

The Effect of Al-Arabiyyah Bayna Yadaik on Students Maharah Lughawiyah at Diniyah Limo Jurai Agam

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ABSTRACT

Arabic language learning in Islamic boarding schools requires instructional materials that are capable of developing students' language skills comprehensively. One of the textbooks widely used is *Al-Arabiyyah Bayna Yadaik*, which is designed to improve listening, speaking, reading, and writing skills through a communicative approach. This study aims to analyze the effectiveness of using *Al-Arabiyyah Bayna Yadaik* in improving the maharah lughawiyah of eighth-grade students at Diniyah Limo Jurai Islamic Boarding School, Agam. This research employed a quantitative approach using an *ex post facto* research design. The population and sample consisted of 53 students selected through a saturated sampling technique. Data were collected using a Likert-scale questionnaire and documentation, and subsequently analyzed using descriptive statistics and simple linear regression with the assistance of SPSS version 26. The findings reveal that the use of *Al-Arabiyyah Bayna Yadaik* obtained a percentage score of 78.11%, which falls into the effective category, while the students' maharah lughawiyah achieved a percentage score of 78.89%, also categorized as effective. The simple linear regression analysis produced the equation $Y = 18.649 + 3.085X$, with a coefficient of determination (R^2) of 0.852, indicating that the use of the textbook contributed 85.2% to the improvement of students' maharah lughawiyah. Furthermore, the *t*-test showed that the calculated *t* value (17.144) was higher than the critical *t* value (2.008), with a significance value of $0.000 < 0.05$, indicating that the alternative hypothesis was accepted. Therefore, it can be concluded that the use of *Al-Arabiyyah Bayna Yadaik* is effective and has a significant positive effect on improving the maharah lughawiyah of eighth-grade students at Diniyah Limo Jurai Islamic Boarding School, Agam.

Keywords: *Al-Arabiyyah Bayna Yadaik*; Maharah Lughawiyah; Arabic Language Learning; Islamic Boarding School

ABSTRAK

Pembelajaran bahasa Arab di pesantren membutuhkan bahan ajar yang mampu mengembangkan keterampilan berbahasa peserta didik secara komprehensif. Salah satu buku ajar yang banyak digunakan adalah *Al-Arabiyyah Bayna Yadaik*, yang dirancang untuk meningkatkan keterampilan menyimak, berbicara, membaca, dan menulis melalui pendekatan komunikatif. Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan *Al-Arabiyyah Bayna Yadaik* dalam meningkatkan maharah lughawiyah siswa kelas VIII di Pondok Pesantren Diniyah Limo Jurai, Agam. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian *ex post facto*. Populasi sekaligus sampel penelitian berjumlah 53 siswa yang dipilih melalui teknik *sampling jenuh*. Data dikumpulkan melalui angket berskala Likert dan dokumentasi, kemudian dianalisis menggunakan statistik deskriptif dan regresi linear sederhana dengan bantuan perangkat lunak SPSS versi 26. Hasil penelitian menunjukkan bahwa penggunaan *Al-Arabiyyah Bayna Yadaik* memperoleh skor persentase sebesar 78,11% yang termasuk dalam kategori efektif, sedangkan kemampuan maharah lughawiyah siswa memperoleh skor persentase sebesar 78,89% yang juga berada pada kategori efektif. Analisis regresi linear sederhana menghasilkan persamaan $Y = 18,649 + 3,085X$ dengan nilai koefisien determinasi (R^2) sebesar 0,852. Nilai tersebut menunjukkan bahwa penggunaan buku ajar *Al-Arabiyyah Bayna Yadaik* memberikan kontribusi sebesar 85,2% terhadap peningkatan maharah lughawiyah siswa. Selain itu, hasil uji *t* menunjukkan bahwa nilai *t* hitung sebesar 17,144 lebih besar dibandingkan dengan *t* tabel sebesar 2,008, dengan nilai signifikansi $0,000 < 0,05$. Temuan tersebut menunjukkan bahwa hipotesis alternatif diterima. Berdasarkan hasil penelitian, penggunaan *Al-Arabiyyah Bayna Yadaik* efektif dan memberikan pengaruh positif yang signifikan

terhadap peningkatan *maharah lughawiyah* siswa kelas VIII di Pondok Pesantren Diniyah Limo Jurai, Agam.

