

UNCOVERING ARABIC LANGUAGE ERRORS IN SCIENTIFIC WRITING UNDERGRADUATE THESIS CONTEXT: AN ANALYSIS OF TRANSLATION ASPECT

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Abstract

This study aims to identify and analyze Indonesian-Arabic translation errors in scientific writing among students of the Arabic Language Education Department at Walisongo State Islamic University. Specifically, it seeks to (1) examine the nature of written language translation, (2) evaluate the quality of student translations based on established criteria, and (3) classify common types of translation errors. Employing a qualitative, product-oriented research design, data were collected using purposive sampling from 39 students. The analysis focused on linguistic errors, with translation quality assessed through the criteria of accuracy, readability, and naturalness. The study identified the following types and frequencies of errors: letter-level errors (288), word structure errors (375), vocabulary errors (436), idiomatic or expression-related errors (336), and sentence-level errors (372). These findings suggest that Arabic language lecturers should consider developing idiomatic expression references, composition textbooks, and translation guides tailored to Indonesian-Arabic contexts. The department is encouraged to incorporate these insights into curriculum development, particularly for the courses "Indonesian-Arabic Translation" and "Academic Composition".

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Keywords:

Translation Evaluation; Written Translation; Scientific Research; Error Analysis..

مستخلص البحث

أهداف الدراسة هي: (١) تحديد مواصفات ترجمة اللغة المكتوبة. (٢) تقييم نتائج الترجمة. (٣) تحديد أشكال أخطاء الترجمة الإندونيسية-العربية في كتابة البحوث العلمية لدى طلاب قسم تعليم اللغة العربية بجامعة والى سونجو الإسلامية الحكومية، وتحليل الأجزاء المعرضة لها. هذه الدراسة نوعية، مع بحث موجه نحو المنتج. تتم معالجة التحليل من خلال الأخطاء اللغوية لـ ٣٩ طالباً بطريقة أخذ العينة عمداً. والنتيجة هي: (١) الترجمة بناءً على نص آخر؛ النص الذي أنتجه آلات المترجم؛ (٢) تقييم الترجمة هو محاولة لمعرفة ما إذا كانت الترجمة قد استوفت المعايير الثلاثة: الدقة، وسهولة القراءة، والطبيعية؛ (٣) تصنيفات الأخطاء هي: ٢٨٨ خطأ في الحروف، ٣٧٥ في بنية الكلمات، ٤٣٦ في المفردات، ٣٣٦ في أنواع معينة من التعبيرات، و ٣٧٢ في الجمل. بناءً على ذلك، ينبغي لمحاضري اللغة العربية تطوير تعابير اصطلاحية، في شكل معاجم، بالإضافة إلى كتب مدرسية لتعليم الكتابة، أو أدلة ترجمة الإندونيسية-العربية. يمكن للقسم أخذ ذلك في الاعتبار عند تجميع المواد التعليمية التي يحتاجها الطلاب، خاصة في مادتي "الترجمة الإندونيسية-العربية" و "الكتابة الأكاديمية".

كلمات أساسية: تقييم الترجمة؛ الترجمة المكتوبة؛ البحث العلمي؛ تحليل الأخطاء.

Introduction

University students require strong writing skills that enable them to master writing techniques, express creativity, and communicate their personal experiences.¹ For example, writing scientific papers in journals, final assignments for undergraduate degrees, writing competitions between students, or student competency standards in specific associations or organizations.² The need for interlingual translation was also crucial in establishing the Department of Arabic Language Education at Walisongo State Islamic University, Semarang. The growing need for professional translators reflects the importance of enhancing students' language competence across the four key skills—listening, speaking, reading, and writing—as well as preparing them for specialized language assessments and standardized proficiency tests.³

Government agencies, private organizations, and businesses can address their needs by hiring translation experts.⁴ Foreign language learners (FLL) should have various real-life experiences to enhance their translation skills.⁵ Although various dictionaries or translation tools exist, such as Imtranslator, Google Translate, DeepL, Google Lens, or others, students face deep problems in the translation process, whether from Indonesian to Arabic or vice versa.⁶ The fundamental problem in translating between two languages is finding the right word equivalent in the source language to convey the message in the target language.⁷ This requires compatibility between the two languages in terms of structure, and cultural and social background, including metaphorical aspects (majaz).

¹ Torkis Lubis et al., "Tracking the Creativity of Autobiography and Biography Text Through Poster Media for Higher Education," *An Nabighoh* 26, no. 1 (April 2, 2024): 1–16, <https://doi.org/10.32332/annabighoh.v26i1.1-16>.

² Inayah Inayah et al., "Implications of Academic Writing Training on Journal Writing Activities of Arabic Language Learning Students at UIN Walisongo Semarang," *Proceeding of International Conference on Arabic Language* 3, no. 1 (November 9, 2024): 354–71.

³ Inayah Inayah et al., "Ikhtibār Mi'yār al-Kafā'ah Fī al-Lughah al-'Arabiyyah Bi-Mutaṣaffiḥ al-Imtiḥān al-Āmin Fī Jāmi'ah Walisongo al-Islāmiyyah al-Ḥukūmiyyah Semarang," *LISANIA: Journal of Arabic Education and Literature* 7, no. 2 (December 14, 2023): 198–216, <https://doi.org/10.18326/lisania.v7i2.198-216>; Muhammad Ahsanul Husna and Inayah Inayah, "Taqqim Ta'lim Al-Qira'ah Al-Jahriyah Bi Kitab Mubtadi Fi Silsilah Al-Lisan Ala Asas Tahlil Ihtiyajat Al-Manhaj Al-Mustaqil," *An Nabighoh* 25, no. 2 (December 1, 2023): 197, <https://doi.org/10.32332/an-nabighoh.v25i2.7734>.

⁴ Ines Mergel, Noella Edelmann, and Nathalie Haug, "Defining Digital Transformation: Results from Expert Interviews," *Government Information Quarterly* 36, no. 4 (October 2019): 101385, <https://doi.org/10.1016/j.giq.2019.06.002>.

⁵ Magfirah Thayyib, "From Product-Oriented Learning to Exhibition-Based Exam in Translation Class," *Linguistics Initiative* 3, no. 1 (March 2, 2023): 79–91, <https://doi.org/10.53696/27753719.3197>.

⁶ Ahmad Arifin and Slamet Mulyani, "Persepsi Mahasiswa Terhadap Penggunaan Kamus Digital Bahasa Arab Di Era Society 5.0," *An Nabighoh* 23, no. 2 (December 31, 2021): 235, <https://doi.org/10.32332/an-nabighoh.v23i2.4478>.

⁷ Stuart Campbell, *Translation into the Second Language* (Routledge, 2014), <https://doi.org/10.4324/9781315841144>.

