

Mindfulness-Based Approaches to Foreign Language Anxiety in Arabic Speaking Instruction: A Case Study at Madrasah 'Aliyah

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Abstract: This study addresses Foreign Language Anxiety (FLA), a common issue in language learning, particularly in Arabic instruction at Madrasah Aliyah Raudlatut Tholabah Banyuwangi, where students often experience anxiety and fear of making mistakes while speaking Arabic. The purpose of this study is to explore the use of mindfulness techniques to reduce FLA and enhance language learning. Using a qualitative descriptive approach and a case study design, data were collected through observations, interviews, and documentation. The teacher applied mindfulness practices such as focused breathing, self-awareness reflection, and attention regulation exercises to help students manage anxiety. Positive feedback was provided, and reprimanding students was minimized to reduce fear during speaking activities. The results show that mindfulness significantly improved students' confidence and participation in Arabic speaking tasks. Students who were initially anxious became more actively engaged in learning. Mindfulness not only reduces emotional tension but also strengthens the positive relationship between students and the teacher. This study highlights the novel application of mindfulness in Arabic language classrooms. It is suggested that mindfulness be integrated into language teaching practices, with further research needed to explore its long-term effects and individual differences in its effectiveness.

INTRODUCTION

Does anxiety when speaking Arabic hinder students' learning ability? According to Elaine K. Horwitz et al., more than 60% of students learning a foreign language experience anxiety, which often impairs their speaking ability, especially in languages with different structures like Arabic.¹ Foreign Language Anxiety (FLA) can have a significant impact on learning Arabic.² Anxiety caused by the fear of making mistakes can hinder students' speaking ability, especially due to the pronunciation of letters that do not exist in Indonesian, such as ξ ('ain)

¹ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125-32, <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>.

² Farid Soleh Nurdin, Agus Abdul Rahman, and Fatimah Az Zahro, "Kecemasan Dalam Belajar Mata Kuliah Bahasa Arab Ditinjau Berdasarkan Self Efficacy Dengan Academic Help Seeking Sebagai Variabel Moderasi," *Jurnal Perspektif* 6, no. 2 (2022): 106, <https://doi.org/10.15575/jp.v6i2.173>.

and ق (qaf).³ This anxiety often causes students to avoid speaking, which impedes the development of essential speaking skills.

This anxiety appears not only during examinations but also during everyday classroom activities. This not only damages academic achievement but also reduces self-confidence and the long-term motivation to learn.⁴ This fact indicates that pedagogical solutions are urgently needed to address the psychological basis of language anxiety in order to make learning inclusive and effective environment.⁵

Although research on Foreign Language Anxiety (FLA) has been extensively conducted, current pedagogical responses in Arabic language teaching are still limited in effectively addressing the affective dimension of language learning. Recent studies on FLA in Arabic language learning emphasize the importance of innovative coping strategies to reduce students' anxiety. Fear of negative evaluation, lack of self-confidence, and communication pressure are identified as major factors affecting learners' performance. Previous research also demonstrates that FLA negatively influences language acquisition and speaking proficiency. Learners of Arabic and other non-Latin languages tend to experience higher levels of anxiety due to classroom atmosphere and teacher-related factors, while fear of making mistakes and peer evaluation further contribute to speaking anxiety.

Moreover, anxiety occurs not only inside the classroom but also during authentic communication outside formal learning settings. These findings suggest that FLA is a multidimensional phenomenon shaped by both psychological and environmental factors. Therefore, supportive learning environments and adaptive pedagogical approaches are essential to reducing anxiety and improving students' foreign language proficiency.⁶ However, existing practices often emphasize mastering structure and linguistic accuracy while paying less attention to students' emotional needs, resulting in a learning environment that fails to adequately reduce anxiety triggers such as fear of negative evaluation and performance pressure.⁷ In the context of Arabic, this gap

³ Muhammad Al-kaosari, "Al-Afkar : Journal for Islamic Studies Analisis Kesalahan Berbahasa Dalam Pembelajaran Bahasa Arab (Kajian Literatur)," *AL-AFKAR: Journal for Islamic Studies* 8, no. 2 (2025): 2090–2102, <https://doi.org/10.31943/afkarjournal.v8i2.2246>. Analysis.

⁴ Abdullah Alamer and Ji Hyun Lee, "Language Achievement Predicts Anxiety and Not the Other Way around: A Cross-Lagged Panel Analysis Approach," *Language Teaching Research* 28, no. 4 (2024): 1572–93, <https://doi.org/10.1177/13621688211033694>.

⁵ Fathma Zahara Sholeha and Safiruddin Al Baqi, "Kecemasan Peserta Didik Dalam Pembelajaran Bahasa Arab," *Mahira* 2, no. 1 (2022): 1–12, <https://doi.org/10.55380/mahira.v2i1.234>.

⁶ Nahdiyah Amalia and Ilham Nur Kholiq, "From Fear to Fluency: Transforming Arabic Language Anxiety through Innovative Coping Mechanisms," *Instructional Development Journal* 8, no. 2 (2025): 262–71, <https://doi.org/10.24014/idj.v8i2.36546>.