Kata kunci: *Al-Arabiyyah Bayna Yadaik; Maharah Lughawiyah; Pembelajaran Bahasa Arab; Pesantren*

INTRODUCTION

Arabic language learning is one of the fundamental components of Islamic education, as Arabic is the primary language of the Qur'an, Hadith, and classical Islamic literature. Mastery of Arabic is not merely intended to enable students to read Arabic texts but also to understand the Islamic knowledge contained within them. Therefore, Arabic language instruction plays a strategic role in developing both students' academic competence and religious understanding, particularly in Islamic boarding schools (*pondok pesantren*). The success of Arabic language learning is influenced by several instructional components, including teachers, teaching methods, learning media, the learning environment, and instructional materials used throughout the learning process (Mutaqi et al., 2021). Over time, Arabic language education has undergone various innovations to accommodate students' learning needs. The instructional orientation has shifted from emphasizing grammatical mastery (*nahwu* and *sharaf*) toward developing communicative competence through the four Arabic language skills (*maharah lughawiyah*), namely listening (*maharah al-istimā'*), speaking (*maharah al-kalām*), reading (*maharah al-qirā'ah*), and writing (*maharah al-kitābah*). These four language skills are closely interconnected and constitute the primary indicators of successful Arabic language acquisition (Muna Nabila & Kusumaningrum, 2020).

One of the determining factors in successful Arabic language instruction is the use of appropriate instructional materials. Teaching materials function not only as sources of learning content but also as pedagogical guidelines that assist teachers in organizing classroom instruction and facilitating students in achieving the expected learning outcomes. Well-designed instructional materials systematically introduce vocabulary, sentence structures, and communicative patterns according to students' proficiency levels. Conversely, instructional materials that do not correspond to learners' characteristics may reduce learning motivation, create difficulties in understanding the subject matter, and ultimately hinder the achievement of instructional objectives (Mutaqi et al., 2021). Among the numerous Arabic language textbooks currently available, *Al-Arabiyyah Bayna Yadaik* has become one of the most widely adopted textbooks for teaching Arabic to non-native speakers. The textbook was developed by Abdurrahman bin Ibrahim Al-Fauzan, Mukhtar Ath-Thahir Husain, and Muhammad Abdul Khaliq Muhammad Fadl using a communicative approach that integrates the four language skills comprehensively. Its contents are systematically organized through dialogues, vocabulary, structured exercises, reading passages, and communicative activities, enabling learners not only to understand linguistic concepts but also to apply Arabic effectively in authentic communication contexts (Pahlefi, 2022; Arden & Priyoyudanto, 2025).

The communicative approach implemented in *Al-Arabiyyah Bayna Yadaik* is consistent with the principles of contemporary Arabic language instruction, which emphasize student-centered learning. Through this approach, learners are encouraged to actively use Arabic in various classroom activities, thereby gradually improving their language proficiency. Consequently, the use of appropriate instructional materials is expected to enhance learning effectiveness while providing more meaningful learning experiences than traditional approaches that primarily emphasize grammatical memorization. Diniyah Limo Jurai Islamic Boarding School, Agam Regency, is one of the Islamic educational institutions committed to improving the quality of Arabic language instruction. As a boarding school, Arabic language proficiency is regarded as one of the essential competencies that students must acquire because it directly supports their ability to understand classical Islamic texts. To achieve this objective, the institution continuously seeks to improve its instructional practices, one of which is selecting teaching materials that correspond to students' learning needs.

Based on the researcher's preliminary observations, Arabic language instruction at Diniyah Limo Jurai Islamic Boarding School demonstrates differences in the instructional materials used between Grade VII and Grade VIII. Grade VII students use the *Durūs al-Lughah* textbook, which primarily emphasizes grammatical mastery and employs the direct method without explanations in Indonesian. This condition has caused many students to experience difficulties in understanding the learning materials because the textbook presents relatively complex content, provides limited communicative exercises, and requires an intensive Arabic-speaking environment. Consequently, many students exhibit low self-confidence, limited learning motivation, and inadequate communicative competence in using Arabic in daily interactions. In

contrast, Grade VIII students use *Al-Arabiyyah Bayna Yadaik* as their primary instructional textbook. The researcher's observations indicate that the use of this textbook creates a more effective learning atmosphere. The learning materials are systematically organized, the exercises are presented progressively, vocabulary is introduced contextually, and audio resources support students' listening and pronunciation skills. Furthermore, the textbook integrates listening, speaking, reading, and writing skills within every instructional unit, allowing students greater opportunities to practice Arabic actively throughout the learning process. These findings indicate that the selection of instructional materials is closely associated with the improvement of students' *maharah lughawiyah*.

