The Relevance of Arabic Language Learning According to Rusydi Ahmad Thu'aimah with Modern Education Strategies

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Abstract

Arabic language learning has a strategic role in shaping students linguistic competence, especially in the context of Islamic education. Along with the development of globalization era and demands of modern education, the conventional approach in learning Arabic is often considered less relevant. In response to this issue, Rusydi Ahmad Thu'aimah an expert in Arabic language education, offers learning strategies that are adaptive, innovative, and in accordance with the principles of modern education. This study aims to analyze the relevance of Thu'aimah's ideas to modern educational strategies through descriptive-analytical literature study method. The main findings show that Thu'aimah's focus on student-centered and communicative learning is in line with modern approaches, which encourage a more interactive and practical language learning environment. Moreover, his emphasis on the use of technology and media in language teaching is increasingly relevant in this digital era. This paper provides an insight into how educators can integrate traditional principles of Arabic language teaching with contemporary methods to enhance the language learning process. The approach offered by Thu'aimah can be the basis for updating Arabic language learning strategies to be more effective in accordance with the demands of the times. This research can be a reference for future in-depth research. However, this study is limited by its lack of empirical evidence and practical application in its discussion. Future research can focus on field studies to test the implementation of Thu'aimah's concepts in various educational contexts both in schools and other institutions, especially in the digital era.

Keywords: Arabic Language Learning, Modern Educational Strategies, Rusydi Ahmad Thu'aimah

ملخص

تلعب دراسة اللغة العربية دورًا استراتيجيًا في بناء الكفاءات اللغوية للمتعلمين، لاسيما في سياق التعليم الإسلامي. ومع ذلك، بتطور عصر العولمة ومتطلبات التعليم الحديث، غالبًا ما يُنظر إلى الأساليب التقليدية في تدريس اللغة العربية على أنها أقل ملاءمة. وفي مواجهة هذه القضية، يقدم رشدي أحمد طعيمة وهو خبير في تعليم اللغة العربية، استراتيجيات تدريسية تتسم بالتكيف والابتكار وتتوافق مع مبادئ التعليم الحديث. تهدف هذه الدراسة إلى تحليل مدى ارتباط أفكار طعيمة باستراتيجيات التعليم الحديث من خلال منهج دراسة مكتبية وصفية تحليلية. وتُظهر النتائج الرئيسية أن تركيز طعيمة على التعلم المتمركز حول الطالب والتواصل، يتماشى مع النهج الحديثة، مما يشجع على خلق بيئة تعليمية للغة أكثر تفاعلاً وعمليًا. علاوة على ذلك، فإن تركيزه على استخدام التكنولوجيا والوسائط في تدريس اللغة يزداد أهمية في هذا العصر الرقمي. تقدم هذه الورقة البحثية نظرة ثاقبة حول كيفية دمج المعلمين للمبادئ التقليدية لتعليم اللغة العربية مع الأساليب المعاصرة لتعزيز عملية تعلم اللغة. ويمكن أن تكون المقاربة التي يقدمها طعيمة أساسًا لتحديث استراتيجيات تعلم اللغة العربية لتكون أكثر فاعلية وفقًا لمتطلبات العصر. يمكن أن يكون هذا البحث مرجعًا لأبحاث معمقة في المستقبل. فإن هذه الدراسة محدودة بسبب افتقارها إلى الأدلة التجريبية والتطبيق العملي في

مناقشتها. ويمكن للأبحاث المستقبلية أن تركز على الدراسات الميدانية لاختبار تطبيق مفاهيم طعيمة في سياقات تعليمية مختلفة سواء في المدارس أو المؤسسات الأخرى، خاصة في العصر الرقمي.

الكلمات المفتاحية: تعلم اللّغة، استراتيجيات التعليم الحديثة، رشدي أحمد طعيمة

Introduction

Arabic language learning has become an integral part of the educational curriculum in various institutions, especially in the Islamic world. Apart from being a means of communication, Arabic is also the main key in understanding sacred religious texts.[1] At this time, Arabic language learning needs to be supported by a disciplined learning approach. The main purpose of language learning methods is so that students are able and proficient in using the language easily. According to Azhar Arsyad Mahmud Yunus, method is more important than substance. However, mastery of substance or material cannot be ignored, these two things need each other.[2] Arabic language learning has many interconnected parts. These components influence each other and affect the success of a learning process. Some of the ideal components for this learning are: goals, methods, materials, media, sources, evaluation of learning outcomes, and learning interactions between teachers and students. These principles serve as a general standard for Arabic language learning.[3]

One of the biggest challenges in teaching Arabic is its complexity, which includes a system of writing, grammar, and phonetics that is different from other commonly learned languages. In addition, living in an environment where the majority of people speak a language other than Arabic can also be an obstacle for students to use Arabic actively and deeply.[4] The more interesting and creative the approach used by the teacher, the more effective it will be in achieving learning objectives. Appropriate learning methods must be used to realize ideal teaching conditions, especially in language learning, because in the process there are many skills that must be learned, such as listening, pronouncing, reading, and writing.[5]

In addition, an educator must be adept at delivering material using methods that are suitable for students' abilities. Teachers must know the causes of linguistic and non-linguistic problems. So

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[1] Mardhatillah Syahril, Puput Nurshafnita, and Fauziah Nasution, *"Metode dalam Pembelajaran Bahasa Arab,"* Journal of Basic Educational Studies 3, no.1 (6 Februari 2023): 3-4. DOI: https://doi.org/10.47467/edui.v3i1.2869