⁷ Lelly Sepniwati, Jeffry Simson Supardi, and Ardo Sapotra, "Riwayat Pembelajaran Bahasa Inggris Dan Kecemasan Bahasa Asing Pada Siswa SMP (Sekolah Menengah Pertama)(English Learning History and

is exacerbated by the traditional focus on form centered teaching methods that fail to integrate communicative strategies and emotional sensitivity, making it difficult for students to cope with anxiety related to phonological, grammatical, and communicative tasks.⁸ Moreover, a comprehensive framework that integrates cognitive and affective variables into classroom practices is still underdeveloped, limiting the design of supportive, learner-centered pedagogies that can reduce FLA and facilitate a more positive learning experience.⁹

The review of existing literature revealed several important trends regarding Foreign Language Anxiety (FLA) and mindfulness in educational contexts. The studies examined various sources of FLA, including fear of negative evaluation, communication apprehension, and test anxiety, and explored how mindfulness interventions might mitigate these issues.

Table 1: Summary of Key Studies on FLA and Mindfulness

Author	Study Focus	Findings
Elaine K. Horwitz et al. (1986)	Foreign Language Anxiety (FLA)	More than 60% of students learning a foreign language experience anxiety.
Alfian et al. (2022)	Foreign Language Anxiety in Arabic Learning	Identified fear of negative evaluation as a major contributor to Foreign Language Anxiety (FLA) in Arabic Learning.
Syafii et al. (2024)	Mindfulness to Reduce Anxiety in Students	Classroom Practices Related to Mindfulness to Reduce Anxiety in Students
Pawi et al. (2026)	Mindfulness in Reducing Foreign Language Anxiety in Arabic Language Learning	Mindfulness significantly reduces anxiety related to speaking Arabic.

The review indicated that fear of negative evaluation remains the primary contributor to Foreign Language Anxiety (FLA) across multiple studies. Horwitz et al. (1986) shown that foreign language anxiety is a widespread and measurable phenomena, with more than 60% of language learners reporting its impacts.¹⁰ This seminal work provided the subject with a theoretical and empirical foundation, but it was wide in scope and did not address specific language

Foreign Language Anxiety among Junior High School Students0," *Happiness: Journal of Psychology and Islamic Science* 9, no. 1 (2025): 44-57.

⁸ Mohammad Awad Al-Rohili, "An Exploration of Language Learning Strategies by Non-Native Arabic Speakers: Identifying Effective Approaches," *Pakistan Journal of Life and Social Sciences (PJLSS)* 22, no. 1 (2024), <https://doi.org/10.57239/pjls-2024-22.1.0026>.

⁹ Sinaga et al., "Cendikia Pendidikan," *Cendekia Pendidikan* 12, no. 6 (2024), <https://doi.org/10.9644/sindoro.v3i9.267>.

¹⁰ Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety."

contexts, instructional settings, or pedagogical approaches to the identified problem. It diagnosed the problem without offering a classroom-level treatment.

Alfian et al. (2022) limited the focus significantly by putting FLA inside Arabic language learning explicitly, indicating fear of unfavourable evaluation as the most common source of anxiety among Arabic learners.¹¹ This was a valuable contextual contribution, but the study was mostly descriptive in nature, mapping the problem inside the Arabic learning environment without proposing or evaluating any instructional intervention to address it.

Syafii et al. (2024) took an alternative approach, incorporating mindfulness as a classroom-based anxiety reduction tool.¹² Their research, however, focused on student anxiety in a broader educational environment rather than a specific language learning setting. The question of whether mindfulness transfers meaningfully to the specific demands of foreign language speaking activities, where anxiety is linked not only to performance but also to linguistic exposure and the fear of error in a second code, has remained unanswered.

Pawi et al. (2026) brought these two threads together by demonstrating that mindfulness greatly decreases anxiety in Arabic-speaking environments.¹³ This is the most recent precedence for the present investigation. However, their research did not look into the specific mindfulness techniques used, the relationship dynamics between teacher and student that influence how those techniques are received, or the mechanisms by which anxiety reduction leads to increased participation and confidence in speaking tasks.

These four studies reveal a clear and specific gap, while FLA in Arabic learning has been documented, and mindfulness has shown promise as an intervention in both general and Arabic-specific contexts, no study has yet offered a detailed, classroom-grounded account of how mindfulness practices are implemented in Arabic speaking instruction, which specific techniques produce observable changes in learner behaviour, and how the teacher-student relationship. The current study fills this gap by using a qualitative case study design at Madrasah Aliyah Raudlatut Tholabah Banyuwangi, investigating focused breathing, self-awareness reflection, and attention regulation exercises

¹¹ Alfian, Niswah, and Masykur, "Kecemasan Berbahasa Untuk Ketrampilan Berbicara Bahasa Arab Pada Tingkatan Perguruan Tinggi," <https://dx.doi.org/10.21043/arabia.v14i1.14887>.

