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# From Beginner to Fluency: Arabic Language Learning Strategies among Santri at Al-Hidayah Islamic Boarding School

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**ABSTRACT**

This study aims to analyze the process of learning Arabic from the beginner level to fluency among students at Al-Hidayah Islamic Boarding School in Jambi City and to identify the strategies employed at each stage of learning. This study adopted a qualitative approach with a case study design. Data were collected through observations, interviews, and documentation involving three students and two Arabic language teachers as data sources. The data were analyzed through data reduction, data display, and conclusion drawing. The findings indicate that Arabic language learning from the beginner level to fluency is implemented through systematic and continuous stages. The learning process begins with vocabulary acquisition through the introduction, memorization, and practical use of Arabic vocabulary in language activities. This stage is subsequently reinforced through scheduled and sustained Arabic language practice, the development of an Arabic-speaking environment, and *muhadharah* activities that provide students with opportunities to develop their communicative competence. The findings further demonstrate that progress in Arabic language learning from the beginner level to fluency is supported by the integration of vocabulary mastery, habitual communicative practice, structured language programs, and a supportive linguistic environment. Thus, systematic and consistent Arabic language instruction constitutes an important strategy for developing students' language proficiency from the basic level toward fluency.

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## INTRODUCTION

Arabic is a language characterized by a relatively complex linguistic system and requires a gradual learning process, particularly for learners who have no prior

foundational knowledge (Imron & Fajriyyah, 2021). Arabic language learning encompasses the mastery of various language components and skills, including vocabulary, sentence structure, pronunciation, listening, speaking, reading, and writing (Nopriansyah et al., 2026). Mastery of these aspects does not develop instantaneously but rather through systematic instruction, continuous practice, and meaningful language use. Therefore, Arabic language learning for beginners requires strategies that can connect the mastery of basic linguistic elements with opportunities to use the language progressively in meaningful contexts (Fitri et al., 2026).

These challenges are particularly evident among students who enter Islamic boarding schools without prior Arabic language proficiency. At this stage, students need to establish a linguistic foundation through vocabulary introduction, mastery of *mufradat*, understanding of basic structures, and practice in using Arabic both orally and in writing (Nopriansyah et al., 2025). The difficulties encountered are not limited to the characteristics of the Arabic language system, which may differ from languages previously acquired by the learners, but also include limited vocabulary and insufficient familiarity with using Arabic for communication (Jufrih et al., 2025). This condition requires learning strategies that go beyond the delivery of instructional materials by providing students with opportunities to practice, repeat, and consistently use Arabic in various situations (Dalimunthe et al., 2025).

In the context of Islamic boarding schools, Arabic language learning has distinctive characteristics compared with instruction that takes place exclusively in the classroom. The boarding school environment provides opportunities for more intensive learning through structured programs, interaction among students, teacher involvement, and various language-related activities (Majid & Hamdun, 2024). Such conditions allow formal instruction to be integrated with language practice in students' daily lives. Accordingly, Arabic language learning strategies in Islamic boarding schools should not be examined solely in terms of the methods used to deliver instructional materials, but also in terms of how the learning environment and language-related activities are utilized to develop students' language habits (Nurhikma et al., 2025).

Several previous studies have examined various aspects of Arabic language learning, particularly vocabulary development, the language learning environment, and communicative practice. Munthe et al., examined the relationship between *mufradat* learning and the development of *maharah al-kalam* among students in a pesantren context. Their study indicates that vocabulary learning has a relevant position in supporting students' speaking development (Munthe et al., 2022). Noor focused on the role of *bi'ah lughawiyah* in supporting Arabic language learning in a pesantren environment, emphasizing the importance of an environment that provides opportunities for students to use Arabic beyond formal classroom activities (Noor et al., 2023). Meanwhile, Setyaki et. Al., examined Arabic communicative practices in the pesantren context, particularly activities that provide students with opportunities to practice oral Arabic (Setyaki et al., 2023). Taken together, these studies highlight the relevance of vocabulary mastery, a supportive language environment, and communicative practice in Arabic language learning. However, these aspects have generally been discussed separately, leaving room to examine how they are connected within a continuous learning process for beginner students in a pesantren setting.