There are at least two reasons why students translate from Indonesian to Arabic when writing scientific papers: First, most students rely more on Indonesian-language sources than Arabic ones, as seen from the footnotes and references used. Second, many students complete the scientific writing process in two stages: they initially write in Indonesian and then translate their work into Arabic. This approach reflects a tendency to structure Arabic writing based on Indonesian patterns of thought. Therefore, students at the university must be able to translate from Indonesian to Arabic correctly. However, the reality is that no two languages share identical systems—whether grammatical, lexical, or morphological—including the use of compound words, idioms, and new terminology. The ability to understand and convey information effectively depends largely on mastering how that information is expressed in both languages.

Given the specificity of each language, it is not easy to transfer a text from one language to another. In addition, according to Larson, a good translation must fulfill three criteria, namely: using a natural form in the target language, producing similarity between the target language speakers' understanding of the translated text and the source language speakers' knowledge of the original text, and maintaining the dynamism of the source language text, which means producing a translation that can arouse the reader's response, just as the source text arouses the reader's response.⁸

As Nababan et al. mentioned, there are three criteria for a good translation. First, there is accuracy, which means that the translated text must be accurate in content. Second, is acceptability, which means that the translated text expresses the rules that apply in the target language and does not conflict with the norms and culture that apply in the target language. Third is readability, meaning the reader must easily understand the translated text. In scientific research, students are in both aspects of translation: translation as a process and translation as an outcome.⁹

One way to determine a good translation between two languages or for learners of a foreign language, such as Arabic, is through error analysis. This process relies on analyzing learners' errors with a clear goal, such as writing or translating official documents for sworn translators or specialized language competencies.¹⁰

⁸ Yohanes A Deo Damar Krisnadi and Priyatno Ardi, "English Phrasal Compounds and Their Indonesian Translation in Spider-Man: Into the Spider-Verse Movie," *ELTR Journal* 2, no. 2 (July 18, 2018): 56–73, <https://doi.org/10.37147/eltr.v2i2.43>; Ria Aresta, "The Influence of Translation Techniques on the Accuracy and Acceptability of Translated Utterances That Flout the Maxim of Quality," *Jurnal Humaniora* 30, no. 2 (June 8, 2018): 176, <https://doi.org/10.22146/jh.33645>.

⁹ James Dickins, Sándor Hervey, and Ian Higgins, *Thinking Arabic Translation: A Course in Translation Method: Arabic to English* (Abingdon, Oxon New York: Routledge, 2017).

¹⁰ Muhammad Afif Amrulloh and Haliyatul Hasanah, "Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 2 (November 13, 2019): 209, <https://doi.org/10.29240/jba.v3i2.815>.

Several aspects of translation errors in university-level research papers can be observed in the quality of Indonesian–Arabic translations produced by students in the Department of Arabic Language Education.¹¹ Researchers have also examined grammatical errors in translated texts (Indonesian–Arabic) and undergraduate students' writing, and perform semantic error analysis.¹² In addition, some studies also explore other types of errors, such as writing mistakes in research summaries, often analyzed using grammatical or spelling theories.¹³

Several studies have previously examined translation errors in university students' academic writing. For example, research by Deviana and Wahdah focused on error analysis in students' abstract sections, identifying grammatical, morphological, and semantic errors, as well as communicative effects at both the micro and macro levels.¹⁴ Their study also addressed grammatical mistakes at the

¹¹ Irawansyah Irawansyah et al., "An Analysis of College Students' Morphological Error in Translating Recount Text from Indonesia to English Using Surface Strategy Taxonomy," *Journal of Linguistics, Culture and Communication* 2, no. 1 (June 25, 2024): 89–102, <https://doi.org/10.61320/jolcc.v2i1.89-102>; Shofa Musthofa Khalid et al., "The Analysis of Semantic Grammatical Errors in Various Arabic Translations," *Arabi : Journal of Arabic Studies* 6, no. 1 (June 30, 2021): 15, <https://doi.org/10.24865/ajas.v6i1.315>; Tulus Musthofa, Nafisatun Nisa, and Abd Rauf Hassan, "Analysis of Language Errors Syntactic Review for the Tarkib Washfi Category in the Student Thesis," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 1 (June 30, 2022): 97–110, <https://doi.org/10.15408/a.v9i1.24413>; Muhammad Ibnu Pamungkas et al., "Error Analysis of Consonant Pronunciation in Arabic Language among Fifth-Grade Students," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 8, no. 1 (June 30, 2024): 56–71, <https://doi.org/10.15575/jpba.v8i1.34596>; Mukroji Mukroji, Shobrun Jamil, and Ahmad Taufiq, "Language Errors in the Thesis Title of Arabic Education Students," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (June 1, 2022): 226–41, <https://doi.org/10.24042/albayan.v14i1.11376>.

¹² Nurul Nasyahirah and Mutia Febriyana, "Portrait of Indonesian Vocabulary in Writing Skills: Case Study of Darul Maaref School Foundation, Thailand," *Journal of Languages and Language Teaching* 12, no. 1 (January 9, 2024): 268, <https://doi.org/10.33394/joltt.v12i1.9865>; Mahmud Abubakar Garba, Abd Rauf Bin Hassan, and Mohd Azidan Abdul Jabar, "Functions of Collocations in the Prevention of Linguistic Errors among Arabic Learners as a Foreign Language," *Cogent Social Sciences* 9, no. 2 (December 15, 2023): 2260608, <https://doi.org/10.1080/23311886.2023.2260608>; Jun Yuan et al., "VibE: A Visual Analytics Workflow for Semantic Error Analysis of CVML Models at Subgroup Level," in *Proceedings of the 30th International Conference on Intelligent User Interfaces* (IUI '25: 30th International Conference on Intelligent User Interfaces, Cagliari Italy: ACM, 2025), 1529–47, <https://doi.org/10.1145/3708359.3712147>; Jun Yuan, Jesse Vig, and Nazneen Rajani, "iSEA: An Interactive Pipeline for Semantic Error Analysis of NLP Models," in *27th International Conference on Intelligent User Interfaces* (IUI '22: 27th International Conference on Intelligent User Interfaces, Helsinki Finland: ACM, 2022), 878–88, <https://doi.org/10.1145/3490099.3511146>.

¹³ Katarina Zamborova and Blanka Klimova, "Analyzing Second Language Written Summaries at University Level," *Emerging Science Journal* 5, no. 6 (December 1, 2021): 943–52, <https://doi.org/10.28991/esj-2021-01322>; Carmen Hevia-Tuero, Susie Russak, and Paz Suárez-Coalla, "Spelling Errors by Spanish Children When Writing in English as a Foreign Language," *Reading and Writing* 36, no. 7 (September 2023): 1797–1820, <https://doi.org/10.1007/s11145-022-10356-5>; Charanjit Kaur Swaran Singh et al., "Grammar Errors Made by ESL Tertiary Students in Writing," *English Language Teaching* 10, no. 5 (April 4, 2017): 16, <https://doi.org/10.5539/elt.v10n5p16>.