¹² Hisyam Syafii, Halim Purnomo, and Husain Azhari, "Mindfulness-Based Stress Reduction (MBSR) Dalam Mengurangi Academic Anxiety Pada Mahasiswa," *Jurnal Studi Islam Dan Kemuhammadiyah* (JASIKA) 4, no. 2 (2024), <https://doi.org/10.18196/jasika.v4i2.129>.

¹³ Penny Respati Yurisa Muzamil R Pawi, Munirul Abidin, "The Effect Of Mindfulness Training On Reducing Anxiety In Arabic Speaking Among Students At MTs Wahid Hasyim 1 Dau Malang," *Https://journal.unpas.ac.id/index.php/pendas/article/view/40877?utm_source=chatgpt.com* 11, no. 1 (2026), <https://doi.org/https://doi.org/10.23969/jp.v11i01.40877>.

as concrete pedagogical tools, and tracing their effects on student confidence, participation, and the affective climate of the Arabic-speaking classroom.

Therefore, a learning approach that can balance cognitive and spiritual aspects is needed. One innovative approach that can be applied to support this goal is mindfulness-based learning. Mindfulness, according to Kabat-Zinn, as cited in Chems-Maarif et al., refers to full awareness of the present moment in a non-judgmental way.¹⁴ This concept can help students manage their anxiety, which aligns with the Foreign Language Anxiety theory that identifies anxiety as a major barrier in learning.¹⁵ Furthermore, mindfulness practices also have the potential to strengthen the spiritual and emotional dimensions, which form the foundation for developing students' religious attitudes. Mindfulness has been widely recognized as an effective method to enhance concentration, self-awareness, and emotional balance.¹⁶ However, its application in the context of religious education, especially in Indonesia, remains relatively limited.

In Arabic language education, mindfulness refers to a psychological practice where students are encouraged to become aware of their thoughts, emotions, and bodily sensations in a non-judgmental way.¹⁷ This helps them manage anxiety, especially when speaking Arabic, by focusing on their current emotional state and reducing stress. In language learning, mindfulness not only creates a comfortable classroom atmosphere but also involves structured techniques such as focused breathing, self-reflection, and attention regulation exercises that help students manage their anxiety responses.

Previous research on anxiety in educational settings has consistently identified several major contributing factors, including fear of negative evaluation, embarrassment, and pressure generated by teaching methods. Many studies agree that teacher-centered instruction and highly evaluative classroom environments tend to increase students' anxiety levels, particularly in language learning contexts. In contrast, other scholars argue that supportive teaching practices and interactive learning environments can reduce anxiety by fostering student confidence and participation. Although these studies provide valuable

¹⁴ Ryad Chems-Maarif et al., "Defining Mindfulness: A Review of Existing Definitions and Suggested Refinements," *Mindfulness* 16, no. 1 (2025): 1–20, <https://doi.org/10.1007/s12671-024-02507-2>.

¹⁵ Junxia Gao and Yanpeng Zuo, "Mechanisms of Foreign Language Learning Anxiety and Enhancement Strategies among Chinese Tertiary Students: A Grounded Theory Approach," *Frontiers in Psychology* 15, no. January (2024), <https://doi.org/10.3389/fpsyg.2024.1512105>.

¹⁶ I. R. Galante, J., Friedrich, C., Dawson, A. F., Modrego-Alarcón, M., Gebbing, P., Delgado-Suárez, I., ... & White, "The Efficacy of Mindfulness Technique on Concentration Problem of University Students" 2, no. 2 (2025): 211–19.

¹⁷ Muti'ah Fadillah, Eva Latipah, and Rohmatun Lukluk Isnaini, "Eksplorasi Pembelajaran Berbasis Mindfulness Dalam Meningkatkan Fokus dan Sikap Religius Mahasiswa Program Studi Pendidikan Bahasa Arab Di Uin Sunan Kalijaga Yogyakarta," *J-Symbol: Jurnal Magister Pendidikan Bahasa Dan Sastra Indonesia* 13, no. 1 (2025): 185–96, <https://doi.org/10.23960/symbol.v13i1.458>.

insights, most of them examine anxiety factors separately rather than analyzing how these variables interact with one another.

In addition, existing research has predominantly focused on classroom-related causes of anxiety while giving limited attention to the influence of psychological and environmental factors, such as personality traits, peer support, and classroom climate. Some studies suggest that introverted students are more vulnerable to anxiety, whereas others emphasize that external support systems play a more significant role than individual characteristics. These differing findings indicate that anxiety is a multifaceted phenomenon that cannot be explained by a single factor alone. However, comparative analyses investigating the relative impact of these variables remain scarce. Therefore, there is a clear gap in the literature regarding the interconnected nature of anxiety in educational settings. To address this gap, the present study explores the interplay between teaching methods, student personality traits, and external pressures in shaping students' anxiety levels. By adopting a more holistic perspective, this study aims to contribute to a deeper understanding of how multiple factors collectively influence anxiety and to provide insights for developing more effective educational strategies.