Nevertheless, the previous studies considered in this research tend to examine learning strategies in relation to specific factors, such as personality, motivation, first-language influence, and the learning environment. Research that specifically examines Arabic language learning strategies implemented progressively among students who begin learning Arabic at the beginner level and develop toward fluency remains limited. The issue that requires further examination is not merely which strategies are employed, but also how these strategies are implemented continuously and complement one another in developing students' language proficiency. This perspective is important for understanding the relationship between *mufradat* mastery as a foundation for learning, communicative practice, language-use habituation, and language-related activities within the boarding school environment.

Al-Hidayah Islamic Boarding School in Jambi City provides a relevant context for examining this process because Arabic language learning is conducted through an integration of formal instruction and structured language activities. Preliminary findings indicate that the learning process begins with *mufradat* mastery through vocabulary introduction, memorization, and practical use. This stage is subsequently reinforced through scheduled and regular Arabic language practice, the development of an Arabic-speaking environment, and *muhadharah* activities. These activities provide an empirical context for examining how students who begin learning Arabic at the basic level are progressively guided toward more fluent use of the language.

Based on the foregoing discussion, this study focuses on Arabic language learning strategies from the beginner level to fluency among students at Al-Hidayah Islamic Boarding School in Jambi City. The study does not merely identify the types of strategies employed but also analyzes how they are implemented progressively within the context of Islamic boarding school education. Using a qualitative approach and a case study design, this study aims to analyze the Arabic language learning strategies used to develop students' abilities from the beginner level toward fluency. The study is expected to provide an empirical understanding of systematic, continuous, and contextually grounded approaches to Arabic language learning within an Islamic boarding school environment.

## METHODS

This study employed a qualitative approach using a descriptive case study design to obtain an in-depth understanding of Arabic language learning strategies among beginner-level students at Al-Hidayah Islamic Boarding School in Jambi City. This approach was selected to examine the learning process within its natural pesantren context, including the stages and strategies implemented throughout Arabic language learning. The study focused on *mufradat* learning, scheduled Arabic language practice, the development of an Arabic-speaking environment (*bi'ah lughawiyyah*), and *muhadharah* activities (Asmaniah et al., 2026). These aspects were examined as interconnected components of the learning process. The participants consisted of two Arabic language teachers and three students purposively selected based on their direct involvement in Arabic learning at the pesantren (Aldzakhiroh et al., 2024). Their involvement provided information on the implementation of learning strategies, students' experiences, and the use of Arabic in both structured activities and the broader pesantren environment.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted to examine the implementation of Arabic language learning strategies and students' participation in various language-related activities. Semi-structured interviews were conducted with the Arabic language teachers and students to obtain in-depth information regarding the stages of learning, strategies employed, learning experiences, and challenges encountered throughout the learning process. Documentation was used to complement the data obtained from observations and interviews. The data were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 2014). The data were subsequently organized and categorized according to the research focus to identify patterns related to the stages and strategies of Arabic language learning.

Data credibility was established through source and technique triangulation (Sugiyono, 2021). Source triangulation was conducted by comparing information obtained from Arabic language teachers and students, while technique triangulation involved comparing findings from observations, interviews, and documentation. The research was conducted in accordance with research ethics by obtaining participants' consent and explaining the purpose of the study before data collection. Participants' identities were kept confidential, and all data were used solely for academic purposes. This methodological framework was employed to provide an in-depth description of the strategies used to progressively develop students' Arabic language abilities from the beginner level toward fluency within the context of Islamic boarding school education.

