



Arabic Language Learning Methodology from The Liang Gie's Perspective: Management Aspects in Education

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ABSTRACT

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This study examines Arabic Language Learning Methodology from Liang Gie's perspective, emphasizing its significance and relevance in the context of educational management. Using a qualitative case study design, data were collected through structured interviews with Arabic language lecturers and teachers, along with document analysis. The study reveals that the Arabic methodology course is essential for providing a solid pedagogical foundation, enabling future teachers to develop systematic, contextually relevant, and practical learning plans. It bridges the complexities of Arabic, such as grammar and pronunciation, with the students' learning processes. The course's urgency is evident in its focus on fostering the linguistic, intellectual, and professional competencies educators need to meet the demands of Islamic education and contemporary pedagogical trends. The research also underscores the importance of this methodology in addressing challenges such as multiculturalism, digital learning, global competencies, and inclusive, project-based teaching approaches. The study concludes that Arabic Language Learning Methodology is a critical skill-building discipline, essential for developing educators who are capable of enhancing the quality of Arabic language instruction in the digital age.

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INTRODUCTION

Arabic, as the language of the Quran, holds great importance in Islamic society and is increasingly relevant as a global language (Ashrafi, 2023; Manshur et al., 2023; Baharin et al., 2025). Its role in the academic and religious life of Indonesia has sparked interest among researchers in exploring its structure, use, and learning methods (Fitriadi et al., 2024). In Indonesia, Arabic is taught in various educational institutions, including madrasahs, Islamic schools, and universities, under the Ministry of Religious Affairs (Howell et al., 2025). The growing importance of Arabic in the educational system underscores the need

for effective language-learning methodologies. This study aims to investigate how Arabic language-teaching methods rooted in philosophical thought can enhance the quality of learning in Indonesia. By focusing on Liang Gie's philosophical perspective, this research offers an insightful contribution to the development of Arabic language education, particularly by aligning teaching strategies with the language's complexities and contemporary educational demands.

Despite widespread Arabic instruction across educational levels in Indonesia, persistent challenges persist in improving its learning methods. Traditional methods often fail to fully address the complexities of Arabic, including grammar, vocabulary, and pronunciation. Teachers face difficulties engaging students effectively because they lack innovative teaching strategies that resonate with today's learners. Additionally, many learning environments lack the necessary facilities and resources to support efficient learning. This issue calls for a deeper understanding of the methodologies employed and the resources required to enhance the quality of Arabic instruction. A philosophical approach, such as that offered by Liang Gie, could provide valuable insights into how learning methods can be improved to bridge the gap between theory and practice in Arabic language education.

In recent years, the focus on Arabic language education in Indonesia has become more pronounced, driven by the growing demand for proficiency in Arabic for both religious and professional purposes. However, in practice, the teaching methods employed in many educational institutions often lack depth and adaptability. Teachers usually rely on outdated strategies that do not incorporate contemporary pedagogical innovations, such as project-based learning or digital learning tools. Furthermore, there is a noticeable gap in integrating philosophical perspectives into Arabic instruction, which could prompt educators to rethink their approach to the language. This study aims to address this gap by examining how Liang Gie's principles can be applied to enhance Arabic language teaching methods.

Previous studies have explored various aspects of Arabic language learning, focusing on teaching methods, learning outcomes, and the effectiveness of different strategies. For instance, Muharram et al. (2023) discussed the application of Arabic learning methods in early childhood, while Syahril et al. (2023) examined various Arabic teaching methods. However, these studies primarily focus on practical methods without delving into the philosophical foundations that underpin them. A significant gap exists in the literature regarding the correlation between intellectual thought and Arabic language-learning methods, particularly in the context of Indonesian education. This study addresses this gap by exploring how Liang Gie's philosophy can inform and

enhance Arabic teaching methods, offering a unique perspective that has not been sufficiently discussed in previous research.

In addition, research on the effectiveness of Arabic language teaching strategies, such as the analysis conducted by Mandalika (2023) at the Manhalun Nabighin Arabic Language Dormitory, underscores the need for a more systematic approach to Arabic instruction. Although these studies shed light on effective strategies, they often overlook the broader philosophical implications of language teaching. There is a pressing need for research that links the pedagogical and intellectual aspects of teaching Arabic. By incorporating Liang Gie's philosophical framework, this study aims to provide a more holistic approach to language learning, where teaching methods are not only practical but also conceptually grounded in philosophy. This contribution is vital to developing a more robust and reflective Arabic-language education system in Indonesia.