[2] Mustafa, *"Dinamika Metode Pembelajaran Bahasa Arab,"* Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab 1, no.2 (5 Januari 2021): 3. DOI: https://doi.org/10.36915/la.v1i2.17

[3] Ahmad Nahidl Silmy and others, *"Urgensi Metode Belajar dalam Pembelajaran Bahasa Arab (Bagi Penutur Non-Arab),"* Mantiqu Tayr: Journal of Arabic Language 4, no. 2 (25 Mei 2024): 2-3. DOI: https://doi.org/10.25217/mantiqutayr.v4i2.4423

[4] Maryam Nur and others, *"Analisis Kebutuhan dan Tantangan dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing di Pendidikan Tinggi: Perspektif Mahasiswa dan Dosen,"* ELOQUENCE: Journal of Foreign Language 2 no. 2 (31 Agustus 2023): 3. DOI: https://doi.org/10.58194/eloquence.v2i2.861

[5] Nurul Latifatul Inayati Fatah Fuad Fakhrudin,*"Implementasi Metode Takrir dalam Meningkatkan Tazwidul Mufrodat Siswa Kelas X MA PPMI Assalam Sukoharjo,"* Tsaqofiya: Jurnal Pendidikan Bahasa dan Sastra Arab 6, no. 2 (Juli 2024): 3. DOI: https://doi.org/10.21154/tsaqofiya.v6i2.654

that they can reduce and find the right solution, and help Arabic language learning run well and the quality of learning will improve.[6]

The development of Arabic teaching methods has undergone various transformations in accordance with the changing times and educational demands. In dealing with the difficulties of learning, it is very important to know the needs of students in the educational environment with the right method.[7] One of the figures whose thoughts are very influential in this field is Rusydi Ahmad Thu'aimah, an education expert who discusses a lot about the concept of Arabic language learning management. In his book, *Ta'lĭm al-'Arabiyyah li ghairi Nâthiqîna biha*, Rusydi Ahmad Thu'aimah explains the levels in Arabic language teaching activities, in terms of language or language skills. In addition, he also discusses various core objectives in learning Arabic.[8]

Rusydi Ahmad Thuaimah is one of the contemporary thinkers who offers a new approach and is relevant to the times in the field of Arabic language learning. He was born in Egypt on August 2, 1940 AD.[9] His position in education is the main teacher at al-Mansourah University in Egypt which focuses on the field of Arabic language learning methods and curriculum. In 1971, she earned a master's degree from Egypt's Ain Shams University in literature, and a doctorate from the University of Minnesota in the United States in her studies in Arabic language teaching for non-Arabic speakers in 1979.[10]

In addition, Thu'aimah is also known as an expert and reference in various magazines on Arabic language and learning methods. Some of the essays she has written include: *Ta'limu al-'Arabiyah fī ghairi al-Nathiqin biha, Dalil al-Amal fī 'Idadil Mawad al-Ta'limiyah, al-Marja' fī Ta'lim al-Lughah al-Arabiyah, al-Asas al-Lughawiyah wa al-Tsaqafah li Ta'lim al-Arabiyah, and al-Maharat al-Lughawiyah wa Mustawiyatuha*.[11] The essays he wrote were not only famous in the Arab world, but also in other countries, including Indonesia.

In his work (*Al-Marja fi Ta'lim al-Lugah al-'Arabiyah li al-Nathiqin bi al-Lugah al-Ukhra*), Thuaimah emphasizes that the main goal of learning Arabic does not only focus on understanding grammar (*nahwu and sharaf*) or memorizing vocabulary alone, but rather on students' ability to use the language practically in daily communication.[12] Thu'aimah believes that mastery of Arabic should include four basic skills: listening, reading, speaking and writing, all of which should be developed in

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[6] Nikmatus Sakdiah and Fahrurrozi Sihombing, *"Problematika Pembelajaran Bahasa Arab,"* Sathar: Jurnal Pendidikan Bahasa Arab dan Sastra 1, no. 1 (19 Juni 2023): 34–41. DOI: https://doi.org/10.59548/js.v1i1.41

[7] Maryam Nur and others, *"Analisis Kebutuhan dan Tantangan dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing di Pendidikan Tinggi: Perspektif Mahasiswa dan Dosen,"* Eloquence: Journal of Foreign Language 2 no. 2 (31 Agustus 2023): 3. DOI: https://doi.org/10.58194/eloquence.v2i2.861

[8] Albantani & Azkia Muharom, *"Mustawayat Ta'Alum Wa Ta'Lim Al-Lughah Al-'Arabiyah 'Inda Rusydi Ahmad Thu'Aimah,"* ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 1 (30 Mei 2014): 1-3. DOI: https://doi.org/10.15408/a.v1i1.1135

[9] Muhammad Rusydi & Sulaiman, *"Pemikiran Rusydi Ahamad Thu'aimah Tentang Manajemen Pembelajaran Bahasa Arab,"* Elidarah: Jurnal Manajemen Pendidikan Islam 9 no. 1 (25 Juli 2023): 1–9. https://sys.parahikma.ac.id/journal/index.php/el-idarah/article/view/397