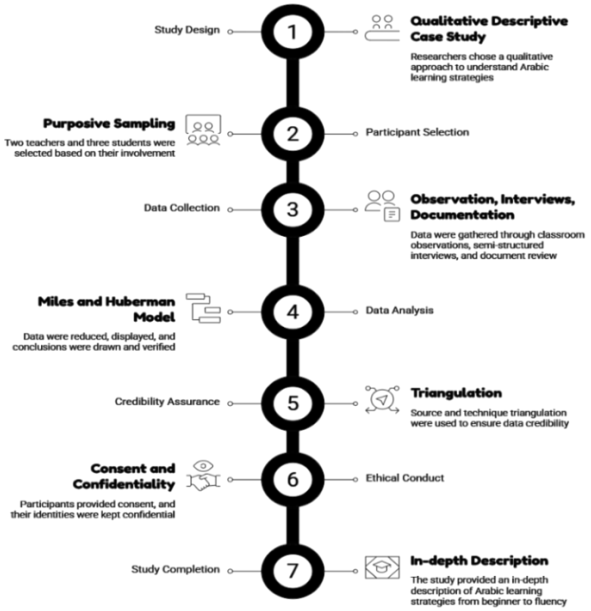



**Figure 1. Arabic Language Learning Strategi Study Timeline**

## RESULT AND DISCUSSION

The findings show that the process of learning Arabic from the beginner level toward more fluent language use at Al-Hidayah Islamic Boarding School in Jambi City takes place through a gradual and interconnected set of strategies. Based on interviews with two Arabic language teachers and three students, four main strategies were identified as integral components of this process: *mufradat* instruction, a scheduled

Arabic language practice program, the utilization of the pesantren environment as a *bi'ah lughawiyyah*, and the implementation of *muhadharah*. These four strategies are not implemented as isolated activities. *Mufradat* instruction provides the vocabulary foundation, language practice creates opportunities to use the vocabulary, the pesantren environment expands opportunities for language use in daily activities, while *muhadharah* provides students with opportunities to use Arabic in more structured forms of communication. Thus, the findings demonstrate that Arabic language learning at Al-Hidayah is constructed through continuity between mastery of linguistic elements, habituation, environmental exposure, and communicative practice.

**Mufradat Learning as the Foundation of Arabic Language Learning**

The initial stage of Arabic language learning at Al-Hidayah Islamic Boarding School in Jambi City is directed toward the mastery of *mufradat*, particularly for students who have no prior foundation in Arabic when they first enter the pesantren. Based on the findings, the learning process begins with vocabulary introduction, followed by memorization, repetition, and practical use. This pattern indicates that *mufradat* is positioned as foundational knowledge that students need to acquire before they are guided toward using Arabic in more complex forms of communication. The vocabulary introduced does not stop at the stage of remembering words but is directed toward subsequent language activities. Thus, the learning process moves gradually from the introduction of linguistic elements toward their actual use.

The findings further demonstrate that mastery of *mufradat* occupies an important position in the Arabic learning process because students need vocabulary to understand and produce expressions in communication. Once students have acquired a certain range of vocabulary, it can be used as a basis for constructing simple expressions and participating in language activities within the pesantren. This learning pattern indicates that beginner students are not immediately exposed to complex communicative demands. Instead, they are first provided with linguistic resources that can be utilized at subsequent stages. This process demonstrates a continuity between vocabulary learning and the development of language use.

The interview with the Arabic language teacher reinforces this finding. The teacher explained:

"*Yes, we do apply learning from the basics here. Newly admitted students are usually introduced to mufradat first and then asked to memorize them. After that, they are guided to practice using them.*"

This statement demonstrates that *mufradat* is positioned as the initial stage in the Arabic language learning process at Al-Hidayah. An important aspect of this process is the transition from memorization to practice, indicating that vocabulary acquisition is not treated as an end in itself. Memorization functions as a stage that helps students retain and recognize the vocabulary before they are expected to apply it in language activities. The interview data further reinforce that *mufradat* learning is directed toward establishing a connection between vocabulary knowledge and its practical use. Through subsequent practice, students are given opportunities to recall, select, and apply previously learned vocabulary in communicative activities. Thus, the learning process moves beyond the acquisition of vocabulary toward its gradual activation through actual language use.

This finding is consistent with Pratiwi, who demonstrated a relationship between *mufradat* learning and the development of *maharah al-kalam* in pesantren contexts. Their findings indicate that vocabulary acquisition provides an important linguistic foundation for students' oral language development (Pratiwi et al., 2025).. Rahmaini and Assingkily, similarly found that *mufradat* learning is associated with the development of speaking skills within pesantren education, particularly when vocabulary is applied through communicative activities (Rahmaini & Assingkily, 2026). Meanwhile, Fitrianto, positioned *mufradat* mastery as an important component in developing Arabic speaking skills among learners in pesantren environments (Fitrianto, 2024). These findings support the position of *mufradat* in the present study as a foundational component that supplies students with the vocabulary needed for subsequent language practice and communication.