¹⁴ Ade Destri Deviana and Nurul Wahdah, "Jaudah Mustakhlashaat Al Buhus Al Jami'iyyah Min Al Lughah Al Indunisiyyah Ila Al Lughah Al 'Arabiyyah Ladaa Thalabah Qismi Ta'limi Al Lughah Al 'Arabiyyah

morphological and syntactic levels in Indonesian–Arabic translation, analyzed through a content analysis approach. However, the research does not clearly specify whether the analyzed texts were taken from students' theses or from translation exercises in a particular course.

On the other hand, research emphasizes spelling errors in Arabic script writing by using the orthographic pairing method of basic techniques (orthographic sorting technique) and advanced techniques (comparative linking technique). Also examines the form of Arabic language errors with a focus on writing errors in the linguistic category, including phonology, morphology, syntax, and semantic errors. However, from some of the examples presented, it seems that it is not the result of the writing in the thesis or the translation of the thesis piece. However, other sources of data are relevant to the student's assignments.

One research relies on semantic error analysis, namely in sorting out the right word with the desired meaning in the context of the sentence. In this study, each error in each object is presented one by one, a total of five objects (5 people). Also, it relates to students' ability to pronounce letters, words, or sentences in Arabic and their Arabic text reading skills. But, activities are directed at analyzing errors about the use of Arabic writing rules in writing materials with the Tha'imah analysis method, namely error identification (ta'rīf al-khatha'), description and classification of errors (tausīf al-khata'), and interpretation and explanation of errors (tafsīr al-khatha').

Although these studies have similarities in analyzing errors in Arabic language learning, there are some fundamental differences between the previous studies, namely the object of research used as a data source is not an abstract part of student written work, or excerpts from specific course assignments, such as Imla' and Qira'ah, nor is it an attempt to improve one of the Arabic language skills or analyze one of the textbooks used. This research focuses on analyzing students' translation errors in Chapter 1 of their thesis, where the source of the data studied is Chapter 1 of the thesis of undergraduate students of Arabic Language Education at Walisongo State Islamic University Semarang, whose manuscripts were initially written in Indonesian, by ensuring that they wrote in Indonesian first, not directly writing in Arabic. Their translation process was carried out independently. This data information was obtained from interviews with the respondents (final semester students writing their thesis) and information from the supervisors. Another difference in this study is that the theoretical basis is not based on imla' rules, linguistic theories such as phonology, lexicology, syntax, or semantics, but on the theory of written language translation. The findings of translation errors made by the students in chapter 1 of their thesis were used as the basis for the research.

Fi Jami'ah Balanka Raya Al Islamiyyah Al Hukumiyyah," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (October 23, 2018): 87, <https://doi.org/10.35931/am.v1i2.33>.

The objectives of this study are as follows: (1) to define the characteristics of written language translation; (2) to evaluate the quality of students' translations and explore their potential use in Arabic language instruction; and (3) to identify and analyze the types of Indonesian-to-Arabic translation errors found in research writing produced by students of the Department of Arabic Language Education at Walisongo State Islamic University Semarang, with particular attention to the aspects where errors most frequently occur.

Method

This qualitative research adopted a descriptive analytical approach, aiming to collect and summarise to provide in-depth explanation without relying on statistical analysis. The orientation of the study is product-based, focusing on the analysis of students' translation outputs.¹⁵ Through this research model, the researchers collected the results of an Indonesian-Arabic translation of a research paper by students of the Department of Arabic Language Education at Walisongo State Islamic University, Semarang, to find and analyse the errors that appear in it. No statistical formula was used in this research. The numbers used by the researchers are only to calculate the frequency of occurrence of the same error among the sample used. The organizational structure of this study is as shown in Figure 1.

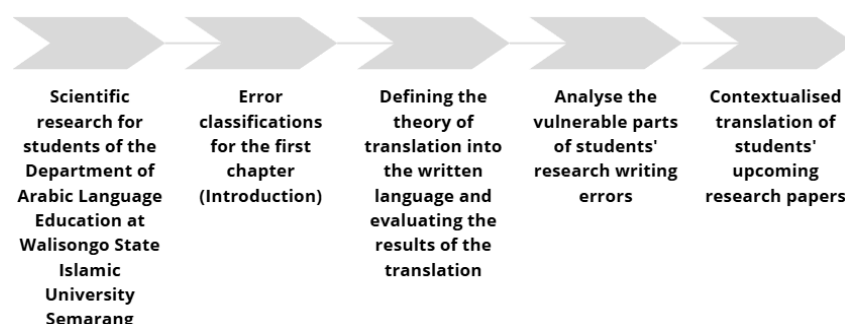


Figure 1. Organizational Structure of this Study

A sample of students from the Department of Arabic Language Education at Walisongo State Islamic University, Semarang, who wrote the research paper, was taken and asked for the translated parts of the Indonesian texts. It was first checked that the texts taken were purely student translations, not machine translations. The sample size was 39 using the purposive sampling method.

¹⁵ Sarah Olthoff, "CLIL in Language Learning Classes: Action- and -Product-Oriented as an Access to Subject-Sensitive -Language Acquisition," *Interface --Journal for European Languages and Literatures*, n.d., <https://doi.org/10.6667/interface.16.2021.134>; Destra Wibowo Kusumo and Distya Kusuma Wardani, "Ragam Penelitian Dalam Studi Penerjemahan," *Jurnal Linguistik Terapan*, May 31, 2019, <https://jurnal.polinema.ac.id/index.php/jlt/article/view/165>.

The study employed linguistic error analysis, focusing on language deviations made by learners—errors that do not constitute linguistic violations but reflect the developmental process of language acquisition.¹⁶ This type of analysis aims to better understand learner challenges and to help prevent similar errors in the future. The research followed several steps. First, researchers identified the translation samples to be examined. Each participant was asked to provide one full page of their research paper's introduction in Indonesian along with their corresponding Arabic translation. The data collected were then analyzed to identify and categorize translation errors based on linguistic features.