Previous studies have consistently demonstrated the positive contribution of *Al-Arabiyyah Bayna Yadaik* to Arabic language instruction. Arden and Priyoyudanto (2025) reported that the textbook effectively improved university students' speaking proficiency at Al Azhar University Indonesia. Likewise, Pahlefi (2022) concluded that the textbook possesses a systematic and communicative structure that fulfills the characteristics of Arabic language textbooks for non-native speakers. In addition, Lubis (2022) argued that the textbook effectively develops students' linguistic competence through the integration of vocabulary, dialogues, and structured language exercises. Nevertheless, most previous studies have primarily focused on textbook analysis or its implementation in developing speaking skills. Empirical studies examining the effectiveness of *Al-Arabiyyah Bayna Yadaik* in improving students' overall *maharah lughawiyah* within Islamic boarding school contexts remain relatively limited. In fact, *maharah lughawiyah* encompasses not only speaking skills but also listening, reading, and writing competencies, which collectively represent comprehensive Arabic language proficiency. Therefore, there remains a significant research gap concerning the extent to which this textbook contributes to the overall improvement of students' Arabic language skills.

Based on these considerations, this study offers a novel contribution by not only describing the implementation of *Al-Arabiyyah Bayna Yadaik* but also quantitatively examining its effectiveness and its influence on the *maharah lughawiyah* of Grade VIII students at Diniyah Limo Jurai Islamic Boarding School, Agam Regency. The study employs simple linear regression analysis to provide empirical evidence regarding the contribution of the textbook to students' Arabic language proficiency. The findings are expected to serve as valuable references for Arabic language teachers, Islamic boarding school administrators, and future researchers in selecting effective instructional materials to improve the quality of Arabic language learning.

METHOD

This study employed a quantitative approach using an ex post facto research design. This design aims to examine causal relationships based on existing phenomena without manipulating or providing treatment to the variables under investigation. The approach was selected to determine the effectiveness of using *Al-Arabiyyah Bayna Yadaik* in improving students' *maharah lughawiyah* under the actual learning conditions at Diniyah Limo Jurai Islamic Boarding School, Agam (Sugiyono, 2022). The research was conducted at Diniyah Limo Jurai Islamic Boarding School, Agam Regency. The research participants consisted of all eighth-grade students, totaling 53 students. Since the population was relatively small, the study employed a saturated sampling (total sampling) technique, in which all members of the population were included as research respondents (Sugiyono, 2022).

The study utilized both primary and secondary data. Primary data were collected through a five-point Likert-scale questionnaire designed to measure the effectiveness of using *Al-Arabiyyah Bayna Yadaik* and the students' *maharah lughawiyah*. Secondary data were obtained through documentation related to the school profile, student records, and other supporting documents relevant to the study (Arikunto, 2019). Before data collection, the research instrument was tested for validity and reliability to ensure that all questionnaire items were appropriate for measuring the research variables. The collected data were analyzed using descriptive statistics to describe both the effectiveness of the textbook and the students' *maharah lughawiyah*. Hypothesis testing was conducted using simple linear regression analysis with the assistance of IBM SPSS Statistics version 26. Prior to regression analysis, the data were subjected to prerequisite tests, including normality and linearity tests. Furthermore, the coefficient of determination (R^2) and the t-test at a significance level of 5% were employed to determine the contribution and significance of the effect of using *Al-Arabiyyah Bayna Yadaik* on students' *maharah lughawiyah* (Ghozali, 2021).

RESULT AND DISCUSSION

Result

The Effectiveness of Using *Al-Arabiyyah Bayna Yadaik*

The findings indicate that the use of *Al-Arabiyyah Bayna Yadaik* at Diniyah Limo Jurai Islamic Boarding School, Agam, falls into the effective category. Based on the descriptive statistical analysis of 53 respondents, the textbook usage variable obtained a mean score of 19.53, with a minimum score of 15, a maximum score of 25, and a standard deviation of 2.55. These results suggest that students perceived the use of the textbook positively, while the relatively small standard deviation indicates a homogeneous distribution of responses. The effectiveness percentage reached 78.11%, demonstrating that the textbook effectively supports the Arabic language learning process. The effectiveness of *Al-Arabiyyah Bayna Yadaik* can be attributed to its systematic organization and communicative approach. Each instructional unit contains dialogues, vocabulary (*mufradāt*), language exercises, reading passages, and communicative activities that are integrated into a coherent learning sequence. The gradual presentation of the learning materials enables students to understand linguistic concepts more easily while simultaneously developing their ability to communicate in Arabic within authentic contexts (Pahlefi, 2022).