Based on these findings, *mufradat* learning at Al-Hidayah can be understood as the initial foundation that provides students with the linguistic resources required to participate in subsequent stages of Arabic language learning. The stages of introduction, memorization, repetition, and practice are interconnected and function as a continuous learning sequence. The introduction stage familiarizes students with new vocabulary, memorization supports its retention, repetition reinforces previously acquired knowledge, and practice provides opportunities to activate the vocabulary through actual language use. For beginner students, this sequence provides a gradual transition from acquiring individual linguistic elements to applying them in communicative situations. Therefore, *mufradat* in this study is not viewed merely as material to be memorized, but as a linguistic foundation that students draw upon when participating in subsequent stages of language practice and communication.

**Table 1. Stages of Mufradat Learning**

| Stage | Activity | Function in the Learning Process |
|---|---|---|
| Introduction | Becoming familiar with Arabic vocabulary | Providing initial linguistic knowledge |
| Memorization | Memorizing *mufradat* | Strengthening vocabulary mastery |
| Repetition | Repeating vocabulary | Maintaining vocabulary mastery |
| Practice | Using vocabulary in language activities | Connecting vocabulary with actual language use |

The table indicates that *mufradat* learning develops through a continuous and interconnected sequence of stages. The introduction stage establishes students' initial understanding of new vocabulary, while memorization strengthens their ability to retain and recognize the words. Repetition reinforces previously acquired vocabulary and provides greater familiarity with its meaning and use. The practice stage then connects the vocabulary with actual language use through communicative activities. This sequence is particularly relevant for beginner students because it provides a gradual progression from initial vocabulary acquisition toward practical language use, allowing students to develop their linguistic knowledge before engaging in broader and more demanding Arabic communication.

**Scheduled Arabic Language Practice Program**

After acquiring a foundation in *mufradat*, students participate in a scheduled Arabic language practice program. The findings indicate that Al-Hidayah Islamic Boarding School implements a bilingual language program involving both Arabic and English, with each language assigned a specific period for practice. Arabic is practiced for two weeks, followed by two weeks of English practice. This arrangement indicates that language practice is integrated into a planned educational program rather than treated as an irregular supplementary activity. The scheduled rotation also provides students with a consistent framework for engaging in language use, allowing them to adapt gradually to the linguistic demands of each practice period. For beginner students, this structure provides a clear transition from vocabulary acquisition toward the practical use of Arabic in routine communicative activities.

At the beginner level, the practice program functions as a bridge between knowledge acquired through formal instruction and its actual use in communication. Vocabulary that has been introduced through *mufradat* learning needs to be practiced repeatedly so that students have opportunities to recall, select, and apply appropriate words and expressions during interaction. Through regular language practice, students gradually become familiar with using previously learned linguistic elements in communicative situations rather than encountering them only as learning materials. Therefore, language practice provides an important space for students to apply and reinforce the linguistic knowledge acquired through *mufradat* learning. This relationship indicates that the practice program serves as a continuation of the preceding learning stage, moving students from vocabulary acquisition toward more active and contextualized language use.

The scheduled nature of the practice program establishes a more structured pattern of language habituation. Students become familiar with specific periods in which Arabic is used more intensively, enabling them to gradually adapt to the demands of active language use. For beginner students, repeated practice provides opportunities to apply previously learned vocabulary and expressions in communicative situations. This process allows students to encounter Arabic not merely as instructional content that needs to be understood and memorized, but as a practical means of communication within their everyday activities in the pesantren.

This finding is consistent with Munthe et al., who demonstrated a relationship between *mufradat* learning and language use in the development of *maharah al-kalam*. Vocabulary mastery provides a foundation for students to begin using Arabic in communication, so vocabulary learning does not remain at the level of recognition and memorization (Munthe et al., 2022). Ansari, also emphasized the importance of connecting vocabulary learning with speaking ability within the pesantren context (Ansari et al., 2023).. At Al-Hidayah, this relationship is reflected in the implementation of a regularly scheduled language practice program, through which vocabulary acquired at the initial stage is directed toward practical use in communicative activities. Thus, the practice program functions as a subsequent stage that connects *mufradat* acquisition with the more concrete use of Arabic in communication.