[10] Albantani & Azkia Muharom, *"Mustawayat Ta'Alum Wa Ta'Lim Al-Lughah Al-'Arabiyah 'Inda Rusydi Ahmad Thu'Aimah,"* ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 1 (30 Mei 2014): 1-3. DOI: https://doi.org/10.15408/a.v1i1.1135

[11] Nur Aini, Puji Mastutik, and Mirwan Ahmad Taufiq, *"Analisis Pemelihan Kosakata dalam Buku Ajar Perspektif Rusydi Ahmad Thu'aimah,"* Al-Ittijah: Jurnal Keilmuan dan Kependidikan Bahasa Arab 13, no. 2 (Desember 2021): 119–32. DOI: https://doi.org/10.32678/al-ittijah.v13i2.5042

[12] Rusydi Ahmad Thu'aimah, *Al-Marja fi Ta'lim al-Lugah al-'Arabiyah li al-Nathiqinbi al-Lugah al-Ukhra,* (Mekkah: Jamiah Ummul Quraa, 1986), hlm. 486.

a balanced way in the learning process.[13] She also argues that the main problem of students' inability to speak Arabic well is not because of the lack of grammatical rules that they memorize, but because they are not accustomed to having a good and controlled Arabic language instinct. According to him, the right solution to improve the linguistic atmosphere in schools is to create a comprehensive linguistic environment through active and communicative conversations.[14] Therefore, schools should be able to create an environment that supports students to learn to use correct Arabic.

Thu'aimah is not only interested in Arabic language teaching, but also in general education, Arab-Islamic culture, and so on. She is one of the teachers who is intentional about the role of the Arabic language in Egypt and other countries in general. The standards or criteria for selecting teaching materials adapted by her consist of five categories, namely validity standards, urgency standards, interest and talent standards, learning ability standards, and natural standards.[15]

Rusydi Ahmad Thu'aimah emphasizes the importance of a systematic and effective approach to language teaching, taking into account the psychological and pedagogical aspects of learners. He also introduces the idea of student-centered learning, where students are encouraged to be actively involved in the learning process.[16] This is in line with modern educational principles that emphasize the importance of collaboration, interaction and direct involvement in the formation of language understanding.[17]

However, a major challenge faced in the concept of Arabic language teaching in this modern era is how to integrate traditional principles with contemporary educational needs and strategies. Digitalization, globalization, and changes in teaching and learning require adjustments to more innovative and relevant methods.[18] Therefore, analyzing Rusydi Ahmad's thoughts on acquiring Arabic learning methods becomes very important to answer this challenge.

With many previous studies that discuss Rusydi Ahmad Thu'aimah theories can serve as the foundation for this research, which integrates his thoughts on Arabic language learning with modern learning strategies to address various issues emerging with the development of the times. Such as, a journal essay by Muhammad Rusydi[19] and Moh. Munir,[20] both of which concluded that; the concept

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[13] Mustafa, *"Dinamika Metode Pembelajaran Bahasa Arab,"* Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab 1, no. 2 (5 Januari 2021): 3. DOI: https://doi.org/10.36915/la.v1i2.17

[14] Yazid Hady, *"Pembelajaran Maharat Al - Kalām Menurut Rusdy Ahmad Thu ' Aimah dan Mahmud Kamil Al-Nâqah,"* al Mahāra: Jurnal Pendidikan Bahasa Arab 5, no. 1 (30 Juni 2019): 63–84. DOI: https://doi.org/10.14421/almahara.2019.051-04

[15] Dian Risky Amalia, Wildana Wargadinata, and Siti Sulaikho, *"The Concept of Rusydi Ahmad Thu'aimah in the Arabic Textbook MI Ministry of Religious Affairs,"* Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab 5, no.1 (Juni 2024): 1-3. DOI: https://doi.org/10.36915/la.v5i1.106

[16] Albantani & Azkia Muharom, *"Mustawayat Ta'Alum Wa Ta'Lim Al-Lughah Al-'Arabiyah 'Inda Rusydi Ahmad Thu'Aimah,"* ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 1 (30 Mei 2014): 1-3. DOI: https://doi.org/10.15408/a.v1i1.1135

[17] Miftaku Rohman, *"Konsep Pendidikan Islam Menurut Ibn Sina dan Relevansinya dengan Pendidikan Modern,"* Epistemé: Jurnal Pengembangan Ilmu Keislaman 8 no. 2 (Desember 2013): 279-300. DOI: https://doi.org/10.21274/epis.2013.8.2.279-300

[18] Maryam Nur and others, *"Analisis Kebutuhan dan Tantangan dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing di Pendidikan Tinggi: Perspektif Mahasiswa dan Dosen,"* Eloquence: Journal of Foreign Language 2 no. 2 (31 Agustus 2023): 3. DOI: https://doi.org/10.58194/eloquence.v2i2.861

[19] Muhammad Rusydi & Sulaiman, *"Pemikiran Rusydi Ahamad Thu'aimah Tentang Manajemen Pembelajaran Bahasa Arab,"* Elidarah: Jurnal Manajemen Pendidikan Islam 9 no. 1 (25 Juli 2023): 1–9. https://sys.parahikma.ac.id/journal/index.php/el-idarah/article/view/397

of Arabic language learning must be based on strengthening teachers and students in communication competence. In this case, communication is important in the process of second language learning approach. An article by Farid Permana and Syuhadak[21] also integrates Thu'aimah's thoughts with Arabic language learning for non-native speakers. Not only that, the writing of Muhammad Al-Mubassyir,[22] also raises the principles of Arabic Language Learning online through Rusydi Ahmad's thoughts, as well as a research essay from Albantani & Azkia Muharom,[23] which specifically discusses the levels of Arabic language learning according to Rusydi Ahmad's perspective. However, from these various studies, it is minimal to find research that links Arabic language learning based on Thu'aimah perspective with modern learning strategies, which researchers currently feel are needed for teachers and students in learning foreign languages, especially Arabic.