This study offers a fresh perspective on Arabic language learning by integrating philosophical insights into the teaching methodology. While most studies focus on practical aspects, this research aims to explore how philosophical thought, specifically that of Liang Gie, can be applied to Arabic teaching methods. The integration of philosophy into education is often overlooked, yet it provides a deeper understanding of the purpose and nature of learning. This research is innovative in its approach to examining the connections between philosophical thought and pedagogical practice. By addressing this gap, the study promises to provide valuable insights for educators and policymakers seeking to improve Arabic language education in the digital age and beyond.

The primary research question of this study is: How can Liang Gie's philosophical perspective contribute to improving Arabic language-learning methods in Indonesia? This question is crucial because, while teaching methods have evolved, they are often disconnected from philosophical principles that guide education. By examining the relationship between methods and philosophy, this research aims to offer new insights into how Arabic language education can be made more effective, meaningful, and relevant in today's context. The study hypothesizes that integrating Liang Gie's philosophy into Arabic language-teaching methods can enhance not only students' intellectual and linguistic competencies but also teachers' pedagogical skills. The findings of this study will significantly improve Arabic language instruction in Indonesia by providing educators with a more comprehensive approach to teaching.

RESEARCH METHOD

This research adopts a qualitative approach with a case study design. A case study is chosen for its ability to provide an in-depth, detailed, and

comprehensive understanding of the subject matter, focusing on the experiences of individuals in specific contexts. The case study approach is ideal for exploring the importance of Arabic language learning methodology and aligning it with Liang Gie's philosophical perspective. This design allows the researcher to gain rich insights into the practices and beliefs of educators who teach Arabic language learning methodology, thus providing a detailed examination of the subject.

The research is conducted at selected institutions where Arabic language learning methodology is taught. The researcher specifically targets Arabic language lecturers and teachers who are familiar with the subject to gain insights into the significance of the methodology. These institutions were chosen due to their active involvement in Arabic language education and their alignment with the study's focus on understanding teaching methods and their philosophical foundations. The participants are selected for their expertise and experience in the field, ensuring that the data collected reflects a comprehensive perspective on the subject.

Data is collected through structured interviews and document analysis, offering a rich source of contextual information. Structured interviews are conducted with lecturers to ensure consistency and focus on key research questions. These interviews allow the researcher to gather specific, detailed responses related to the importance and implementation of Arabic language learning methodology. The data analysis technique employed is data presentation, which organizes the collected information in a structured manner to facilitate meaningful conclusions and informed actions (Fitrah, 2018). This method enables the researcher to analyze the data systematically, identify patterns, and draw relevant conclusions to address the research problem.

RESULT AND DISCUSSION

Reasons for Introducing the Arabic Language Learning Methodology Course

According to an interview with Siti Murthosia, "This course provides a solid foundation. Understanding the methodology broadens a teacher's perspective, enhancing their ability to teach Arabic effectively. A well-structured methodology simplifies the learning process for students, making it easier for them to understand and master Arabic. It helps students grasp key aspects of the language, including grammar, vocabulary, and pronunciation, more effectively."

Similarly, Robby stated, "The language learning methodology is crucial, serving as a bridge in education. It is an essential tool that facilitates and supports students in understanding the material." Both emphasized that mastery of methodology is not just an additional aspect but a core component that significantly impacts the effectiveness of Arabic language teaching across various

educational levels.

The importance of a solid methodology becomes even more evident in modern educational settings. As the landscape of education evolves, especially with the integration of digital learning and multicultural approaches, the methodology serves as a guide to adapt teaching methods to meet diverse student needs. This foundation helps educators navigate the complexities of language learning, ensuring students not only learn Arabic more efficiently but also develop critical skills for global communication in the modern world.

Methodology as the Pedagogical Foundation for Arabic Language Teaching

Siti Murthosia explained that this course serves as a fundamental foundation for prospective educators in understanding how Arabic language learning should be effectively designed and implemented. She believes that a solid understanding of methodology offers teachers a broader framework, enabling them to approach teaching with fresh perspectives, viewpoints, and insights into the diverse characteristics of learners. With this foundation, teachers can make informed pedagogical decisions that are grounded in both theory and practice, rather than relying solely on intuition.

This statement emphasizes that methodology courses are not just theoretical; they are essential in shaping a teacher's professional perspective when navigating the dynamics of Arabic language learning. Without a clear understanding of methodology, the teaching process may become rigid, mechanical, and less responsive to students' evolving needs. A well-structured methodology empowers teachers to adjust their teaching strategies, ensuring that students remain engaged and can effectively grasp the complexities of the language.