Result and Discussion

Written Language Translation

Translation is a complex, bilateral, and cumulative process involving many activities that draw on other languages, writing, linguistics, and cultural disciplines. This interdisciplinary process involves three main activities simultaneously: transferring data from the source language to the target language, analyzing the synchronicity of text and translation, researching the subject matter, and self-development and continuous learning.¹⁷ In translation practice and theory, two key concepts to consider are equivalence and difference. Difference refers to the contrasts that naturally arise between languages and cultures, while equivalence denotes the translator's obligation to produce a text that serves as a reference, analogy, imitation, or faithful representation of the original.¹⁸ Translation aims to produce a target text in the target language from an existing (source) text in the source language. Unlike monolingual writing, the translator is always based on another text; the text produced by the translator is inseparable from the original text on which it is based, nor is it a stand-alone text, as it will always be compared to the existing text.¹⁹

¹⁶ Zulfadli A. Aziz, Siti Sarah Fitriani, and Zahria Amalina, "Linguistic Errors Made by Islamic University EFL Students," *Indonesian Journal of Applied Linguistics* 9, no. 3 (February 10, 2020): 735–48, <https://doi.org/10.17509/ijal.v9i3.23224>; Haryanto Atmowardoyo, "Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D," *Journal of Language Teaching and Research* 9, no. 1 (January 1, 2018): 197, <https://doi.org/10.17507/jltr.0901.25>; Agsa Jabeen, Bahram Kazemian, and Muhammad Shahbaz Mustafai, "The Role of Error Analysis in Teaching and Learning of Second and Foreign Language," *Education and Linguistics Research* 1, no. 2 (September 12, 2015): 52, <https://doi.org/10.5296/elr.v1i2.8189>.

¹⁷ Corina Iordan, "Definition of Translation, Translation Strategy, Translation Procedure, Translation Method, Translation Technique, Translation Transformation," *InterConf*, March 2, 2021, 473–85, <https://doi.org/10.51582/interconf.19-20.02.2021.049>.

¹⁸ Silvia Hansen-Schirra et al., *Empirical Modelling of Translation and Interpreting*, Language Science Press (Language Science Press, 2017), <https://doi.org/10.5281/zenodo.1089335>.

¹⁹ Benjamin Alun Screen, "What Does Translation Memory Do to Translation? The Effect of Translation Memory Output on Specific Aspects of the Translation Process," *The International Journal of Translation and Interpreting Research* 8, no. 1 (April 8, 2016), <https://doi.org/10.12807/ti.108201.2016.a01>.

Translation in written language is closely related to authorship, as authorship is a systematic creation that follows a careful plan so that a person can express their thoughts, opinions, and feelings using an appropriate language in writing.²⁰ In the context of written language translation, particularly from Indonesian to Arabic, grammatical errors often arise due to structural differences between the two languages. Common categories of grammatical errors in Arabic include the following. First, subject-verb agreement. In Arabic, verbs must agree with the subject in both number (singular or plural) and gender (masculine or feminine). However, when the verb precedes the subject (a common phrasal structure in Arabic), it only agrees with the subject in gender, and the verb remains in the singular form regardless of the subject's number. Second, noun-adjective agreement. In Arabic noun phrases, a noun may be followed by one or more adjectives. These adjectives must match the noun in gender, number, definiteness, and grammatical case (nominative, accusative, or genitive). Such agreement rules also apply when adjectives are part of an *isnad* (verbal predicate) structure. Third, Inflected agreement: In Arabic, inanimate plural nouns follow the agreement of the feminine singular in both subject-verb agreement and noun-adjective agreement.²¹

Linguistic errors in texts certainly have implications for the learning process in the classroom. Teachers must correct the mistakes in their students and the applied text. Thus, this additional burden will confuse the teacher's task during the learning process. Errors in punctuation, spelling, word patterns, and unusual use of words will hinder the reading and learning process.²²

Evaluating and Employing Translation Results in the Arabic Language teaching

As an integral part of human evolution, translation has played an essential role in interlingual communication, enabling the exchange of knowledge and culture between different languages. However, most of the wealth of knowledge and expertise built and documented in our society is confined to a language that most of us have limited access to.²³

Translation work must be evaluated, as it serves as a crucial bridge between writers and readers across different languages and cultures. Through systematic

²⁰ Abdul Zaid, Imam Bahroni, and Ahmad Haq, "An Application of Arabic Language Teaching Based on Error Analysis Theory" (Proceedings of the 2nd International Conference on Language, Literature and Education, ICLLE 2019, 22-23 August, Padang, West Sumatra, Indonesia, Padang, Indonesia: EAI, 2019), <https://doi.org/10.4108/eai.19-7-2019.2289474>.

²¹ Hanem El-Farahaty, "A Grammatical Error Analysis of Final Year Students' Arabic Writing," *The Language Scholar* 1 (2017), <https://languagescholar.leeds.ac.uk/a-grammatical-error-analysis-of-final-year-students-arabic-writing/>.

²² Mohamad Hussin, Zawawi Ismail, and Naimah, "Error Analysis of Form Four KSSM Arabic Language Text Book in Malaysia," *Theory and Practice in Language Studies* 13, no. 1 (December 31, 2022): 175–85, <https://doi.org/10.17507/tpls.1301.20>.

²³ Stephen Doherty, "The Impact of Translation Technologies on the Process and Product of Translation," *International Journal of Communication* 10 (February 8, 2016), <https://ijoc.org/index.php/ijoc/article/view/3499>.

evaluation, one can assess whether a translation is appropriate and effective for its intended audience, or whether it contains shortcomings, inaccuracies, or deviations from the source text. Such evaluations are essential for ensuring quality and for identifying areas that require improvement, especially in educational contexts where translation is part of language learning and skill development.

According to Larson, there are three main reasons for proofreading a translation. First, to verify the accuracy of the translation in conveying the meaning of the source text. Second, to assess its readability, ensuring that the content is clear and comprehensible to the target audience. Third, to evaluate its naturalness, which refers to the appropriate use of grammar and style that aligns with the cultural norms of the target language. These three components—accuracy, readability, and naturalness—form the core criteria of translation quality. In line with this, Ottil emphasizes that a thorough translation evaluation should address all three aspects by comparing the translated text comprehensively with the original, rather than focusing on isolated sections.

According to Corder, error analysis serves three important functions. First, errors are valuable for teachers, as they reveal the extent of a learner's progress in acquiring the target language. Second, they offer insights for researchers into the processes of language acquisition and the strategies commonly employed by learners. Third, errors provide learners with opportunities to test and refine their hypotheses about the structure and use of the target language.²⁴

In the context of Arabic language learning—whether in writing, reading, or speaking—common causes of errors include overgeneralization, insufficient grammatical understanding, rule-free application, and incorrect assumptions.²⁵ At the text level, typical errors may involve issues with coherence, meaning, collocation, sentence function, and rhetorical structure. Additionally, other types of errors may arise from idiomatic expressions, genre conventions, or culturally specific language use.²⁶

This study contains procedures for analyzing linguistic errors, namely collecting a sample of errors, identifying, explaining, classifying, and evaluating them. However, the researchers did not arrange the steps of analyzing the linguistic errors made by Sovinaz and Rusady. The errors that appeared were sorted according to their frequency of occurrence, describing the locations of the errors and providing correct examples. They did not go as far as documenting the

²⁴ Wildi Adila, "A Written Grammatical Error Analysis of Second Year Students of Arabic," *Arabi : Journal of Arabic Studies* 4, no. 1 (July 1, 2019): 31, <https://doi.org/10.24865/ajas.v4i1.141>.