This is very interesting to be raised as a conceptual reference that can be used as a reference and its application in the field of education. So that it encourages the author to analyze Rusydi Ahmad Thu'aimah's thoughts on Arabic language learning for modern educational strategies. Therefore, the researcher wrote this article to specifically examine Thu'aimah's thoughts on relevant Arabic language learning and connect its application in modern educational strategies as part of academic ijtihad. By utilizing a qualitative descriptive approach, this article will highlight the relevance of these thoughts and offer concrete ways to adapt them in today's learning.

Method

This research focuses on Arabic language learning as the main topic and uses a qualitative approach with a library research method.[24] This method was chosen to examine in depth Rusydi Ahmad Thuaimah's thoughts related to Arabic language learning and modern educational strategies. This approach allows researchers to analyze various literatures, journals, books, documents, and scientific papers related to the research topic. A literature research can be done by collecting references from a variety of valid sources, then rearranged to reach a conclusion. The literature criteria used focus on works and books related to Thu'aimah's thoughts, research relevant to Arabic language education, and sources from indexed journals or scientific books. This research uses a qualitative research design with a descriptive-analytical approach.[25] The research steps include; *first,* the author identifies the topic of problems that often occur in Arabic language learning in the era of

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[20] Moh. Munir, *"Rusydi Ahmad Thu'aimah's and Mahmud Kamil An-Naqah's Opinions on Arabic Teaching Based on the Communicative Theory Perspective,"* Arabiyatuna: Jurnal Bahasa Arab 6, no. 2 (4 November 2022): 613–32. DOI: https://doi.org/10.29240/jba.v6i2.4060

[21] Farid Permana and Syuhadak, *"Arabic Learning Curriculum for Non Arab in Rusydi Ahmad Thuaimah's Version,"* IJAZ ARABI: Journal of Arabic Learning 5, no. 2 (Juni 2022): 534–48. DOI: https://doi.org/10.18860/ijazarabi.v5i2.10274

[22] Muhammad Al-Mubassyir,*"Prinsip Pembelajaran Bahasa Arab Daring Perspektif Rusydi Ahmad Thu'aimah,"* Arabi: Journal of Arabic Studies 8, no. 1 (Juni 2023): 80–94. DOI: https://doi.org/10.24865/ajas.v8i1.451

[23] Albantani & Azkia Muharom, *"Mustawayat Ta'Alum Wa Ta'Lim Al-Lughah Al-'Arabiyah 'Inda Rusydi Ahmad Thu'Aimah,"* ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 1 (30 Mei 2014): 1-3. DOI: https://doi.org/10.15408/a.v1i1.1135

[24] Wahyudin Darmalaksana, *"Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan,"* Digital Library UIN Sunan Gunung Djati Bandung (28 Agustus 2020): 1–6. http://digilib.uinsgd.ac.id/id/eprint/32855

[25] Marinu Waruwu, *"Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method),"* Jurnal Pendidikan Tambusai 7, no. 1 (30 Juni 2023): 3-4. DOI: https://doi.org/10.31004/jptam.v7i1.6187

modern education. *Second,* the author examines the theory of Arabic language learning according to Rusydi Ahmad Thu'aimah as well as previous studies relevant to the research topic. *Third,* the data collection process is done through the search for reliable sources such as journals, books, and documents that are in accordance with the topic. For validity in this study, researchers collected data from various scientific papers and selected reliable sources to prevent misunderstanding and make it easier for readers to understand the essence of the discussion.[26] *Fourth,* After searching, collecting, and recording relevant information, then these sources are analyzed in depth to get the right picture of Thuaimah's thoughts and their application in Arabic language learning for modern learning strategies. *Fifth,* after doing several stages of data analysis then the author concludes the results of the analysis.

Result and Discussion

With the demands of the times, Arabic language teachers must continue to innovate and develop strategies to found the learning needs that suit learners in this globalization era.[27] There are four fundamental skills that need to be used in foreign language learning, namely: reading, writing, speaking, and listening.[28] These four abilities can be seen from a person's mastery in communicating using a second language when interacting. Learning a language is actually in line with its function, namely as a medium of communication used in socializing. Therefore, the communicative approach in accordance with the thinking of Rusydi Ahmad Thu'aimah in language teaching is one of the effective approaches and is considered suitable for the times.[29]

According to Muhbib Abdul Wahab, the second (foreign) language learning method can be divided into two methods. Traditional methods; with the rules of translation, and modern; consists of three categories: first, structural methods, second, communicative methods, and finally, pragmatic methods. Pragmatic methods usually use methods that are considered practical and in line with language learning goals.[30]

Traditional Arabic language learning centers on the idea that "language is a culture of knowledge", so it can be interpreted that learning Arabic is to understand all aspects of Arabic language science, such as literature (adab), syntax/grammar (nahwu rules), and morphology/morphology (sharf rules). Tarjamah is the most popular method for this purpose.[31] It has survived for several centuries, and educational institutions in Indonesia, especially pesantren, still use it today. The goal of contemporary Arabic teaching methods focuses on language as a tool.[32]