Moreover, a strong grasp of methodology equips educators to create more inclusive and adaptable learning environments. As the educational landscape shifts, particularly with the integration of digital tools and multicultural approaches, teachers who understand methodology can better meet the needs of diverse learners. This ensures that Arabic language instruction remains relevant, engaging, and impactful, contributing to the overall success of the learning process.

Improving the Effectiveness of Arabic Language Learning

Furthermore, Siti emphasized that the right learning method can significantly simplify the learning process for students. A systematic and structured approach helps students understand the three main components of Arabic: grammar (*nahwu-sharaf*), vocabulary (*mufradat*), and pronunciation (*mahārat al-nuthq*). This indicates that the methodology serves not only as a

teaching strategy but also as a tool to break down complex concepts that are often difficult for beginners to grasp.

This is crucial because Arabic is linguistically complex, with intricate grammar rules, a rich vocabulary, and pronunciation that can be challenging for learners. A well-designed methodology allows educators to present these complex elements in a more gradual, engaging, and comprehensible manner, ensuring that students can build their knowledge step by step. By offering clear structures and strategies, the methodology helps learners navigate the language with greater confidence.

Additionally, a structured methodology encourages active student participation, fostering an environment where students are motivated to engage with the material. When students see progress and feel empowered by their understanding, they are more likely to stay engaged and motivated throughout their learning journey. This approach not only simplifies the process of learning Arabic but also nurtures a deeper connection with the language, ensuring long-term retention and mastery.

Methodology as a “Bridge” between Material and Student Understanding

Meanwhile, Robby describes learning methodology as a "bridge" in the Arabic language learning process. This metaphor effectively highlights the gap between the subject matter and students' understanding, emphasizing the need for appropriate methods to bridge that divide. Without such a bridge, the learning process can be disrupted, as students may struggle to engage with the material in a meaningful and coherent way.

He further explains that methods serve as essential tools and media to facilitate the learning process. Success in learning is not determined solely by the teacher's mastery of the content but also by how effectively the material is delivered. Teachers who are proficient in methodology can tailor their approach to the diverse needs and abilities of their students, creating a more adaptive and effective learning environment. A well-implemented methodology ensures that students not only understand the subject but also develop the skills to apply it confidently and effectively in various contexts.

Moreover, the right methodology enables educators to address the challenges students face in learning Arabic, particularly in areas such as grammar, vocabulary, and pronunciation. By using varied and well-structured methods, teachers can ensure that these complex aspects of the language are broken down into more manageable parts, making it easier for students to progress. This approach not only improves students' understanding but also fosters a more positive and engaging learning experience, ultimately leading to better retention and mastery of the language.

Importance of This Course in Developing Teacher Competencies

The introduction of the Arabic Language Learning Methodology course is part of educational institutions' efforts to prepare professional and adaptable prospective teachers. This course emphasizes the integration of teaching theory, method application, and student needs analysis, equipping teachers with the skills to design varied, creative, and contextually appropriate learning experiences. By mastering these skills, teachers can apply methods tailored to the characteristics of Arabic language materials, while addressing common learning obstacles such as difficulty in understanding language structure.

Additionally, the course focuses on developing active learning strategies that encourage students to master language skills effectively. Understanding the Arabic language learning methodology is essential for teachers as it enables them to broaden their perspectives, insights, and approaches. This deeper understanding of methodology enhances the learning process, making it more engaging and efficient for students.

A well-structured and effective learning method plays a critical role in helping students grasp key aspects of the Arabic language, including grammar, vocabulary, and pronunciation. By applying the appropriate teaching methods, teachers can facilitate a more comprehensive learning experience, ensuring that students are equipped with the necessary skills to master the Arabic language with confidence.

The Urgency of the Arabic Language Learning Methodology Course

Based on an interview with Siti Murthosia, the urgency of learning Arabic lies in its ability to help students understand the complex and rich structure of the language, enhancing their communication skills in Arabic. Arabic is the primary language for understanding religion, culture, and history in the Arab world. Effective teaching methods can also facilitate better material absorption and long-term knowledge retention. Similarly, in an interview with Ustad Robby, he emphasized that learning Arabic is essential for preparing students for their future roles as educators.