²⁵ Muhammad Yudo Agresi Akbari, "Arabic Error Analysis," in *Proceedings of the 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017)* (1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017), Sidoarjo, Indonesia: Atlantis Press, 2018), <https://doi.org/10.2991/icigr-17.2018.41>.

²⁶ Susanne Göpferich and Bridgit Nelezen, "The language-(in)dependence of writing skills: translation as a tool in writing process research and writing instruction," *MonTi: Monografías de Traducción e Interpretación*, 2014, <https://raco.cat/index.php/MonTi/article/view/292851>.

results of the correction in written form, as they were presented in the form of a chart for clarity and reference.²⁷

Forms of Indonesian-to-Arabic Translation Errors in Writing Research

From the analysis of 39 student samples, researchers identified a total of 1,807 translation errors. These errors varied in form and frequency—some appeared frequently across multiple samples, while others occurred only once or twice. In terms of distribution, certain errors were isolated to individual cases, whereas others were common across half or more of the total samples. Due to the wide variety of error types, categorizing them presented a challenge. Nonetheless, the errors were grouped into several broad categories, as illustrated in the pie chart shown in Figure 2.

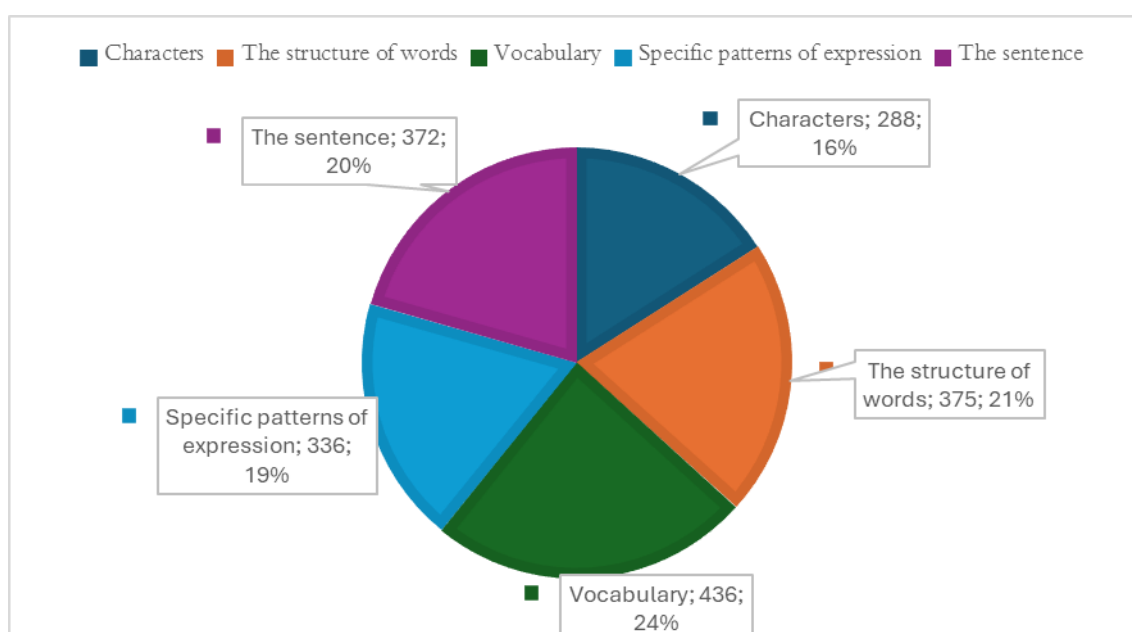


Figure 2. Forms of Translation Errors in Research Paper Writing Among Students of the Department of Arabic Language Education at Walisongo State Islamic University, Semarang

Figure 2 reveals that the translation errors found in students' scientific research writing at the university fall into five main categories: literal errors (288 instances), word structure errors (375), vocabulary errors (436), errors related to specific expressions (336), and sentence-level errors (372). Table 1 provides a detailed breakdown of these categories, highlighting the frequency and distribution of each error type across the analyzed samples.

²⁷ Sovinaz and Achmad Tito Rusady, "Uncovering Arabic Language Errors in Conversational Context: An Analysis of Derivation and Inflection Aspects," *Alsinatuna* 8, no. 2 (June 22, 2023): 172–86, <https://doi.org/10.28918/alsinatuna.v8i2.1745>.

Table 1. Classifications of Error Forms and Their Prevalence in the Research Papers of Students of the Department of Arabic Language Education at Walisongo State Islamic University, Semarang

No	Category or Classifications	Types of Errors	Number of Occurrences	Percentage of Error Prevalence
1	Characters	Prepositional errors	63	79%
		Increased prepositions	60	89%
		Errors and uses of prepositions with transitive verbs	60	53%
		Use of the conjunction	52	42%
		Other mistakes	53	11-21%
Total			288	11-89%
2	The structure of words	Clerical errors	88	84%
		Word Placement Errors	48	47%
		Discrepancies between nouns and their descriptions in terms of number	41	47%
		Words don't match in type or number, so they are misdirected	40	47%
		Error in translating words at the second sign, etc.	39	42%
		Word error of verbs	37	32%
		Reference mismatch in the number of names	34	37%
		Other mistakes	48	5-21%
Total			375	5-84%
3	Vocabulary	Word choice errors	141	89%
		Word errors	95	89%
		Word Shape Errors	70	64%
		Mistranslation of the term	74	53%
		Error in weights	56	58%
4	Certain types of expressions	Total	436	53-89%
		A mistranslation of 'one of (أحد من)'	44	58%
		Passive Pattern Translation Error	46	53%
		Wrong translation of the passive voice (especially with the use of the word done)	58	42%
		Translation error 'was (كان)'	35	37%
		Misspelled '.... Previously (في السابق.....)'	31	5%
		Wrong translation of 'not only....., but also..... (ولكن أيضا)'	32	26%
		A mistranslation of 'he or she (وهو أو وهي)'	30	21%
		Errors in other styles	60	5-21%
		Total	336	5-21%
5	The sentence	Ambiguous sentences	132	89%
		Unintelligible sentences	106	74%
		Incomplete sentence	65	11%
		The sentence deviates from the intent of the original text	69	9%
		Total	372	9-89%

After the researchers detailed each classification, Table 2 shows some examples of errors found in the literature.