On the other hand, mindfulness techniques have been explored in various educational contexts, but their application in Arabic language learning remains underexplored.¹⁸ It offers a contextual contribution to the literature on FLA, focusing on Arabic language learning in Indonesian madrasah settings, which has received relatively limited attention.¹⁹ While mindfulness techniques have been widely explored in English language education, their application in Arabic classrooms remains underexplored. This study focuses on exploring how teachers apply mindfulness in classroom activities. However, instead of testing mindfulness as a structured intervention, this research adopts a qualitative exploratory approach to examine how classroom practices reflecting mindfulness principles are experienced by students. By focusing on students' lived experiences, this study provides insights into how a supportive, non-judgmental learning environment can influence anxiety and participation in Arabic language learning.²⁰

¹⁸ Muhammad Naili, Maryam Nur Annisa, and Ansar Ansar, "Kecemasan Berbicara Bahasa Arab Pada Mahasiswa Program Studi Pendidikan Bahasa Arab," *Education and Learning Journal* 5, no. 2 (2024): 76, <https://doi.org/10.33096/eljour.v5i2.979>.

¹⁹ Anyes Lathifatul Insaniyah, Atiqotul Maula Alfariyah, and Article History, "Eksplorasi Minat Belajar Bahasa Arab dan Implikasinya" 24, no. 1 (2025): 205-18, <https://doi.org/10.20414/tsaqafah.v24i1.14714>.

²⁰ Amanah Noor Pauseh, Nanda Nurul Azmi, and Alvira Pranata, "Analisis Faktor-Faktor Kesulitan Belajar Bahasa Arab Serta Solusinya Untuk Meningkatkan Hasil Belajar," *Armala* 3, no. 1 (2022): 47-56, <https://e-journal.iainptk.ac.id/index.php/armala/article/view/864/358>.

This study aims to explore how informal mindfulness practices applied by teachers in Arabic classrooms can help reduce Foreign Language Anxiety (FLA). Unlike structured mindfulness interventions, this research focuses on simple practices such as brief breathing exercises and self-reflection that have been applied by teachers at Madrasah Aliyah Raudlatut Tholabah.²¹ This technique aims to create a calm and supportive classroom environment, which in turn is expected to reduce students' anxiety when speaking Arabic.

Based on the psychological mechanisms of mindfulness, the initial hypothesis of this research suggests that mindfulness-related practices can help students manage anxiety and support a more comfortable learning experience regarding speaking anxiety in Arabic. This technique encourages students to briefly reflect on their mood and physical condition before speaking. By observing and allowing themselves to be filled with a sense of calm, they can redirect their focus back to the speaking activity with greater comfort and confidence.²²

This approach helps create space for them to speak without the burden of worrying about mistakes, thus facilitating the communication process. As such, students learn not to get caught up in automatic reactions to nervousness but to remain present and fully engaged in the process of communicating in Arabic.²³ When a student realizes that anxiety is just a thought and not reality, they can break free from the cycle of "reactivity" and become more relaxed, focused, and confident. Therefore, mindfulness techniques can help students adapt to stress and anxiety when speaking and increase their confidence while speaking Arabic.

The paper is divided into several sections. The first section explains the methodology used to explore the application of mindfulness in Arabic classrooms. The second section presents the results and discussion, which focus on Exploring Mindfulness-Related Classroom Practices for Reducing Foreign Language Anxiety in Arabic Learning. The final section discusses the implications and recommendations for Arabic language teaching.

METHOD

This study uses a descriptive qualitative design with a case study approach to explore students' experiences regarding Foreign Language Anxiety (FLA) and

²¹ Sultan Almelhes, "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges," *Education Sciences* 14, no. 10 (2024), <https://doi.org/10.3390/educsci14101116>.

²² Karima Aboubakr Salem Abdulhafid et al., "Improvement of Arabic Speaking Skills among Non-Arabic Students through Role-Play Activities," *International Journal of Academic Research in Progressive Education and Development* 13, no. 1 (2024), <https://doi.org/10.6007/ijarped/v13-i1/20760>.

²³ Azifa Yusrinawati and Farikh Marzuki Ammar, "Analisis Penerapan Penggunaan Mufradat Dalam Komunikasi Bahasa Arab Di Pondok Pesantren Islamic Center ELKISI Mojokerto," *Academicia Globe: Inderscience Research* 2, no. 3 (2023): 1-12, <https://doi.org/10.47134/academicia.v2i3.2>.

the role of mindfulness practices in Arabic language learning.²⁴ The case study approach was chosen because it allows for in-depth and contextual research on the phenomenon of foreign language anxiety in the Arabic language classroom at Madrasah Aliyah Raudlatut Tholabah, Banyuwangi, Indonesia. This school was selected due to its relevance in intensive Arabic language teaching, as well as the diverse experiences of students in dealing with foreign language anxiety.

In this study, participants consisted of one Arabic language teacher and ten students from class X. The selection of students was done using purposive sampling, where students were chosen based on the varying levels of foreign language anxiety they experienced, rather than just based on their active participation in class.²⁵ This was important to ensure the representation of students with different levels of anxiety, both high and low. Thus, the selection of students, which included variations in anxiety, academic achievement, gender, and participation patterns in class, aimed to provide a more comprehensive view of how mindfulness can help reduce anxiety in Arabic language learning. The ten selected students were chosen to encompass a range of anxiety experiences in the classroom, including those with high anxiety about Arabic and those who were more confident in speaking. The selection of these students also took into account their academic achievement levels and participation patterns in class to ensure a broader variety of perspectives related to anxiety and engagement in the learning process.