[26] Muannif Ridwan and others, *"Pentingnya Penerapan Literature Review pada Penelitian Ilmiah,"* Jurnal Masohi 2, no. 1 (Juli 2021): 42. DOI: https://doi:10.36339/jmas.v2i1.427

[27] Sultan A Almelhes and Hussain E. Alsaiari, *"A Conceptual Framework for Teaching Arabic as a Second Language,"* Theory and Practice in Language Studies 14, no. 7 (Juli 2024): 2110–18. DOI: https://doi.org/10.17507/tpls.1407.18

[28] Mardhatillah Syahril, Puput Nurshafnita, and Fauziah Nasution, *"Metode dalam Pembelajaran Bahasa Arab,"* Journal of Basic Educational Studies 3, no. 1 (6 Februari 2023): 3-4. DOI: https://doi.org/10.47467/edui.v3i1.2869

[29] Anis Budiriyanto, Sudarmadi Putra, *"Model Pembelajaran Bahasa Arab di Era Globalisasi,"* Prosiding Seminar Internasional Peluang dan Tantangan Perguruan Tinggi di Era Industri 4.0 dan Era Society 5.0, 1 no. 1 (Desember 2023): 152–58. https://publikasiilmiah.unwahas.ac.id/icon/article/view/1057

[30] Muhbib Abdul Wahab,*"Pembelajaran Bahasa Arab di Era Posmetode,"* ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 2, no. 1 (5 Mei 2015): 59–74. DOI: https://doi:10.15408/a.v2i1.1519

[31] Hakim Syukri Alhamda, *"Peran Linguistik dalam Pengembangan Pembelajaran Empat Kemahiran Bahasa Arab di Era Modern,"* Jurnal Tawadhu 6, no. 1 (2022): 1–4. DOI: https://doi.org/10.52802/twd.v6i1.250

[32] Mustafa, *"Dinamika Metode Pembelajaran Bahasa Arab,"* Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab 1, no. 2 (5 Januari 2021): 3. DOI: https://doi.org/10.36915/la.v1i2.17

That is, Arabic is taught as a tool to communicate in modern life. Therefore, the key in learning Arabic is the ability to use it actively by understanding the words and expressions used.

Arabic learning methods are grouped into three parts: 1) Language-focused methods. 2) Methods that focus on learning materials. 3) Student-focused methods. Among the most widely used methods in the modern era is the language-centered Direct Method (*Tarīqah al-mubāsyarah*).[33]

Tarīqah al-mubāsyarah or the Direct Method, formerly known as the Berlitz Method, is an educational method commonly found in language learning. This method has also undergone modifications until it changed its name to the Audiolingual Method. This method stems from the belief that teaching a foreign language is different from teaching an exact science, where students are required to think, remember, and memorize certain concepts.[34] The emergence of this approach is based on the idea that language is something alive. Thus, language skills should be practiced and communicated all the time, just as young children do when they learn to speak.[35]

In facing the challenges of learning Arabic, teachers are required to always play an active role by choosing the right method for their students, among some of these methods are: 1) Communicative Method, where students are emphasized to continue using the second language in interaction. 2) The method of deepening the material, which is in accordance with the level of students, including vocabulary and language structures that are appropriate to the stage of students. 3) Technology and audio-visual methods, using apps, songs, videos, and recordings to support speaking and listening skills. 4) Contemporary methods, related to learning media from articles, news and relevant topics to help students understand the function of language learning in the real world.[36] To handle the challenges of language teaching in the digital age, materials, media, methods and evaluation must be integrated in a balanced way. In bringing this dynamic and effective environment for learning to life, there is honestly no one approach that is more prominent than the other, all the approaches are interconnected with each other, the key in the advancement of effective foreign language teaching methods is to combine these approaches.

The application of problem-based approaches in the Arabic language classroom can also help students to better understand how to use language in real-world contexts. A teacher and students are the main actors in dealing with problems in the classroom. This contributes to the improvement of critical thinking and problem-solving skills that are indispensable in everyday life.[37] If a teacher and students only focus on the application of teaching methods and the delivery of materials, there will be a lack of liveliness, creativity and spontaneity in the classroom which causes "rigidity" in learning. This is in line with the principle of Kyai Imam Zarkasyi (Founder of Pondok Modern Gontor) "*ruhu-l mudarris ahammu min kulli syai*'", the soul and spirit of the teacher to help students succeed in learning is more important than the method and the teacher himself. One innovative, creative and

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[33] Lukman Taufik Akasahtia, *Strategi Pembelajaran Bahasa Arab,* (Riau: DOTPLUS Publisher, 2021), hlm. 26.