Table 2. Some Examples of Letter-Wise Error Forms for Student Research

No	Category or taxonomies	Types of errors	Text from the source language	Translation results in the target language (Arabic)
1	Prepositions	Prepositions Errors	Efforts to optimise teaching and learning activities are appropriate to improve the quality of Arabic language education.	تعتبر الجهود المبذولة لتحسين أنشطة التدريس والتعليم مناسبة للغاية <u>من</u> أجل تحسين جودة تعليم اللغة العربية
2			According to the condition of the students	مناسبة <u>ب</u> حال الطلاب
3			So that they can read the classical Islamic texts	ليقدر <u>في</u> قراءة كتاب التراث
4		Increased prepositions	Helping students improve their understanding of Arabic	زيادة الطلاب لترق فهمهم <u>عن</u> اللغة العربية
5			The author is aware of the events.	عرفت المؤلف <u>عن</u> المشاكل
6			For the first batch of Fadhlul Fadhlun students, they studied the Jurumiyah book	لطالبات الدرجة الأولى في معهد فضل الفضلان يدرسن كتاب <u>الأجرومية</u>

For example, in case (1), the appropriate preposition is to, as it commonly follows the word yes in the context of meaning “for the sake of.” However, the student incorrectly substituted it with a preposition that does not make logical sense. In example (2), the preposition error appears to be influenced by interference from the source language; the student used the preposition b instead of the correct equivalent for with. In example (3), the error stems from the translator’s lack of awareness that the word can is equivalent to qadr, which must be paired with the preposition on in Arabic. This is a case involving a transitive verb that requires a specific preposition and does not allow substitution when the subject follows the verb. Additionally, in translating terms like understanding and know, students often incorrectly added the preposition about, either with or without a conjunction, depending on the original Indonesian text. Further examples of word structure errors identified in the students’ translations are presented in Table 3.

Table 3. Some examples of the forms of errors in terms of word structure for a student’s scientific research

No	Category or taxonomies	Types of errors	Text from the source language	Translation results in the target language (Arabic)
1	The structure of words	Clerical errors	The honourable and forgiven K.H. Saelan	المكرام والمغفور له كياهي الحاج الاستاذ سيلاخذا الإعتقاد يتصل بخاصة اللغة وشخصية عملية التدريس وتعليمها
2			This assumption relates to the characteristics of language and the characteristics of the teaching and learning process.	هذا الإعتقاد يتصل بخاصة اللغة بخاصة اللغة وشخصية عملية التدريس وتعليمها

No	Category or taxonomies	Types of errors	Text from the source language	Translation results in the target language (Arabic)
3	The structure of words	Discrepancies between nouns and their descriptions in terms of number	In writing Hamzah Wasol and Qotho'	في كتابة همزة الوصل والقطع
4		Words don't match in type or number, so they are misdirected	If students can understand their environment and themselves	إذا التلميذ يستطيع أن يفهم البيئة والنفسها
5			However, unlike musical learning, which is widely offered by educational engineers who tend to place songs outside of lessons and use them to facilitate the learning process	على عكس التعلم موسيقي الذي يتم تقديمه على نطاق واسع من قبل المهندسين التربويين الذين يضعون الأغاني كشيء خارج الدرس ويتم جلبهم لتبسيط عملية التعلم

In example (1), two things were misspelled as 'المكرام' and 'المغفر'. The correct spellings are 'المكرم' and 'المغفور'. In example (2), the student made a spelling error in writing the word 'شخصية' as 'شخصية'. Although the reader can still recognize the correct spelling of these words, spelling errors still interfere with understanding the sentence's meaning.

Typos can occur for two reasons. The first reason is unintentional errors when pressing the letter keys on a computer or mobile phone. The other reason is students' lack of mastery of correct writing. Researchers have found this when teaching students, including the students who became the subject of the research. It is not uncommon for students to make spelling errors due to weak memory retention or misreading letters, including their length or form. These misperceptions are often internalized incorrectly and later reproduced inaccurately in writing, leading to spelling or orthographic errors. The number of misspellings needs attention from students and lecturers so that the frequency of their occurrence can be minimized, including translation from Indonesian to Arabic. Thus, the reader's understanding of the translation is not much affected by trying to grasp the correct spelling of the misspelled words.

The original text in example (3) is not wrong, because in Indonesian the word is written in the singular when it is a plural word or several words joined by the conjunction 'and'. In Arabic, however, the translation of that sentence should be read 'in the writing of the hyphen and diphthong' (which refers to duality) because it relates to two different things that are then unified. The other option is to repeat the word hamza until it becomes 'in writing hamzah al-wasl and hamza al-qatha'. This is because in the Arabic language, the 'hamzah' should be written according to the real intention of its use. If it means many, it should be written in the plural form.

In example (4), the student used the pronoun 'they' to denote 'the songs', even though the plural of an irrational is feminine singular. Using the pronoun

'they' for a masculine plural pronoun (humans) will make the reader direct this pronoun not to 'songs' but to 'educators and engineers', which is a masculine plural type. The reader will understand the meanings of the text. This is a deviation from the original text, which leads to a failure to communicate the author's message.

Data on error-prone areas in Indonesian-to-Arabic translation are obtained from these scientific studies based on the frequency and distribution of errors. There are at least nine types of translation errors found in chapter 1 of students' theses, namely:

Grammatical rules

Grammatical errors in Arabic—such as those related to raised nouns (marfū'āt), accusative nouns (manṣūbāt), genitive nouns (majrūrāt), and jussive verbs (majzūmāt)—are common among foreign language learners. However, such errors can be reduced through various preventive strategies. According to Hezi Brosh, the respondents in his study employed several techniques to minimize grammatical mistakes, including reading texts aloud, receiving corrective feedback from others, memorizing grammatical patterns and rules, and internalizing examples of correct phrases and sentence structures.²⁸ Grammatical errors are not limited to student writing; they can also be found in textbooks. Nevertheless, language learners can reduce such errors by using tools such as the Arabic Syntactic Ontology (OAS), which was developed using principles from mathematical set theory.²⁹ This OWL-based model offers automatic correction capabilities grounded in formal Arabic grammar rules. However, its application remains limited—many students, and even university-level Arabic language instructors, are not yet familiar with its use. Moreover, effectively utilizing this tool requires a comprehensive and advanced understanding of Arabic grammatical structures.

Arabic vocabulary

This includes translating specialized terms, especially in Arabic language teaching and learning, the field of study of the Department of Arabic Language Education students. Errors found in chapter 1 of the student's thesis can be entered in big data, such as Dongmei Li's research results, to determine collocation errors, subject-predicate agreement, conjunctions, and missing components.³⁰

²⁸ Hezi Brosh, "Frequent Arabic Grammatical Errors Among Undergraduate Students," *Journal of the National Council of Less Commonly Taught Languages* 31 (2021), https://ncolctl.org/wp-content/uploads/2021/12/9771930903006_0806_Text_B_Proof-1_Part6.pdf.