Classroom observations further revealed that students became more actively engaged in learning activities when *Al-Arabiyyah Bayna Yadaik* was used. Teachers not only delivered theoretical explanations but also encouraged students to participate in communicative activities such as reading dialogues, practicing conversations, answering questions, and listening to audio materials. These instructional practices created a more interactive learning environment than traditional approaches primarily focused on grammatical instruction. These findings are consistent with the perspective of Al-Fauzan, who argues that *Al-Arabiyyah Bayna Yadaik* was specifically designed for teaching Arabic as a foreign language by balancing linguistic competence with communicative skills. Consequently, the textbook serves not only as a source of instructional content but also as an effective medium for developing students' communicative competence (Al-Fauzan et al., 2013). The present findings also support those reported by Arden and Priyoyudanto (2025), who concluded that *Al-Arabiyyah Bayna Yadaik* enhances the effectiveness of Arabic language instruction through its communicative approach. Similarly, Lubis (2022) emphasized that the textbook's systematic organization and integrated language exercises make it highly appropriate for non-native Arabic learners. Therefore, this study confirms that *Al-Arabiyyah Bayna Yadaik* fulfills the characteristics of an effective instructional textbook by facilitating teachers in delivering learning materials while simultaneously increasing students' active participation during the learning process.

Students' Maharah Lughawiyah

The findings reveal that the maharah lughawiyah of eighth-grade students at Diniyah Limo Jurai Islamic Boarding School falls within the effective category. Based on descriptive statistical analysis involving 53 respondents, the students' language proficiency variable obtained a mean score of 19.72, with a minimum score of 16, a maximum score of 25, and a standard deviation indicating a relatively homogeneous distribution of responses. The overall achievement percentage reached 78.89%, indicating that the students' Arabic language proficiency met the criteria for the effective category. The concept of *maharah lughawiyah* assessed in this study consists of four fundamental language skills: listening (*maharah al-istimā'*), speaking (*maharah al-kalām*), reading (*maharah al-qirā'ah*), and writing (*maharah al-kitābah*). These four competencies are interconnected and collectively determine learners' overall Arabic language proficiency. Improvement in one skill generally contributes to the development of the other language skills (Hermawan, 2018).

The questionnaire results indicate that most students found it easier to understand new vocabulary because the textbook presents learning materials gradually and within meaningful contexts. The dialogues and structured exercises helped students improve their reading comprehension while simultaneously expanding their vocabulary. Furthermore, listening activities and conversation practices encouraged students to become more confident in using Arabic during classroom interaction. Students also demonstrated noticeable improvement in reading comprehension (*qirā'ah*), particularly in understanding texts and answering comprehension questions accurately. Likewise, in writing (*kitābah*), students became increasingly capable of composing simple Arabic sentences based on the grammatical patterns introduced in the textbook. Although minor grammatical errors were still observed, the overall writing performance improved compared to their abilities before using *Al-Arabiyyah Bayna Yadaik*. The findings suggest that the improvement in students' *maharah lughawiyah* was influenced not only by their individual learning abilities but also by instructional practices that consistently encouraged active language use. Learning

environments emphasizing continuous communicative practice provide more meaningful learning experiences than approaches focusing primarily on grammatical memorization (Hermawan, 2018).

These findings are consistent with Tarigan's view that language proficiency develops through continuous practice. The more frequently learners use a language in meaningful learning activities, the greater their language proficiency becomes (Tarigan, 2015). Therefore, the effective level of students' *maharah lughawiyah* demonstrates that the instructional process successfully facilitated the comprehensive development of Arabic language skills. The present study also supports the findings of Arden and Priyoyudanto (2025), who concluded that communicative teaching materials significantly improve learners' language proficiency. Accordingly, the implementation of *Al-Arabiyyah Bayna Yadaik* not only facilitates classroom instruction but also contributes substantially to the comprehensive development of students' Arabic language competence.