**Table 2. Language Practice Program at Al-Hidayah Islamic Boarding School**

| Component | Implementation | Function |
|---|---|---|
| Arabic language practice | Two weeks | Providing opportunities to use Arabic |
| English language practice | Two weeks | Providing opportunities to use English |
| Application of *mufradat* | Using previously learned vocabulary | Activating vocabulary |
| Repeated practice | Conducted throughout the language-use period | Developing language-use habits |

The table shows that the language practice program has a clear structure. The Arabic practice period provides opportunities for students to use previously learned vocabulary, while alternating it with English demonstrates that the pesantren develops language education bilingually. In this study, Arabic practice serves as one of the stages connecting foundational learning with language use within the pesantren environment. Thus, the Arabic language practice program can be understood as a subsequent stage following *mufradat* learning. If *mufradat* provides linguistic resources, practice provides opportunities to use them. This relationship is important because language learning is not concerned solely with knowledge about language but also with opportunities to use that knowledge in communication.

**The Pesantren Environment as a Bi'ah Lughawiyyah**

In addition to *mufradat* learning and scheduled language practice, Al-Hidayah Islamic Boarding School utilizes the pesantren environment as a *bi'ah lughawiyyah*. The pesantren environment provides a broader context for Arabic language use because students live, study, and participate in various activities within the same linguistic setting. This condition allows Arabic to be encountered and practiced beyond formal classroom instruction and scheduled language programs. Language use may also emerge through interactions among students and participation in other pesantren activities, creating opportunities for students to apply vocabulary and expressions that they have previously learned. Thus, the pesantren environment extends the learning process from structured instructional activities toward everyday language use, where Arabic becomes part of students' practical communicative experience.

Utilizing the environment as a *bi'ah lughawiyyah* establishes a closer relationship between learning and language use. Previously learned vocabulary can be reused in everyday interactions, while frequently heard expressions can become part of students' linguistic experiences. Thus, the pesantren environment functions as a space for extending language practice beyond formal learning activities. This is particularly important for beginner students because using language in various situations provides experiences that differ from learning that takes place solely in the classroom. Interviews with students indicate this connection. One student explained:

*"When we are in the pesantren environment, we are encouraged to use Arabic. So, the vocabulary we have learned can be used directly when talking with friends or participating in activities."*

The statement indicates that the pesantren environment functions as a space for activating, applying, and reinforcing linguistic knowledge previously acquired through formal instruction. Students do not merely memorize and understand Arabic vocabulary as part of classroom learning, but are also given opportunities to employ the vocabulary in everyday interactions. Such repeated use allows the knowledge acquired during instruction to be connected with actual communicative situations. This condition demonstrates a close relationship between formal learning, language practice, and the use of Arabic in the students' daily environment, where the pesantren provides a context for transferring linguistic knowledge from structured learning activities into practical communication.

This finding is consistent with several previous studies that have positioned *bi'ah lughawiyah* as an important element in supporting Arabic language learning within pesantren contexts. Setyaki et al., examined the role of *bi'ah lughawiyah* in supporting Arabic language learning and emphasized the importance of a linguistic environment that provides students with opportunities to use Arabic in various learning activities (Setyaki et al., 2023). Hanifansyah and Mahmudah further found that pesantren-based *bi'ah lughawiyah* constitutes part of an environmental management framework directed toward supporting Arabic language use through organized linguistic activities and practices (Hanifansyah & Mahmudah, 2024). Kurniati specifically examined the role of *bi'ah lughawiyyah* in relation to students' Arabic language competence, highlighting the relevance of the linguistic environment in providing opportunities for students to use Arabic beyond formal instructional activities (Kurniati, 2022). Taken together, these studies provide a basis for understanding *bi'ah lughawiyah* not merely as the setting in which language learning takes place, but as an environment that provides opportunities for students to apply and develop their linguistic knowledge through sustained language use. In the context of the present study, this function is reflected in the use of the pesantren environment as a space where students can apply the vocabulary acquired through *mufradat* learning in their daily interactions.