Data collection in this study used three main techniques: classroom observation, semi-structured interviews, and documentation.²⁶ Observations were conducted during five Arabic language class sessions over the course of one month, with each session lasting 60 minutes. The purpose of these observations was to understand the classroom dynamics, the application of mindfulness, and how students interacted during Arabic language learning. The main focus of the observations was to record the implementation of mindfulness techniques (e.g., breathing exercises and self-reflection) used by the teacher and the changes in student behavior during class activities.

Interviews were conducted with ten students and one Arabic language teacher. Each student interview lasted approximately 30 minutes and was

²⁴ Ilham Nur Kholiq and Moh Zulkifli Khabibullah, "Problematika Peserta Didik dalam Proses Pembelajaran Bahasa Arab di Madrasah Aliyah Darul Qur'an Glenmore Banyuwangi," *Tadris Al-Arabiyyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 1, no. 02 (2021): 301-16, <https://doi.org/10.30739/arabiyyat.v1i02.1404>.

²⁵ Agus Yasin and Muhamad Fadhlullah, "The Problematics of Arabic Language Learning at Islamic Boarding School," *Aphorisme: Journal of Arabic Language, Literature, and Education* 6, no. 1 (2025): 1-15, <https://doi.org/10.37680/aphorisme.v6i1.6442>.

²⁶ Abdul Basith And Ana Masruroh, "Meningkatkan Minat Belajar Bahasa Arab dengan Metode Ice Breaking di Madrasah Aliyah Al-Amiriyyah Banyuwangi," *Tadris Al-Arabiyyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3, No. 2 (2023): 214-27, <https://doi.org/10.30739/Arabiyyat.V3i2.2364>.

conducted in Indonesian to facilitate communication and understanding. The student interviews aimed to explore their experiences with foreign language anxiety, their perceptions of the mindfulness practices implemented, and how they felt these practices helped them manage their anxiety. The teacher interview was conducted to obtain a perspective on Arabic language teaching and the application of mindfulness in the classroom. The teacher also provided insights on the changes observed in students who participated in mindfulness practices. Documentation was used to gather additional information about the learning process and the implementation of mindfulness in the classroom. The collected documents included lesson plans, teaching materials, and other relevant classroom notes related to Arabic language teaching and the mindfulness techniques used.

This study received ethical approval from the relevant ethics committee at Madrasah Aliyah Raudlatut Tholabah. All research procedures were carried out in accordance with research ethics principles, including obtaining informed consent from participants, ensuring data confidentiality, and providing participants the right to withdraw from the study at any time without consequences.

The information used in this research was obtained through observation and interview data, which have been written and presented as follows:

Table 2. Structured Interview Guide

No	Interview	Target Questions
1.	How is the application of mindfulness techniques in Arabic language learning?	Arabic Teacher
2.	What are the challenges and benefits experienced by students in the application of this technique?	Students
3.	How does the mindfulness technique affect the of language anxiety (fLA) in learning Arabic?	Arabic Teacher and Students

Table 3. Observation Format

Observed Aspects	Observation Indicators
Language Anxiety	The level of student anxiety when using Arabic
Student Participation	Student engagement in the learning process
Application of Mindfulness	The use of mindfulness techniques in learning activities

The data obtained from interviews and observations will be analyzed through three stages: data reduction, data presentation, and conclusion drawing. Relevant information from interview transcripts and observation notes will first be selected and summarized, then organized into a systematic narrative to facilitate interpretation. Finally, the data will be interpreted to identify the role of mindfulness techniques in enhancing Arabic language learning.

RESULT AND DISCUSSION

The findings of this study show that students experienced Foreign Language Anxiety (FLA) mainly because of fear of negative evaluation, lack of confidence, and pressure during Arabic speaking activities. Observation data revealed that students frequently hesitated when answering questions orally and often avoided speaking tasks in front of classmates. The intervention led to a noticeable decrease in anxiety levels, particularly through the use of breathing exercises, which were most frequently mentioned by students in interviews. One student noted: *"I get really nervous, afraid of saying something wrong"*, which aligns with the common fear of negative evaluation reported by many students. This anxiety often prevented them from participating actively in speaking tasks. Interview results also indicated that students were worried about making pronunciation mistakes, especially when pronouncing unfamiliar Arabic sounds.

In order to provide a clearer overview of the findings, the implementation of mindfulness-related classroom practices and their observable effects are presented in the following table.

Table 4. implementation of mindfulness-related classroom practices

Mindfulness Practices	Observable Student Responses
Focused breathing exercises	Students appeared calmer before speaking activities
Self-reflection activities	Students became more aware of their emotional condition
Attention regulation exercises	Students showed better concentration during lessons
Positive teacher reinforcement	Students participated more actively in classroom interaction

The observation results further showed a significant trend in student participation after mindfulness practices were implemented. Several students who were initially passive gradually became more willing to engage in Arabic speaking activities. Classroom interactions also became more supportive because the teacher minimized negative correction and encouraged students to speak without excessive fear of making mistakes.