[34] Abdul Hafidz Zaid, *"Pendekatan Komunikatif dalam Pengajaran Bahasa Arab (Pengalaman Pondok Modern Darussalam Gontor),"* At-Ta'dib 7, no. 2 (Desember 2012): 1-4. DOI: https://doi:10.21111/at-tadib.v7i2.77

[35] Zainul Abidin, Muaz Kalimatun Nabil, and Fauzan Hakami, *"Metode Pengajaran Bahasa Arab Tradisional dan Modern,"* Riyāḥunā: Jurnal Pendidikan Bahasa dan Sastra Arab 3, no. 2 (31 Mei 2024): 24–46. DOI: http://dx.doi.org/10.22236/jpba/3215093

[36] Syaipuddin Ritonga, *"Strategi dalam Mengatasi Tantangan Pembelajaran Bahasa Arab Bagi Guru di Era Teknologi Modern,"* Hikmah: Jurnal Pendidikan Islam 12, no. 2 (Desember 2023): 378–95. DOI: http://dx.doi.org/10.55403/hikmah.v12i2.571

[37] Muhib Abdul Wahab, *"Pembelajaran Bahasa Arab di Era Posmetode,"* ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 2, no. 1 (5 Mei 2015): 59–74. DOI: https://doi:10.15408/a.v2i1.1519

passionate teacher is better than a thousand teachers who have no spirit, creativity or innovativeness.[38]

Some strategies that are considered effective in teaching Arabic are: using adaptive and communicative methods, changing teaching materials and materials, and using modern learning media. Not only that, the language environment and communicative approach are also a trigger in improving language in various Modern educational institutions, this is evidence of the effectiveness of language learning strategies using these methods.[39] With this, the combination of contemporary methods and traditional teaching can trigger a more effective language learning experience in an educational institution.[40]

A. Integration of Rusydi Ahmad Thu'aimah's Thought with Modern Learning Strategies

Thuaimah's thoughts on the need for a deep communicative approach to Arabic language learning are very relevant to the modern educational paradigm. The integration of technology and the use of interactive and contextual methods are key aspects in answering the challenges of learning in the 21st century.[41] For example, by utilizing digital media, such as language learning apps, students can be more independent in learning and develop their language skills in a more personalized manner. Rusydi Ahmad Thu'aimah also considers appropriate methods in Arabic language teaching across different lessons. These methods should be chosen based on a comprehensive approach,[42] including: 1) Learning objectives, 2) Content of the material, 3) Students' basic knowledge, 4) Special needs, and 5) Problems faced by students when understanding Arabic as a second language. According to him, this is important because mastering the correct teaching tools and strategies can support the achievement of educational goals in the classroom. Not only that, the use of the right method in different conditions will help teachers deliver the appropriate material in a more effective way.[43]

In the context of modern education, some learning strategies have been proven effective in improving the quality of language learning, especially foreign languages such as Arabic. One of these strategies is problem-based learning.[44] In line with Thu'aimah's thought, she wants Arabic language learning to be more applicable and not only theoretical. Through this approach, learners are faced with real problems that they must solve using the language skills they have learned. Here, students

[38] Ahmadi and Aulia Mustika Ilmiani, *Metodologi Pembelajaran Bahasa Arab (Konvensional Hingga Era Digital)*, (Yogyakarta: Ruas Media (GENTA Grup), 2020), hlm. 10.

[39] Ariska Kusuma Wardani and Danial Hilmi, *"Strategi Peningkatan Mutu Pembelajaran Bahasa Arab di Pondok Modern,"* JOEL: Journal of Educational and Language Research 1, no. 5 (27 Desember 2021): 91–99. DOI: https://doi.org/10.53625/joel.v1i5.902

[40] Syaipuddin Ritonga, *"Strategi dalam Mengatasi Tantangan Pembelajaran Bahasa Arab Bagi Guru di Era Teknologi Modern,"* Hikmah: Jurnal Pendidikan Islam 12, no. 2 (Desember 2023): 378–95. DOI: http://dx.doi.org/10.55403/hikmah.v12i2.571

[41] Asep Maulana, *Strategi Pembelajaran Bahasa Arab*, (Jakarta: Bumi Aksara, 2023), hlm. 1-2.

[42] Zera Ilhami and A Syahid Robbani, *"Arabic Language Learning in a Comprehensive Approach (Theoretical Study),"* EKSPOSE: Jurnal Penelitian Hukum dan Pendidikan 20, no. 2 (5 Mei 2021): 49. DOI: http://dx.doi.org/10.30863/ekspose.v20i2.1391

[43] Moh. Munir, *"Rusydi Ahmad Thu'aimah's and Mahmud Kamil An-Naqah's Opinions on Arabic Teaching Based on the Communicative Theory Perspective,"* Arabiyatuna: Jurnal Bahasa Arab 6, no. 2 (4 November 2022): 613–32. DOI: https://doi.org/10.29240/jba.v6i2.4060

[44] Resti Ardianti, Eko Sujarwanto, and Endang Surahman, *"Problem-Based Learning: Apa dan Bagaimana,"* Diffraction: Journal for Physics Education and Applied Physics 3, no. 1 (Juni 2021): 27–35. DOI: https://doi.org/10.37058/diffraction.v3i1.4416

not only learn theory, but also apply it in a real context, so as to increase their critical thinking and communicative potential.[45] This method considers psychology, communication and cultural aspects. The main objective of this approach is to instill the ability to communicate effectively in Arabic, both orally and in writing, accompanied by mastery of its characteristics.