The pesantren environment in this study does not replace formal instruction but rather expands the opportunities for its application. Instruction provides knowledge, the practice program provides scheduled opportunities for language use, while the pesantren environment provides opportunities to use the language in interactive contexts. This relationship demonstrates that Arabic learning at Al-Hidayah takes place through the interconnectedness of instruction and environment. Students have opportunities to transfer the knowledge acquired through instruction into the activities they perform within the pesantren environment.

**Table 3. Functions of the Pesantren Environment as a Bi'ah Lughawiyyah**

| Aspect | Form of Implementation | Function |
|---|---|---|
| Interaction | Communication among students | Providing experience in language use |
| Habituation | Using Arabic within the environment | Developing language-use habits |
| Application | Using *mufradat* in interactions | Activating linguistic knowledge |

| | | |
|---|---|---|
| Environment | Pesantren as a space for language use | Expanding opportunities for practice |

The table demonstrates that the language environment operates through interaction, habituation, application, and the availability of spaces for language use. These four aspects reinforce the preceding stages of learning. Students acquire vocabulary through instruction, use the vocabulary through practice, and subsequently have opportunities to use it again within the pesantren environment. These findings demonstrate that the language environment occupies a strategic position in the Arabic learning process at Al-Hidayah. An environment that supports language use provides continuity between structured learning and language use in everyday life. Thus, *bi'ah lughawiyyah* becomes an integral part of the pesantren's strategy for providing students with sustained language-use experiences.

**Muhadharah as a Form of Arabic Communicative Practice**

The fourth strategy identified in this study is the implementation of *muhadharah*. At Al-Hidayah Islamic Boarding School, *muhadharah* extends beyond conventional speech or lecture activities and encompasses various forms of structured Arabic speaking practice, including speeches, presentations, debates, and other oral communication activities. This broader implementation provides students with opportunities to employ Arabic in communicative situations that require more than the recall of previously learned vocabulary. After developing a basic vocabulary foundation through *mufradat* learning and gaining initial experience through regular language practice, students are encouraged to organize ideas, convey information, respond to others, and express their viewpoints in Arabic. In this way, *muhadharah* represents a further stage in the learning process in which previously acquired linguistic knowledge is applied through more organized and purposeful oral communication.

The position of *muhadharah* within the overall learning process reflects a gradual increase in the demands placed on students' language use. At the *mufradat* stage, students primarily focus on recognizing, understanding, memorizing, and acquiring basic vocabulary. During the language practice stage, this vocabulary is gradually applied through guided speaking activities and routine communication. In *muhadharah*, the communicative demands become more complex as students are expected to organize their thoughts, select appropriate vocabulary, and convey ideas clearly in Arabic. This progression indicates that *muhadharah* serves as a form of communicative practice that brings together vocabulary knowledge, language structures, and the ability to convey meaning orally. Through this process, students move from acquiring individual linguistic elements toward using them as integrated resources for structured Arabic communication. The Arabic language teacher explained:

*"Muhadharah here is not limited to lectures. Students also give presentations, speeches, and debates in Arabic. We use these activities as additional practice so that they become accustomed to speaking Arabic."*

This statement indicates that muhadharah functions as a communicative practice through which students engage in various forms of oral Arabic use. The variety of activities provides students with different communicative experiences and

requires them to adjust their language use according to the demands of each activity. Speeches require students to organize and convey ideas systematically, while presentations emphasize their ability to explain information clearly and coherently. Meanwhile, debates encourage students to listen to different viewpoints, respond appropriately, and articulate or defend their own arguments. Through these activities, students have opportunities to practice vocabulary, sentence construction, fluency, and confidence in using Arabic orally. Therefore, the different forms of muhadharah provide complementary opportunities for oral language practice while maintaining a common orientation toward active and meaningful Arabic communication.