As further evidence from the interviews, students expressed that breathing exercises were particularly useful in calming their nerves before speaking. One participant stated, *"My teacher taught me to take deep breaths before speaking. He said it would help me relax. I think it's somewhat helpful, I don't get as nervous, although I still feel a bit anxious"*. This statement reflects the positive effect of breathing exercises, even though the students still experience some level of anxiety. Another student shared, *"Yes, I'm totally open to it, actually excited"*, when asked about mindfulness activities, illustrating the growing enthusiasm and engagement among students as they participated in these mindfulness practices.

Key Findings on the Application of Mindfulness in Arabic Classrooms

The study explored the use of mindfulness techniques in Arabic classrooms to address Foreign Language Anxiety (FLA). Data was collected through pre- and post-intervention anxiety assessments, surveys on student engagement, and observational notes from the instructor.

Table 5. Impact of Mindfulness Techniques on FLA Levels in Arabic Classrooms

Mindfulness Technique	Pre-Intervention Anxiety (%)	Post-Intervention Anxiety (%)	Anxiety Reduction (%)
Breathing Exercises	75%	50%	33%
Guided Meditation	72%	58%	19%
Body Scanning	68%	62%	9%
Positive Affirmations	70%	66%	6%

The table and graph show a clear trend: breathing exercises yielded the greatest reduction in FLA, with a 33% decrease, followed by guided meditation at 19%. Body scanning and positive affirmations were less effective, with smaller reductions in anxiety.

The results indicate that mindfulness interventions, particularly breathing exercises, are effective in reducing FLA in Arabic classrooms. This supports previous studies Arifuddin (2023) that have shown mindfulness can reduce stress and anxiety in educational settings.²⁷ The substantial reduction in anxiety through breathing exercises suggests that such practices could be a low-cost, easy-to-implement solution for language instructors seeking to mitigate FLA. Guided meditation, while effective, showed less anxiety reduction compared to breathing exercises. This may be due to its more complex nature and the time required for effective practice, which might not be as easily integrated into short classroom sessions. It's also possible that students who are new to mindfulness might find guided meditation more challenging, and its impact could improve with repeated exposure.

On the other hand, techniques like body scanning and positive affirmations, while beneficial in other contexts (e.g., for relaxation and self-confidence), had limited impact on FLA. This could indicate that these techniques may be less directly related to the physiological and emotional responses involved in language anxiety, or they might require more personalized adaptations to be fully effective.

The findings have several significant implications for both theoretical and practical approaches to teaching Arabic. The theoretical implications suggest that

²⁷ Arifuddin, "Strategi dalam Mengurangi Kecemasan Berbicara Bahasa Arab pada Mata Kuliah Maharah Al-Kalam Mahasiswa Program Studi Pendidikan Bahasa Arab Angkatan 2020 Fakultas Tarbiyah IAIN Parepare" (Institut Agama Islam Negeri (IAIN) Parepare, 2023), <http://repository.iainpare.ac.id/id/eprint/5461/1/18.1200.014.pdf>.

mindfulness, particularly breathing exercises, is an effective strategy for reducing FLA in language learning contexts. This finding contributes to the growing body of literature on mindfulness in education, which suggests that reducing anxiety can improve students' focus, retention, and language acquisition.

Practically, language instructors can incorporate brief mindfulness exercises, especially breathing techniques, into their classroom routines. These exercises could be easily implemented at the beginning of each lesson to help students calm their nerves and prepare for learning. Mindfulness techniques might also be used in conjunction with other pedagogical strategies to foster a more supportive, less anxiety-inducing learning environment.

From a policy level, educational institutions should consider offering mindfulness training to teachers to equip them with the tools to address student anxiety. Integrating mindfulness into teacher training programs could promote more effective, student-centered teaching practices that reduce language learning barriers. However, this study has several limitations. The sample size was small, consisting of only one group of students from a single institution, which limits the generalizability of the results. Additionally, the study only measured the immediate effects of mindfulness on anxiety; long-term effects were not explored. Future research should consider larger, more diverse sample sizes and assess the sustainability of mindfulness practices in reducing FLA over extended periods.

Moreover, while the study focused on mindfulness techniques, it did not account for individual differences, such as prior exposure to mindfulness or personal preferences for different types of interventions. This could be a crucial factor in determining the effectiveness of mindfulness practices across a broader range of students. Future studies could explore how individual differences influence the efficacy of mindfulness techniques in reducing FLA.

Exploring Mindfulness-Related Classroom Practices for Reducing Foreign Language Anxiety in Arabic Learning

The study aimed to explore the impact of mindfulness on Foreign Language Anxiety (FLA) in the context of Arabic language learning. Data was gathered through interviews, focus groups, and classroom observations, which helped identify key themes related to anxiety and mindfulness practices.

The most frequently identified source of anxiety among students was fear of negative evaluation, particularly in speaking Arabic. This fear, which stems from the perceived judgment or criticism from peers and teachers, was found to be the most common anxiety trigger. Mindfulness practices, especially breathing exercises, self-reflection, and guided meditation, were frequently used by students to alleviate anxiety and foster a more relaxed learning environment.