The Effect of Using *Al-Arabiyyah Bayna Yadaik* on Students' *Maharah Lughawiyah*

The effect of using *Al-Arabiyyah Bayna Yadaik* on students' *maharah lughawiyah* was examined using simple linear regression analysis. This analysis aimed to determine the extent to which the textbook usage variable (X) influenced students' Arabic language proficiency (Y). Prior to hypothesis testing, the data satisfied the prerequisite assumptions of normality and linearity, indicating that they were appropriate for simple linear regression analysis (Ghozali, 2021). The regression analysis produced the equation $Y = 18.649 + 3.085X$. The constant value of 18.649 indicates the baseline level of students' *maharah lughawiyah* when the textbook usage variable remains unchanged. Meanwhile, the regression coefficient of 3.085 demonstrates that every one-unit increase in the effectiveness of using *Al-Arabiyyah Bayna Yadaik* is associated with an increase of 3.085 units in students' *maharah lughawiyah*. The positive regression coefficient confirms a positive relationship between the two variables, indicating that more effective textbook implementation is associated with higher Arabic language proficiency.

The coefficient of determination (R^2) was 0.852, indicating that 85.2% of the variance in students' *maharah lughawiyah* was explained by the use of *Al-Arabiyyah Bayna Yadaik*. The remaining 14.8% was influenced by other factors beyond the scope of this study, including students' prior knowledge, teacher competence, learning motivation, the Arabic language environment, instructional strategies, and students' learning intensity. This high coefficient of determination demonstrates that the textbook provides a substantial contribution to improving students' Arabic language proficiency. Hypothesis testing using the t-test revealed a calculated t value of 17.144, which exceeded the critical t value of 2.008 at the 5% significance level. Furthermore, the significance value was 0.000, which is lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating that the use of *Al-Arabiyyah Bayna Yadaik* has a positive and statistically significant effect on the *maharah lughawiyah* of eighth-grade students at Diniyah Limo Jurai Islamic Boarding School, Agam.

DISCUSSION

These findings indicate that systematically designed instructional materials can significantly improve the quality of Arabic language learning. *Al-Arabiyyah Bayna Yadaik* not only presents learning materials in a gradual manner but also integrates various learning activities that actively engage students in using Arabic. Listening exercises, dialogues, reading passages, writing activities, and vocabulary enrichment provided in each instructional unit collectively promote balanced development of all language skills. Consequently, the learning process becomes more communicative, interactive, and student-centered, thereby facilitating the achievement of instructional objectives (Al-Fauzan et al., 2013). From a theoretical perspective, these findings support the communicative language teaching approach, which emphasizes authentic language use as the foundation of language acquisition. Richards and Rodgers (2014) argue that successful foreign language learning depends largely on learners' opportunities to use the target language in meaningful communicative situations. Therefore, instructional approaches that focus solely on grammatical knowledge are insufficient for developing communicative competence. Instead, integrating the four language skills throughout the learning process produces more comprehensive language proficiency. The present findings are also consistent with Hermawan (2018), who emphasizes that successful Arabic language instruction is determined not only by teaching methods but also by the quality of instructional materials. Well-structured, communicative, and learner-oriented teaching materials provide more effective learning experiences and significantly improve students' learning outcomes. Furthermore, this study supports previous empirical research. Arden and Priyoyudanto (2025) concluded that *Al-Arabiyyah Bayna Yadaik* effectively improves students' speaking proficiency through its

communicative approach. Lubis (2022) reported that the textbook's systematic organization facilitates Arabic language learning for non-native speakers, while Pahlefi (2022) emphasized that its instructional design reflects the characteristics of modern Arabic language teaching materials integrating linguistic competence with communicative practice. Unlike previous studies, however, the present research quantitatively measures the magnitude of the textbook's influence on students' overall *maharah lughawiyah* using simple linear regression analysis.

These findings demonstrate that *Al-Arabiyyah Bayna Yadaik* constitutes a major factor in improving the quality of Arabic language instruction at Diniyah Limo Jurai Islamic Boarding School, Agam. The textbook significantly contributes to the enhancement of students' *maharah lughawiyah* through its systematic, communicative, and integrated instructional design. Therefore, *Al-Arabiyyah Bayna Yadaik* should be maintained and further developed as one of the primary instructional resources for Arabic language learning, particularly in Islamic educational institutions aiming to develop comprehensive language proficiency.

The findings of this study demonstrate that *Al-Arabiyyah Bayna Yadaik* functions not only as an instructional textbook but also as an effective learning instrument for developing students' comprehensive Arabic language competence. Its effectiveness is reflected in the systematic integration of learning components, beginning with vocabulary (*mufradāt*), contextual dialogues, listening activities, reading passages, speaking exercises, and writing practices. This sequential organization enables students to experience continuous language development in which each language skill reinforces the others. These findings suggest that the quality of instructional materials is closely associated with both the quality of the learning process and students' learning outcomes (Al-Fauzan et al., 2013). The present study further indicates that successful Arabic language instruction depends not only on teachers' pedagogical competence but also on the suitability of instructional materials to learners' characteristics. Communicative teaching materials encourage active classroom participation, strengthen teacher–student interaction, and enhance students' confidence in using Arabic as a means of communication. Consequently, learning shifts from a teacher-centered approach toward a student-centered learning environment, allowing students to construct knowledge through meaningful learning experiences and authentic language use (Richards & Rodgers, 2014).

