoor learning method effectively improves Arabic speaking skills, thus the alternative hypothesis H1 is accepted and the null hypothesis H0 is rejected. These findings affirm that the use of outdoor learning methods plays a crucial role in improving students' Arabic language skills (Romli,2022).

Analysis of Outdoor Learning Theory and Improvement of Speaking Skills

The theory of outdoor learning emphasizes experiential learning that connects the subject matter with the physical environment outside the classroom (Nisa' & Nabilah, 2024). According to this theory, outdoor learning can enhance student engagement by creating direct experiences relevant to the learning context (Goldenberg et al., 2024). This is because the outdoor learning method allows students to learn actively and contextually, which supports better understanding and mastery of the material. The theory of outdoor learning also focuses on the social and interactive aspects of learning. The theory of outdoor learning also focuses on the social and interactive aspects of learning (Ariesandy, 2021). Direct interaction with the environment and fellow students outdoors can strengthen communication and collaboration skills. In the context of Arabic, this method allows students to practice speaking in more natural and authentic situations, which encourages more creative and practical use of the language (Novitasari et al., 2024). This research supports the finding that outdoor activities not only enhance speaking skills but also improve students' motivation and confidence in using the target language (Mardiyah,2019).

The implications of this research indicate that the outdoor learning method can be applied as an effective strategy to improve Arabic speaking skills. The use of this method in the classroom can provide a more dynamic learning environment and support more active interaction between students and the subject matter. Schools and educational institutions are expected to consider integrating this method into their curriculum to maximize Arabic language learning outcomes and enhance the overall learning experience (Slama,2025).

Schools and educational institutions are expected to consider integrating this method into their curriculum to maximize Arabic language learning outcomes and enhance the overall learning experience. This research has several limitations that need to be taken into account (Fitri,2024).

This research has several limitations that need to be considered. First, this research was conducted in only one school with a limited sample, so the results may not be

generalizable to a wider population (Asrulla,2023). Second, the short duration of the treatment and the lack of additional control variables may affect the final results. Third, the assessment is solely based on pre-test and post-test results without considering external factors that might affect the students' speaking abilities.

CONCLUSION

This study shows that the Arabic speaking ability of class XI students of Darul Ulum Indragiri Islamic Boarding School before the implementation of outdoor learning methods is relatively low, with an average pre-test score of 62.77 and a standard deviation of 10.8. Most students scored below 54 which is very low. Differences in the level of ability and background of students affect the results of learning to speak Arabic, so the results of the study may not fully represent the entire population of students. Fear of being wrong and embarrassed when speaking Arabic is also one of the obstacles that is difficult to overcome only with outdoor learning methods. Therefore, teachers need to combine outdoor learning methods with other approaches that can increase students' motivation and courage to speak Arabic actively and confidently. After the implementation of the outdoor learning method, the post-test results showed a significant improvement, with an average score of 93.33 and a standard deviation of 8.52. As many as 9 students achieved very high scores and 3 students achieved high scores, indicating the effectiveness of the method in improving Arabic speaking skills. (Hijrah,2022)

Based on research by Hasim (2024), teachers provide apperception in the form of correlations between learning and material in several meetings, as well as the relationship between the material and current needs for discussion together. One of the main strengths of this study is the use of the outdoor learning method, which has proven effective in improving students' Arabic speaking skills. This study uses a solid quantitative approach, including paired sample test analysis that shows significant changes from pre-test to post-test with a sig. value of 0.000, well below the alpha threshold of 0.005. This provides strong evidence that the outdoor learning method has a significant positive impact on improving students' Arabic speaking skills (Baco,2025).

However, this research also has limitations that need to be noted. The research was conducted only on one group of students at one school, which limits the generalization of the findings to a broader population. In addition, the duration of the method's implementation and the limited number of meetings may not be sufficient to measure the long-term impact of the outdoor learning method. External factors that can influence the results, such as individual motivation or environmental conditions during the study, are also not fully considered (Muzanni,2023). These limitations should be considered

in future research to obtain more comprehensive and generalizable results.

Future research should consider using a broader sample and additional control variables to strengthen the generalization of the results. Longitudinal research with a longer duration can also provide a deeper understanding of the long-term impacts of outdoor learning methods. Additionally, examining the impact of this method on other aspects of language skills, such as listening and writing, will provide a more comprehensive understanding of the effectiveness of outdoor learning in Arabic language education. (Siregar,2023).

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