The student-centered learning[46] approach is also one of the principles of modern education that is relevant to Thu'aimah's thinking. This approach emphasizes the active role of students in the learning process, where they become the center of learning activities. The teacher moves as a facilitator who helps students discover their own understanding, rather than as the sole source of information. This strategy allows students to more actively use Arabic in various learning situations, whether through discussions, presentations, or simulations of daily interactions.[47]

In addition, collaborative learning[48] is also one of the aspects advocated by modern education and in line with Thu'aimah's thinking. By having students work in groups to complete language tasks, the learning process becomes more dynamic and encourages more active interaction. It can also develop social abilities and communication skills among students.[49] The number of modern interactive and communicative approaches can build students' enthusiasm in learning to use Arabic. This approach is in accordance with Thu'aimah's thinking in language learning which prioritizes communicative methods with the development of strategies that follow the times, making it more popular in the era of globalization. In fact, not a few of the modern educational institutions use learning strategies from Thu'aimah's perspective in teaching students Arabic as a second language.

B. The Relevance of Thu'aimah's Thought with the Challenges of Arabic Language Learning in the Modern Era

For non-Arabic speakers, Arabic has its own challenges in learning,[50] in addition to various factors of technological progress, social development, and economic aspects, Arabic also has several challenges that can be an obstacle in the understanding of those who want to learn it,[51] namely: 1) Complex grammar, for example, the change of a word following the circumstances in accordance with the context of the sentence. 2) Different writing systems, writing sentences from right to left can be an obstacle. 3) The breadth of Arabic vocabulary, some words have similar but different meanings and senses. 4) Pronunciation that is different from the native language, there are letters

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[45] Imam Athoir Rokhman, *Model Pembelajaran Bahasa Arab*, (Mojokerto: Insight Mediatama, 2023), hlm. 29.

[46] Reza Rindy Antika, *"Proses Pembelajaran Berbasis Student Centered Learning (Studi Deskriptif di Sekolah Menengah Pertama Islam Baitul 'Izzah, Nganjuk,"* Bio Kultur 3, no. 1 (Juni 2014): 251. https://www.scribd.com/document/403723473/bk21a95d451ffull

[47] Muhammad Rusydi & Sulaiman, *"Pemikiran Rusydi Ahamad Thu'aimah Tentang Manajemen Pembelajaran Bahasa Arab,"* Elidarah: Jurnal Manajemen Pendidikan Islam 9 no. 1 (25 Juli 2023): 1–9. https://sys.parahikma.ac.id/journal/index.php/el-idarah/article/view/397

[48] Yayah Robiatul Adawiyah and Lailatul Jennah, *"Implementasi Pembelajaran Kolaboratif dalam Meningkatkan Maharoh Kitabah Siswa Madrasah Aliyah,"* Jurnal Educatio 9, no. 2 (1 Juni 2023): 778–84. DOI: https://doi.org/10.31949/educatio.v9i2.5059

[49] Sultan A Almelhes and Hussain E. Alsaiari, *"A Conceptual Framework for Teaching Arabic as a Second Language,"* Theory and Practice in Language Studies 14, no. 7 (Juli 2024): 2110–18. DOI: https://doi.org/10.17507/tpls.1407.18

[50] Subhan and others, *"Strategi Pembelajaran Bahasa Arab dalam Upaya Mempersiapkan Calon Mahasiswa Baru ke Timur Tengah,"* Mantiqu Tayr: Journal of Arabic Language 4, no. 1 (Januari 2024): 3-5. DOI: https://doi.org/10.25217/mantiqutayr.v4i1.4027

[51] Ahmad Syifa and others, *"Tantangan dan Prospek Bahasa Arab di Era Modern,"* Ma'arif Journal of Education: Madrasah Innovation and Aswaja Studies 3, no. 1 (13 Juni 2024): 25–31. DOI: https://doi.org/10.69966/mjemias.v3i1.51

and consonants that are not in the learner's first language.[52] In his thinking, Thu'aimah offers a more in-depth approach according to the progress of the times in the era of globalization using audiovisual and a more communicative approach with the application of the language environment in the daily lives of learners.

One of Thu'aimah's main criticisms of traditional methods is that there is too much emphasis on the grammatical approach which often neglects communicative aspects.[53] This makes it difficult for many students to use Arabic actively, even though they have a good command of the grammatical rules. Therefore, Thu'aimah proposes a communicative approach that emphasizes the real use of language in various contexts of daily life.[54] According to him, the method of teaching Arabic to non-Arabic speakers is a certain rule through which students are provided with a series of cognitive, affective, and psychomotor experiences that enable them to communicate with a second language that is different from their native language, as well as enabling them to understand the culture and carry out various activities required inside or outside the educational institution, with the supervision of the institution.[55]

The challenges of learning Arabic in this modern era, also include the need for improving communicative skills, utilizing technology in learning, and developing more interactive methods.[56] Thu'aimah's thinking provides a comprehensive solution to these challenges. By applying adaptive modern learning strategies, Arabic language learning can be more effective in helping students master Arabic more quickly and efficiently.[57] The use of media and technology can also encourage the effectiveness of Arabic language learning. This is in accordance with Thu'aimah's thought, that technology can help students become more motivated to learn languages and make learning more interesting and interactive.[58] The use of video, audio, learning apps, and online platforms are some examples that are relevant to her thoughts to enrich the Arabic language learning process in the digitalization era.[59] Various factors that are considered effective in facing the challenges of language learning also lie in the professionalism of teachers and their proficiency in educating, the characteristics of learners and their intelligence, as well as motivation that can increase students' enthusiasm and attractiveness.[60] The emphasis on practical, communicative aspects and the use of technology by Thuaimah shows that the traditional approach to learning Arabic needs to be

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[52] Syaipuddin Ritonga, *"Strategi dalam Mengatasi Tantangan Pembelajaran Bahasa Arab Bagi Guru di Era Teknologi Modern,"* Hikmah: Jurnal Pendidikan Islam 12, no. 2 (Desember 2023): 378–95. DOI: http://dx.doi.org/10.55403/hikmah.v12i2.571

[53] Imam Athoir Rokhman, *Model Pembelajaran Bahasa Arab,* (Mojokerto: Insight Mediatama, 2023), hlm. 16.