²⁹ Chouaib Moukrim et al., "An Innovative Approach to Autocorrecting Grammatical Errors in Arabic Texts," *Journal of King Saud University - Computer and Information Sciences* 33, no. 4 (May 2021): 476–88, <https://doi.org/10.1016/j.jksuci.2019.02.005>.

³⁰ Dongmei Li, "Analysis of English Vocabulary Collocation Errors and Its Coping Strategies Based on Big Data," *Journal of Physics: Conference Series* 1992, no. 2 (August 1, 2021): 022190, <https://doi.org/10.1088/1742-6596/1992/2/022190>.

Accurate word choice

This includes the choice between semantic and meaningful vocabulary, as well as the choice between the words “education/تعليم” and “pedagogy/تربية” and between “researcher/باحث-باحثة” and “author/مؤلف-مؤلفة”. This aspect is related to vocabulary acquisition, pronunciation, length, complexity, meaning, connotation, and idiomaticity.³¹

Writing

This includes alphabetic (الهجائية), long (المدود), and short (القصيرة). Error training on these three aspects can be done by pronouncing the Arabic alphabet audio data using mel-spectrograms.³² Many applications, such as ChatGPT, are used for writing practice, especially in this digital and AI era. However, to get better results in style, it is necessary to compare ChatGPT’s translation result with that of a dictionary/human translation and pilot test for readability by general readers.³³

Pronunciation rules

In other words, these errors often involve incorrect word forms and the inappropriate selection of morphological patterns or “weights.” Pronunciation-related issues also fall within Corder’s three classifications of errors: pre-systematic, systematic, and post-systematic.³⁴ Building on Corder’s framework, Rafael identifies three primary sources of language errors: interference errors, which stem from the influence of the learner’s first language (L1); intra-language errors, which arise from incomplete mastery of grammatical rules within the target language; and developmental errors, which reflect gaps in learners’ understanding as they acquire the new language.³⁵

Pronunciation errors generally fall into three categories: segmental, stress-related, and prosodic. Among these, segmental pronunciation errors are the most commonly observed and researched. These errors typically involve the incorrect articulation of specific consonants and vowels—especially those considered complex or uncommon in the target language. Segmental errors are easily

³¹ Sardor Surmanov and Maftuna Azimova, “Analysis of Difficulties in Vocabulary Acquisition,” *Journal of Legal Studies & Research* 6, no. 1 (2020), <https://jlsr.thelawbrigade.com/publications/vol-6-issue-1-february-2020/>.

³² Nishmia Ziafat et al., “Correct Pronunciation Detection of the Arabic Alphabet Using Deep Learning,” *Applied Sciences* 11, no. 6 (March 11, 2021): 2508, <https://doi.org/10.3390/app11062508>.

³³ Nudya Kuntum Khoirel Abidah, Rosyidatul Hikmawati, and Very Erawanto, “ChatGPT in Indonesia-Arabic Translation: A Quality Analysis,” *Al-Arabi: Jurnal Bahasa Arab Dan Pengajarannya = Al-Arabi: Journal of Teaching Arabic as a Foreign Language* 8, no. 1 (June 24, 2024), <https://journal2.um.ac.id/index.php/alarabi/article/view/48060>.

³⁴ Ida Ayu Maharani, I Wayan Pastika, and Ni Luh Ketut Mas Indrawati, “An Analysis of Pronunciation Errors Made by Medical Students at S&I Learning Centre,” *RETORIKA: Jurnal Ilmu Bahasa* 6, no. 2 (October 29, 2020): 105–12, <https://doi.org/10.22225/jr.6.2.2527.105-112>.

³⁵ Agnes Maria Diana Rafael, “An Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN,” *Loquen: English Studies Journal* 12, no. 1 (June 8, 2019): 1, <https://doi.org/10.32678/loquen.v12i1.1676>.

identifiable both perceptually and acoustically, making them a central focus in pronunciation studies. They often reflect the most noticeable aspect of the "foreign accent" in the speech of second-language (L2) learners and are frequently linked to direct interference from the learners' first language (L1).³⁶

Transitive verbs

Some verbs in Arabic require specific prepositions when followed by an object. According to scholars from the Kufah school, verbs are categorized into three types based on temporal usage: past tense, typically expressed using the perfect form (e.g., wazan fa'ala); present and future tenses, expressed using the imperfect form (e.g., wazan yaf'ulu); and permanent actions, which are conveyed through deverbal forms or active participles (e.g., isim fā'il such as wazan fā'il).³⁷ Understanding these verb forms is essential for distinguishing between completed, ongoing, and habitual actions.³⁸

The results of this study identified three errors in transitive verbs, namely administrative errors, inconsistencies between nouns and their descriptions in terms of number, and words that are incorrect in type or number, causing them to be misdirected. In Arabic, sentences indicate singular, dual, and plural (more than two), including transitions of words that follow the wazan fa'ala yufa'ilu with faa'ala yufaa'ilu.

Prepositions

Prepositions play a crucial role in determining the coherence and flow of a sentence, particularly in constructions involving transitive verbs. They function as connecting words that link nouns or other sentence elements, indicating the relationship between the complement and the preceding word in a phrase.³⁹ Prepositions can express various types of functional relationships, including temporal, spatial, and directional meanings. Incorrect use of prepositions can lead to confusion in translation, especially when interference from the source language affects the translator's understanding of the appropriate prepositional use in the target language.

Here, it can be said that the inequality between prepositions in Arabic and Indonesian is the primary source of errors students face in writing their

³⁶ Raya Kalaldehy, "English Pronunciation Errors by Jordanian University Students," *Arab World English Journal (AWEJ)* 7, no. 2 (2016), <https://doi.org/10.2139/ssrn.2814830>.

³⁷ Ayman Yasin and Omar Nofal, "The Effect of Transitivity, Futurity, and Aspectuality on the Translation of English Present Progressive into Arabic Verbal and Active Participle Counterparts," *World Journal of English Language* 13, no. 1 (December 6, 2022): 151, <https://doi.org/10.5430/wjel.v13n1p151>.

³⁸ Amy Bidgood et al., "Verb Argument Structure Overgeneralisations for the English Intransitive and Transitive Constructions: Grammaticality Judgments and Production Priming," *Language and Cognition* 13, no. 3 (September 2021): 397–437, <https://doi.org/10.1017/langcog.2021.8>.