From these two perspectives, the urgency of the Arabic Language Learning Methodology course can be understood more comprehensively. First, this course provides a scientific foundation for understanding language acquisition mechanisms and strategies for effective material delivery. Second, it develops the competencies of prospective educators, enabling them to create innovative, interactive, and contemporary learning models. Third, the course addresses the needs of Islamic education, which requires teachers to teach Arabic not only as a foreign language but also as a language of knowledge and religion. Fourth, the course ensures that graduates acquire professional skills to meet the

challenges of modern learning, such as digital learning media, method differentiation, and competency-based approaches.

Overall, the research results show that the Arabic Language Learning Methodology course is vital not only as a theoretical subject but also as a skills-based course that influences the pedagogical quality of prospective Arabic language teachers. Its urgency spans intellectual, linguistic, spiritual, and professional dimensions, making it a core course that significantly contributes to producing graduates who are adaptable to the evolving landscape of Arabic language education in Indonesia.

Relevance to Current and Future Education

Based on an interview with Ms. Siti Murtosiah, Arabic language learning methodologies play a significant role in both current and future education. These methodologies are crucial in promoting multiculturalism, incorporating learning technology, developing global skills, fostering inclusivity, and supporting project-based learning. In the context of globalization, understanding the Arabic language and culture is becoming increasingly important. Arabic language learning methodologies can help facilitate a deeper understanding of Arabic culture, opening doors to greater intercultural dialogue and enriching global perspectives.

As technology continues to evolve, Arabic language learning methods must also adapt to these advances. Education today and in the future will likely make greater use of technological tools such as mobile applications, online learning platforms, and game-based learning to enhance the learning experience. It is essential for Arabic language methodologies to evolve alongside these technological innovations to meet the demands of modern education.

Modern education also emphasizes the development of global skills, such as cross-cultural communication, problem-solving, and critical thinking. A well-designed Arabic language learning methodology should not only focus on the mastery of grammar and vocabulary but also aim to develop these critical global competencies. This approach ensures that students are equipped with the skills necessary for success in an interconnected world.

Lastly, inclusivity and project-based learning are vital aspects of contemporary education. Arabic language learning methodologies should cater to the diverse needs and learning styles of students, ensuring that all individuals have equal access to education. Additionally, incorporating project-based learning, which relates to real-world scenarios, can make the learning experience more relevant and engaging for students, helping them connect language skills to everyday life.

Discussion

Reasons for Introducing the Arabic Language Learning Methodology Course

The research findings indicate that the introduction of the Arabic Language Learning Methodology course was driven by the need to provide a solid pedagogical foundation for prospective educators. According to an interview with Siti Murthosia, this course is not merely a supplement to the curriculum but rather a foundational component that broadens the perspectives of Arabic language teachers. Methodology, in this context, is viewed as a scientific framework that guides teachers in designing, implementing, and evaluating structured Arabic language learning strategies. Without a methodological understanding, the learning process risks becoming intuitive, unsystematic, and less responsive to student characteristics, which can hinder effective teaching.

This view aligns with modern pedagogical theory, which asserts that professional teachers must master both content knowledge and pedagogical knowledge (Nuh et al., 2025). In the case of Arabic language learning, methodology is an integral part of pedagogical content knowledge (PCK), enabling teachers to select the most suitable methods for teaching materials such as grammar, vocabulary, and language development. A well-established methodology ensures that teachers can tailor their approach to the specific needs and complexities of the language, improving overall learning outcomes.

Further supporting this perspective, an interview with Ustad Robby describes learning methodology as a "bridge" between the subject matter and student understanding. This metaphor highlights the method's role in facilitating students' access to linguistically complex material. Given that Arabic has a different morphological and syntactic structure compared to Indonesian students' mother tongues, an approach lacking methodology would likely hinder students' ability to grasp basic linguistic concepts. Scaffolding theory in education emphasizes that effective learning occurs when teachers provide appropriate support structures to help students progress beyond their zone of proximal development (Rahman, 2024). This principle is directly aligned with the function of methodology as a learning bridge.

Previous research also underscores the significance of Arabic language learning methodology. A study by Al-Rohili (2024) indicates that the success of Arabic language learning is heavily influenced by the selection of methods that align with both educational goals and student characteristics. Similarly, research by Arifin (2024) concluded that the use of communicative and integrative methods significantly enhances the effectiveness of Arabic language acquisition at various educational levels. Based on these findings, it can be concluded that the methodology course was introduced in response to the academic and

professional need to develop Arabic language educators who are capable of teaching in a scientific, systematic, and adaptive manner.