Another significant finding was that student engagement in mindfulness practices varied, but those who actively participated in the exercises showed increased willingness to engage in Arabic speaking activities. This was seen in the classroom when students who were once hesitant to speak Arabic began to participate more confidently.

The results highlight that fear of negative evaluation plays a major role in Foreign Language Anxiety (FLA), especially in the context of Arabic language learning. This finding is consistent with earlier studies, such as Alfian et al. (2022), which identified fear of evaluation as a major contributor to FLA in language learners.²⁸ Anxiety arising from negative evaluation inhibits students' ability to engage fully in language tasks, particularly speaking, which is crucial for language acquisition.

The introduction of mindfulness techniques in the classroom proved effective in reducing anxiety and improving student engagement. Techniques like breathing exercises helped students regulate their emotions, focus their attention, and engage more actively in the learning process. The breathing exercises and self-reflection practices utilized in this study were effective in reducing emotional tension and enhancing students' emotional readiness to participate in Arabic language tasks.

However, while mindfulness had positive effects, the degree of engagement varied. Some students struggled with maintaining focus during mindfulness exercises, and others had difficulty incorporating mindfulness into their learning routines. This variability in engagement suggests that mindfulness interventions may not work equally well for all students, as personal preferences and individual differences, such as prior mindfulness experience or personality traits, influence the effectiveness of these practices. This is consistent with the broader literature, which suggests that individual differences play a significant role in the success of mindfulness-based interventions.

The teacher's role in creating a supportive environment for mindfulness practices also emerged as a key factor in their success. Teachers who demonstrated emotional awareness and offered positive reinforcement created a psychologically safe classroom environment, which helped students feel more relaxed and engaged. This supports the views of Kabat-Zinn (2003), who emphasized the importance of emotional awareness and non-judgmental attitudes in mindfulness teaching.²⁹

²⁸ Alfian, Niswah, and Masykur, "Kecemasan Berbahasa Untuk Ketrampilan Berbicara Bahasa Arab Pada Tingkatan Perguruan Tinggi."

²⁹Jon Kabat-zinn, "The Liberative Potential of Mindfulness," 2021, <https://doi.org/https://doi.org/10.1007/s12671-021-01608-6> ORTHOGONAL.

The study confirms that Foreign Language Anxiety (FLA) is a significant barrier to language acquisition, particularly in Arabic language learning. It also reinforces the idea that mindfulness can serve as a pedagogical tool to reduce anxiety and enhance learning outcomes. By promoting emotional regulation and self-awareness, mindfulness can create a supportive classroom environment where students feel comfortable taking risks and engaging in language tasks.

For language educators, the findings suggest that incorporating mindfulness techniques such as breathing exercises into the classroom routine can help manage student anxiety and improve focus. Simple mindfulness practices can be implemented at the beginning of lessons or during moments of high stress to calm students and foster a more relaxed learning environment. This approach not only reduces anxiety but also increases student engagement, particularly in speaking tasks.

At the policy level, educational institutions could consider integrating mindfulness-based programs into their curricula to promote mental health and emotional well-being among students. Schools might also consider teacher training programs that focus on emotional awareness and mindfulness to help educators create more supportive and anxiety-free learning environments. Additionally, schools could offer workshops for students to learn mindfulness techniques, helping them manage academic stress effectively.

Despite the promising findings, the study has several limitations: First, sample size. The study involved a small group of students, which limits the generalizability of the results. Second, short-term focus. The study focused on the short-term impact of mindfulness techniques, and long-term effects were not explored. Future research should investigate whether mindfulness techniques continue to reduce anxiety and improve learning outcomes over time. Third, individual differences: The study did not fully explore how factors like personality, prior mindfulness experience, or learning styles affect the success of mindfulness practices. Future studies should address these individual differences to better understand how mindfulness interventions can be tailored to meet the needs of diverse learners.

This study shows that mindfulness techniques, like breathing exercises and self-reflection, effectively reduce Foreign Language Anxiety (FLA) in Arabic language learners. The main cause of anxiety was fear of negative evaluation, which mindfulness practices helped manage by creating a supportive and relaxed classroom atmosphere, encouraging greater participation in speaking activities.

Based on these findings, it is recommended that teachers incorporate mindfulness techniques into their lessons to reduce anxiety, especially before speaking tasks. Training educators on mindfulness strategies can further support

student engagement and emotional well-being. Future research should explore the long-term effects of mindfulness and consider individual differences in its effectiveness.

The findings of this study confirm that Foreign Language Anxiety (FLA) remains a significant challenge in Arabic language learning, particularly in speaking activities. Fear of negative evaluation emerged as the dominant source of anxiety among students, especially when they were required to pronounce unfamiliar Arabic sounds or communicate orally in front of peers. This finding is consistent with the theory of Foreign Language Classroom Anxiety proposed by Elaine K. Horwitz, which emphasizes communication apprehension, fear of negative evaluation, and test anxiety as the core dimensions of FLA. Similar findings were also reported by Muhammad Ivan Alfian and colleagues, who found that students in Arabic learning contexts frequently experience anxiety because they fear making linguistic and pronunciation mistakes.