[54] Rusydi Ahmad, *Al-Marja fi Ta'lim al-Lugah al-'Arabiyah li al-Nathiqinbi al-Lugah al-Ukhra,* (Mekkah: Jamiah Ummul Quraa, 1986), hlm. 486.

[55] Farid Permana and Syuhadak, *"Arabic Learning Curriculum for Non Arab in Rusydi Ahmad Thuaimah's Version,"* IJAZ ARABI: Journal of Arabic Learning 5, no. 2 (Juni 2022): 534–48. DOI: https://doi.org/10.18860/ijazarabi.v5i2.10274

[56] Maria Ulfa, *"Sistem Pengajaran Bahasa Arab Modern untuk Non-Arab,"* Jurnal An-Nabighoh 20, no. 1 (25 Juni 2018): 63-78. DOI: https://doi.org/10.32332/an-nabighoh.v20i01.1128

[57] Moh. Munir, *"Rusydi Ahmad Thu'aimah's and Mahmud Kamil An-Naqah's Opinions on Arabic Teaching Based on the Communicative Theory Perspective,"* Arabiyatuna: Jurnal Bahasa Arab 6, no. 2 (4 November 2022): 613–32. DOI: https://doi.org/10.29240/jba.v6i2.4060

[58] Ferdinand Salomo Leuwol and others, *"Efektivitas Metode Pembelajaran Berbasis Teknologi Terhadap Peningkatan Motivasi Belajar Siswa di Sekolah,"* EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi 10, no. 3 (2023): 988–99. DOI: https://doi:10.47668/edusaintek.v10i3.899

[59] Muhammad Al-Mubassyir, *"Prinsip Pembelajaran Bahasa Arab Daring Perspektif Rusydi Ahmad Thu'aimah,"* Arabi: Journal of Arabic Studies 8, no. 1 (Juni 2023): 80–94. DOI: https://doi.org/10.24865/ajas.v8i1.451

[60] Pradi Khusufi Syamsu, *"Faktor-Faktor Efektivitas Pembelajaran Bahasa Arab,"* El-Ibtikar: Jurnal Pendidikan Bahasa Arab 11, no. 2 (16 Desember 2022): 187–207. DOI: http://dx.doi.org/10.24235/ibtikar.v11i2.11600

reviewed and adjusted to the needs of the times. With the integration of technology and modern pedagogical approaches, Arabic language learning can meet the demands of 21st century skills, such as critical thinking, collaboration, and active problem solving.[61]

The concept of Arabic language learning according to Rusydi Ahmad Thu'aimah and its relevance to modern educational strategies are as follows: *first,* Arabic language learning is carried out in an applicative manner not only theoretically in line with modern learning (problem-based learning). *Second,* a communicative approach that aims to train students speaking and listening skills in order to communicate well in line with the modern strategy (collaborative learning). *Third,* the Arabic learning process can be student-centered, where the teacher moves as a facilitator who helps students to communicate well, not as the only source of information, in line with the modern learning approach (student-centered learning*). Fourth,* integrating traditional and modern methods in the learning process. *Fifth,* the professionalism of teachers and their proficiency in educating is considered very influential in improving students' understanding and attractiveness needed in modern education.This research contributes to bridging traditional Arabic language teaching with modern approaches, emphasizing the use of technology and communicative learning, but is limited by the lack of empirical evidence, contextual analysis, and exploration of the challenges of implementing Thu'aimah's strategies; future research could focus on implementation tests in various educational contexts and the use of specific technological tools for practical learning.

Closing

Based on the results of this study, Rusydi Ahmad Thu'aimah's thoughts on Arabic language learning are considered very relevant to modern educational approaches. He emphasizes the importance of communicative and contextual approaches in language learning, focusing on the use of language in daily life, not just material, vocabulary or grammar. In addition, he suggests a balanced learning environment with contemporary educational principles, which emphasize the use of technology, collaboration, and a learner-centered approach. Therefore, it can be concluded that: *first,* students can handle their difficulties in learning Arabic in the era of digitalization and globalization with learning methods through communicative and collaborative approaches, *second,* teachers can also create an active and effective learning environment by combining traditional and modern methods, *third,* Thu'aimah emphasizes the importance of student- and teacher-centered learning that is communicative, in line with educational approaches in the modern era, this encourages the creation of a more interactive and applicable language learning environment, *fourth,* in facing the times, the diverse approaches and methods must be combined into one patent element in order to produce a learning that has existence. With this, the author hopes that the results of this study can be a foundation for further and in-depth research, especially in modern Arabic language learning.

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[61] Farid Permana and Syuhadak, *"Arabic Learning Curriculum for Non Arab in Rusydi Ahmad Thuaimah's Version,"* IJAZ ARABI: Journal of Arabic Learning 5, no. 2 (Juni 2022): 534–48. DOI: https://doi.org/10.18860/ijazarabi.v5i2.10274

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