Urgency of the Arabic Language Learning Methodology Course

Interview results indicate that the urgency of this course encompasses linguistic, intellectual, professional, and spiritual aspects. According to Ms. Siti Murthosia, the urgency of learning Arabic lies in its ability to function as a key to understanding religion, culture, and history of the Arab world. As the language of the Quran and classical Islamic literature, good Arabic language skills are essential for students entering the world of Islamic education.

From a methodological perspective, selecting an effective method allows students to absorb the material more deeply and maintain their understanding long-term. This aligns with second language acquisition (SLA) theory, which states that the language acquisition process will be optimal if teaching methods address the affective, linguistic, and communicative needs of students (Sevarakhon, 2024; Brown et al., 2025).

Meanwhile, Ustad Robby views the urgency of this course from a teaching professional perspective. He believes that mastering methodology is a "preparation for the future" that enables prospective educators to teach effectively and in accordance with current demands. This perspective aligns with research (Ichwani et al., 2023) which states that Arabic language teachers who master methodology have a higher teaching success rate than teachers who rely solely on intuitive experience.

The urgency of this course lies not only in providing teaching theory but also in developing practical skills essential for prospective Arabic language educators. It equips them with the ability to design creative and innovative learning experiences that can engage students effectively. Additionally, it emphasizes the importance of selecting methods that are appropriate to the specific characteristics of the material being taught. This ensures that the teaching process is both relevant and impactful. The course also addresses common difficulties faced in learning Arabic, offering strategies to overcome challenges such as pronunciation, grammar, and vocabulary retention. Furthermore, it focuses on developing comprehensive language skills, including listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing which are fundamental to mastering the language. Therefore, methodology is a core course that plays a crucial role in determining the success of prospective Arabic language educators, ensuring they are well-equipped to teach with competence and creativity.

Relevance of Arabic Language Learning Methodology in Modern Education

The importance of Arabic language learning methodology in modern education is evident in its relevance to global challenges. Arabic language learning today needs to integrate dimensions of multiculturalism, technology, global skills, inclusivity, and project-based learning. In the era of globalization, Arabic language learning plays a significant role in building cultural literacy and fostering international dialogue. This aligns with the concept of multicultural education proposed by Akintayo et al. (2024) and Maulani et al. (2025), which promotes cross-cultural understanding.

Technological developments are also driving a transformation in learning methods through the use of mobile applications, online platforms, interactive media, and gamified learning. Research by Fitrianto (2024) shows that integrating technology into Arabic language learning increases student motivation and engagement, making learning more dynamic and accessible. This technological integration helps adapt to the evolving educational landscape, enhancing both the delivery and absorption of knowledge.

Arabic language learning methodologies in the modern era must foster global skills such as cross-cultural communication, problem-solving, and critical thinking. This is in line with the demands of 21st-century skills, which emphasize collaboration, creativity, and digital literacy (Dilekçi et al., 2023; Lee et al., 2025). These skills are essential for students to succeed in an increasingly interconnected world, where language learning goes beyond vocabulary and grammar to include practical, real-world applications.

An inclusive methodology is also necessary to ensure learning is accessible to students with different learning styles. A project-based learning approach is recommended because it connects Arabic language material to real-life contexts, providing students with a more meaningful and hands-on learning experience. Modernizing Arabic language learning methods is crucial for improving the quality of education in Islamic institutions, ensuring that the methodology remains relevant to the dynamics of future education.

CONCLUSION

Based on research findings, both theoretical studies and field data, the Arabic Language Learning Methodology course is a crucial element in developing the competencies of prospective Arabic language educators at various educational levels. This course was created to provide a strong pedagogical foundation, ensuring that teachers not only comprehend language content but also design and implement effective, systematic, and contextual teaching strategies.

The urgency of this course is rooted in its role in developing the linguistic, intellectual, and professional skills of future educators. Mastery of methodology helps teachers address the unique challenges of Arabic language learning, such as grammar, vocabulary, and pronunciation, and fosters long-term student comprehension. Moreover, this course equips prospective educators to meet the evolving demands of Islamic education. In today's globalized and digital era, Arabic language learning methodologies must align with multiculturalism, technology, global skills, inclusivity, and project-based approaches, ensuring the course is not only a pedagogical tool but also an adaptive strategy for future challenges. Thus, this research confirms that the course plays a vital role in preparing competent, creative, and responsive Arabic language educators, significantly improving the quality of Arabic education in Indonesia.

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