This finding is consistent with Cheng Lijiao and Amin Amirdabbaghian, who demonstrated that communicative Arabic practice in the pesantren context can provide students with opportunities to develop oral language use, particularly in relation to fluency, vocabulary, and confidence (Lijiao & Amirdabbaghian, 2024). Their findings are relevant to the present study because *muhadharah* at Al-Hidayah likewise functions as a structured space for speaking practice. However, the implementation at Al-Hidayah occurs within a broader learning sequence, in which students first acquire a vocabulary foundation through *mufradat* learning and subsequently gain experience through scheduled language practice. *Muhadharah* then provides an opportunity for students to apply these linguistic resources in more organized forms of oral communication, allowing vocabulary and language experience acquired at earlier stages to be used in expressing ideas and responding to communicative situations.

**Table 4. Forms of Muhadharah Activities at Al-Hidayah Islamic Boarding School**

| Activity | Student Activity | Skill Developed |
|---|---|---|
| Speech | Delivering material in Arabic | Oral delivery |
| Presentation | Explaining material in Arabic | Expressing ideas |
| Debate | Presenting and defending opinions | Response and argumentation |
| Speaking practice | Using Arabic orally | Communicative ability |

The table indicates that *muhadharah* provides students with varied forms of communicative experience through speeches, presentations, and debates. Each activity involves different communicative demands, requiring students to organize their thoughts, select appropriate vocabulary, and express ideas in Arabic according to the context of interaction. Through these activities, students are given opportunities to apply previously acquired vocabulary in more structured forms of communication. This shows that Arabic language learning extends beyond vocabulary recognition and memorization, as students are encouraged to transform their linguistic knowledge into meaningful communication. In this context, *muhadharah* serves as a space for developing the practical use of Arabic, particularly in expressing ideas clearly and appropriately.

When the four strategies are viewed as an interconnected sequence, Arabic language learning at Al-Hidayah can be understood as a gradual process that develops from foundational knowledge toward purposeful language use. *Mufradat* provides the initial vocabulary foundation, while language practice gives students opportunities to apply this vocabulary through repeated activities. *Bi'ah lughawiyyah* extends these

opportunities by creating an environment where Arabic can be used in daily interactions, while *muhadharah* provides a more structured setting for students to organize ideas and express them orally. Thus, the four strategies are functionally interconnected, with each stage building upon and extending the previous one to help students apply, reinforce, and develop their Arabic language skills.

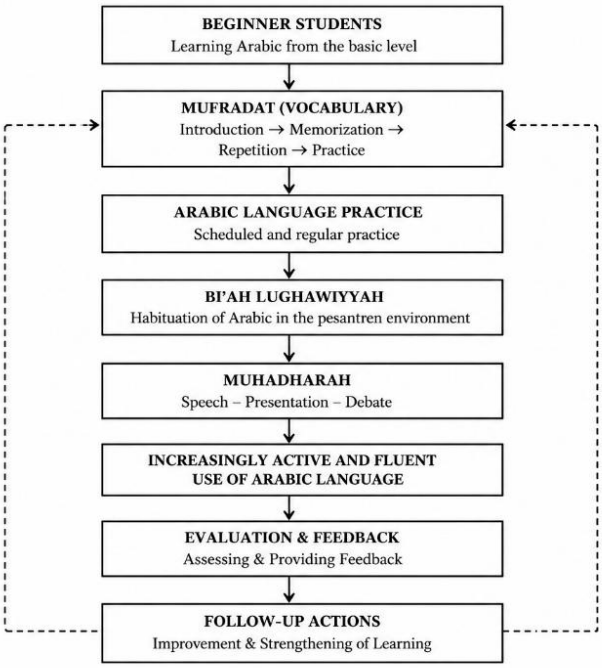



**Figure 2. The Process of Arabic Language Learning from the Beginner Level toward More Fluent Language Use**

The figure illustrates that the term *From Beginner to Fluency* in this study is not interpreted as a single method that directly produces fluency. Instead, the term describes a gradual learning process involving several interconnected linguistic experiences. Students begin by acquiring basic vocabulary, then use the vocabulary through scheduled practice, expand its use through the language environment, and participate in *muhadharah*, which requires more structured language use. Thus, the development of language ability is understood as a process constructed through continuity among knowledge, practice, habituation, and communication.