The substantial contribution of *Al-Arabiyyah Bayna Yadaik* to students' *maharah lughawiyah* also suggests that Arabic language instruction becomes more effective when supported by teaching materials specifically designed for learners of Arabic as a foreign language. This is particularly important because most students in Islamic boarding schools are non-native Arabic speakers who require instructional resources capable of facilitating gradual language acquisition. The communicative presentation of learning materials, repetitive language practice, and contextualized learning activities make the instructional process more accessible, engaging, and meaningful for students (Hermawan, 2018).

Nevertheless, this study also reveals that factors beyond textbook use continue to influence students' Arabic language proficiency, as indicated by the remaining unexplained variance in the coefficient of determination. Such factors include students' learning motivation, teachers' pedagogical competence, the Arabic language environment (*bi'ah lughawiyah*), the intensity of language practice, and the availability of supporting learning facilities. Therefore, *Al-Arabiyyah Bayna Yadaik* should not be regarded as the sole determinant of successful Arabic language learning but rather as one essential component within a broader instructional system that requires appropriate teaching strategies and a supportive learning environment to achieve optimal learning outcomes (Ghozali, 2021). From the perspective of Islamic education, the findings of this study imply that the selection of instructional materials should become a major consideration in designing Arabic language curricula in Islamic boarding schools. Teaching materials that correspond to learners' needs not only facilitate knowledge transfer but also enhance learning motivation, classroom participation, and communicative competence in Arabic. Accordingly, this study provides empirical evidence that may serve as a valuable reference for Arabic language teachers, Islamic boarding school administrators, and curriculum developers in selecting and developing more effective, innovative, and learner-oriented Arabic teaching materials while preserving the distinctive educational values of Islamic boarding schools (Arden & Priyoyudanto, 2025; Pahlefi, 2022).

CONCLUSION

This study demonstrates that the use of *Al-Arabiyyah Bayna Yadaik* is highly effective in supporting Arabic language learning at Diniyah Limo Jurai Islamic Boarding School, Agam. Based on the descriptive statistical analysis, the use of the textbook achieved a percentage score of 78.11%, which falls into the effective category, while students' maharah lughawiyah reached 78.89%, also categorized as effective. These findings indicate that *Al-Arabiyyah Bayna Yadaik* effectively facilitates the development of the four fundamental Arabic language skills—listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*)—through systematic, communicative, and contextual learning materials. As a result, the textbook promotes a more active, meaningful, and student-centered learning process (Al-Fauzan et al., 2013; Pahlefi, 2022).

The hypothesis testing using simple linear regression produced the equation $Y = 18.649 + 3.085X$, with a coefficient of determination (R^2) of 0.852. This result indicates that the use of *Al-Arabiyyah Bayna Yadaik* contributes 85.2% to the improvement of students' maharah lughawiyah, while the remaining 14.8% is influenced by other factors beyond the scope of this study. Furthermore, the t-test revealed that the calculated t value (17.144) was greater than the critical t value (2.008), with a significance value of $0.000 < 0.05$. Therefore, the alternative hypothesis was accepted, confirming that the use of *Al-Arabiyyah Bayna Yadaik* has a positive and statistically significant effect on the maharah lughawiyah of eighth-grade students at Diniyah Limo Jurai Islamic Boarding School, Agam (Ghozali, 2021). The findings of this study imply that the selection of appropriate instructional materials is a crucial factor in improving the quality of Arabic language learning in Islamic educational institutions. *Al-Arabiyyah Bayna Yadaik* has proven to function not only as a learning resource but also as an instructional medium that effectively develops students' communicative competence through integrated and learner-centered language instruction. Therefore, the textbook is recommended as one of the primary teaching materials for Arabic language learning, particularly in Islamic boarding schools. Future studies are expected to investigate other factors influencing students' maharah lughawiyah, such as teachers' pedagogical competence, learning motivation, the Arabic language environment (*bi'ah lughawiyah*), and instructional strategies, in order to provide a more comprehensive understanding of how to enhance the quality of Arabic language education (Richards & Rodgers, 2014; Arden & Priyoyudanto, 2025).

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