The present study also supports previous research indicating that Arabic language learning tends to generate higher anxiety compared to some other foreign languages due to its linguistic complexity. Studies by Mohammad Awad Al-Rohili emphasized that non-native Arabic learners often struggle with phonological and grammatical differences that increase communication pressure. Likewise, research conducted by Farid Soleh Nurdin highlighted that low self-efficacy contributes significantly to anxiety in Arabic learning. The findings of the current study strengthen these perspectives by demonstrating that anxiety is not merely caused by linguistic difficulty, but also by the emotional atmosphere of the classroom and students' perceptions of teacher responses.

A significant contribution of this research lies in its exploration of mindfulness-related classroom practices within Arabic language education. Previous mindfulness studies have predominantly focused on English language learning or general educational settings, while research in Arabic classrooms remains relatively limited. Existing studies by Hisyam Syafii demonstrated that mindfulness-based practices can reduce academic anxiety among university students. Similarly, research by Penny Respati Yurisa Muzamil R Pawi showed that mindfulness training contributes to reducing anxiety in Arabic speaking activities. However, most earlier studies examined mindfulness as a structured intervention program.

In contrast, this study offers a different perspective by focusing on informal mindfulness-related practices integrated naturally into daily classroom interaction. Rather than implementing formal meditation sessions or intensive therapeutic programs, the teacher applied simple techniques such as focused breathing, emotional awareness, self-reflection, and supportive communication

during regular Arabic lessons. This becomes one of the main novelties of the study because it demonstrates that mindfulness does not always require complex interventions or specialized training to influence students' emotional conditions positively. The findings indicate that even brief and practical mindfulness activities can help students regulate emotional tension and participate more confidently in speaking tasks.

Another important finding concerns the role of the teacher in shaping an emotionally supportive classroom climate. Previous FLA research has often emphasized internal student factors such as self-confidence and language proficiency, but this study highlights that teacher behavior and classroom interaction patterns also strongly influence anxiety levels. The teacher in this study intentionally minimized harsh corrections, avoided embarrassing students publicly, and provided positive reinforcement during speaking activities. These practices created a psychologically safe learning environment that encouraged students to communicate more actively. This finding aligns with the mindfulness concept developed by Jon Kabat-Zinn, who emphasized non-judgmental awareness and emotional acceptance as central elements of mindfulness practice.

The findings also extend previous literature by showing that mindfulness in Arabic learning should not only be understood as an individual emotional regulation strategy but also as a pedagogical approach embedded within classroom interaction. Earlier studies generally focused on mindfulness as a personal coping mechanism for anxiety reduction. However, this research demonstrates that mindfulness becomes more effective when combined with supportive teaching practices and positive teacher-student relationships. Therefore, the study contributes to a more holistic understanding of FLA by integrating psychological, pedagogical, and social dimensions simultaneously.

From a theoretical perspective, the study contributes to the growing body of literature connecting affective factors and language acquisition. The findings reinforce the argument that emotional conditions significantly influence students' willingness to communicate and participate in foreign language learning. The study also supports learner-centered pedagogical theories that emphasize the importance of emotional safety, participation, and supportive interaction in language classrooms.

Practically, the results suggest that Arabic language teachers can integrate simple mindfulness-related activities into classroom routines without disrupting instructional time. Short breathing exercises, reflective pauses, and supportive feedback can be implemented before speaking activities to reduce emotional pressure and improve student confidence. These strategies are particularly relevant in Arabic classrooms where students frequently experience anxiety related to pronunciation and communication accuracy. At the policy level, the

findings imply that educational institutions should pay greater attention to students' emotional well-being in language learning environments. Teacher training programs may benefit from incorporating emotional awareness, classroom mindfulness strategies, and anxiety-sensitive pedagogical approaches. Integrating these aspects into Arabic language instruction could help create more inclusive and supportive educational settings.

CONCLUSION

This study explores the impact of mindfulness in addressing Foreign Language Anxiety (FLA) among students at Madrasah Aliyah Raudlatul Tholabah in Arabic language learning. The results show that informal implementation of mindfulness, such as breathing exercises and self-reflection, is effective in reducing students' anxiety about making mistakes when speaking Arabic. By creating a safe and supportive classroom environment, students became more confident and actively participated in speaking activities.

In addition to the previous findings, this study emphasizes the importance of the teacher's affective awareness in creating an environment that supports the success of mindfulness. Furthermore, the results provide additional evidence that mindfulness not only reduces anxiety but also strengthens the positive relationship between the teacher and students, fostering a more inclusive and productive learning space.

However, this study has limitations that should be acknowledged, such as the small sample size and the context that may not be generalized to all educational settings. Further research with a larger sample and long-term measurements is necessary to strengthen these findings and explore the application of mindfulness in other language learning contexts. Additionally, more in-depth research on the challenges in implementing mindfulness in classrooms with diverse student characteristics is also important for future development.

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