The findings further demonstrate that Arabic language learning in the pesantren environment has characteristics that extend beyond instruction conducted solely in the classroom. Students not only receive formal instruction but also have opportunities to apply Arabic through structured practice programs and everyday interactions within the pesantren. Bahri, highlight the role of the pesantren environment in supporting sustained Arabic language use through various linguistic activities (Bahri, 2025). Meanwhile, Hidayah & Abidin, emphasize the importance of *mufradat* mastery as a foundation for developing students' Arabic speaking skills (Hidayah & Abidin, 2023). Taken together, these findings indicate that Arabic learning at Al-Hidayah involves a continuous relationship between vocabulary acquisition,

language practice, and environmental exposure, allowing students to gradually move from acquiring linguistic knowledge toward its practical use in communication.

Accordingly, the contribution of this study lies in describing the relationship among the four strategies employed in the Arabic learning process at Al-Hidayah Islamic Boarding School in Jambi City. The study does not position *mufradat*, language practice, *bi'ah lughawiyyah*, and *muhadharah* as separate activities but demonstrates the function of each within an interconnected learning sequence. *Mufradat* provides the lexical foundation, language practice provides opportunities for application, *bi'ah lughawiyyah* expands language use in everyday life, while *muhadharah* provides a space for more structured communication. This interrelationship constitutes an important finding because it demonstrates how Arabic learning from the beginner level is constructed through complementary stages.

Overall, the findings show that the process of learning Arabic from the beginner level toward more fluent language use at Al-Hidayah Islamic Boarding School in Jambi City occurs through four main strategies: *mufradat* learning, a scheduled Arabic language practice program, the utilization of the pesantren environment as a *bi'ah lughawiyyah*, and the implementation of *muhadharah*. These four strategies form a sequence that moves from foundational mastery toward more active language use. The field findings indicate that students acquire a vocabulary foundation, receive opportunities to practice it, use the language within the pesantren environment, and develop communicative experience through *muhadharah*. Therefore, the process of learning Arabic from the beginner level in the context of Al-Hidayah can be understood as a gradual process that connects linguistic knowledge, practice, environmental habituation, and communicative experience.

## CONCLUSION

This study shows that Arabic language learning for beginner students at Al-Hidayah Islamic Boarding School in Jambi City is organized through four main components that serve different yet interconnected functions: *mufradat* learning, scheduled Arabic language practice, *bi'ah lughawiyyah*, and *muhadharah*. *Mufradat* learning serves as the initial stage for developing vocabulary mastery through introduction, memorization, repetition, and use. Scheduled Arabic language practice provides opportunities for students to apply the vocabulary they have learned. *Bi'ah lughawiyyah* extends language use into everyday interactions within the pesantren environment. Meanwhile, *muhadharah* expands oral language practice through speeches, presentations, debates, and other speaking activities. This sequence demonstrates a connection between linguistic knowledge acquired through instruction and its use across different contexts within the pesantren environment.

Within the framework of this study, "From Beginner to Fluency" refers to the progression of Arabic language use identified throughout the learning process rather than to a particular method or a direct claim of fluency attainment. This progression moves from the development of basic vocabulary to its application through language practice, continued use within the pesantren environment, and participation in more structured communicative activities. Each component contributes to a different stage without diminishing the function of the preceding component. The findings therefore position Arabic language learning as a sequence that connects vocabulary mastery,

language application, habituation, and communication. The study does not identify any single strategy as the sole determinant of students' Arabic language development. Rather, it highlights the relationship among these components within the learning process situated in the pesantren context.

## DECLARATIONS

### Author's Contributions

**Hermiwati**: Conceptualization, research design, and preparation of the initial manuscript. **Titi Erlanda**: Research methodology, fieldwork, and interpretation of findings. **Rendra**: Data organization, analytical review, and manuscript development. **Desriliwa Ade Mela**: Literature review, data validation, and critical revision of the manuscript. **Mira Alia & Khuntum Khaira Ummah**: Project coordination, academic supervision, and final manuscript review.

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### Conflict of Interest

The authors confirm that there are no personal, professional, or financial interests that could have influenced the conduct, analysis, or reporting of this study.

### Ethical Approval

Prior to data collection, the researchers received authorization from the relevant institution. The research activities were conducted in accordance with the applicable institutional requirements, and the use of the research findings for scholarly publication was approved by the research site.

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