³⁹ Mohammad Musleh Awad Al-Bawaleez and Ahmad Taufik Hidayah Abdullah, "Analysing Preposition Errors Made by Jordanian University Students," *Open Journal of Social Sciences* 11, no. 10 (2023): 96–111, <https://doi.org/10.4236/jss.2023.1110007>.

undergraduate theses. The three prepositions of time and place used, such as in, on, and at, can all be represented by one preposition in Arabic.⁴⁰

Connecting words between sentences

Such as and, so, until, then (ثم، ف، حتى). This is similar to the translations made by Arabic learners in Moghazy's study, which found that 'video on YouTube' was translated as 'أشرطة فيديو توتيوب' and 'go to' was translated simply as 'ذهبنا', which should have been translated into Arabic as 'ذهبنا إلى'.⁴¹ Similarly, the use of conjunctions such as 'Because, Since, as, in the case of' in sentences, which are translated into Arabic as 'لأن، منذ، ك، في', requires consideration of the context of the sentence and the accompanying words.⁴²

Translation Patterns

Such as Passive patterns without subjects, especially those using the word "تم يتم"; patterns of "not only..., but also.../ ولكن أيضًا ..."; Passive sentences; "together...". Together / مع بعضهما البعض; Pattern of "One of.../ أحد من"; Pattern of translating the word "there is/ هناك"; Pattern of "Should/should not be/ ينبغي / يجب". In simple terms, the forms of translation errors are summarized in the diagram as shown in Figure 3.

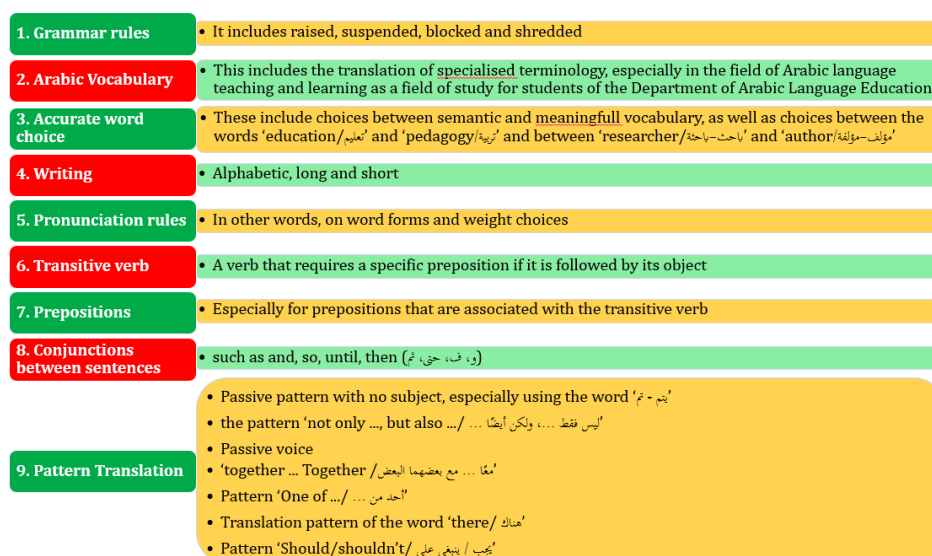


Figure 3. Error-Prone Parts of Indonesian-Arabic Translation in Students' Research Paper Writing at the Department of Arabic Language Education, Walisongo State Islamic University, Semarang

⁴⁰ Abdel Rahman Mitib Altakhaineh and Mona Kamal Ibrahim, "The Incidental Acquisition of English Prepositions by Arabic-Speaking EFL Learners: Evidence From Al Ain University of Science and Technology," *Sage Open* 9, no. 3 (July 2019): 2158244019861497, <https://doi.org/10.1177/2158244019861497>.

⁴¹ Mohamed Moghazy, "Linguistic Analysis of Some Errors of Arabic-Turkish Writing: A Case Study of Arabic Learner in Dubai," *International Journal of Linguistics, Literature and Translation* 4, no. 5 (May 30, 2021): 144–53, <https://doi.org/10.32996/ijllt.2021.4.5.14>.

⁴² Tagor Pangaribuan, Elisa Haddina, and Sondang Manik, "The Students' Error in Using Conjunction (Because, Since, as, in Case) in the Sentences," *English Language Teaching* 11, no. 4 (March 20, 2018): 91, <https://doi.org/10.5539/elt.v11n4p91>.

As shown in Figure 3, the parts prone to Indonesian-Arabic translation errors in scientific research are grammatical and other errors. From those errors, Arabic teachers at that university should pay attention to the kinds of errors that exist as part of the students' needs and improve their error practice with correct grammar by teaching them in Arabic. As Allis explained, the methodology of analyzing language errors includes several steps.⁴³ Namely, collecting a sample of errors, identifying, describing, classifying, and evaluating them. So that errors are not continuous for them, especially in writing scientific research.

Conclusion

The analysis of student research papers revealed five main categories of translation errors: letters, word structure, vocabulary, specific expressions, and sentences. Within these, character-related errors included prepositional misuse, redundancy in preposition usage, errors involving prepositional and transitive verbs, incorrect use of conjunctions, and various other structural mistakes. In total, 1,807 errors were identified from 39 student samples in the Department of Arabic Language Education at Walisongo State Islamic University, Semarang. These were distributed as follows: 288 errors in character use, 375 in word structure, 436 in vocabulary, 336 in specific expressions, and 372 in sentence construction.

To avoid the recurrence of such errors, future translations should aim for greater linguistic accuracy. This study recommends that students—particularly those in the Department of Arabic Language Education—receive more comprehensive training in writing directly in Arabic rather than relying on Indonesian drafts followed by translation. The ability to compose academic research papers directly in Arabic not only minimizes translation errors but also reflects a higher level of language competence, which is a critical benchmark for the quality of graduates in this field.

The study has limitations regarding the sample size of students who write research papers in Indonesian. Because at each level, different students plan to write research papers. So, the researchers, especially the first and second researchers, asked the students individually to find information about their research writing. In addition, the researchers have limitations in categorizing the data from their research because the errors found are prevalent in many aspects. While writing in the first chapter (introduction), it is difficult for the researchers to categorize those errors.

⁴³ Seyed Jafar Ehsanzadeh and Afsaneh Dehnad, "Analysis of High-Frequency Errors and Linguistic Patterns in EFL Medical Students' English Writing: Insights from a Learner Corpus," *BMC Medical Education* 24, no. 1 (November 5, 2024): 1264, <https://doi.org/10.1186/s12909-024-06242-z>; Aya Bayramova et al., "Constructs of Leading Indicators: A Synthesis of Safety Literature," *Journal of Safety Research* 85 (June 2023): 469–84, <https://doi.org/10.1016/j.jsr.2023.04.015>; Joseph Kwarteng et al., "Misogynoir: Challenges in Detecting Intersectional Hate," *Social Network Analysis and Mining* 12, no. 1 (December 2022): 166, <https://doi.org/10.1007/s13278-022-00993-7>.

Future research could explore a broader range of student writing samples across different institutions to examine whether the types and frequencies of translation errors identified in this study are consistent in other contexts. Comparative studies between direct Arabic composition and translated Arabic texts may also offer deeper insights into the cognitive and linguistic processes involved in academic writing among non-native speakers. In addition, further investigation into the effectiveness of targeted instructional interventions—such as translation-focused writing workshops or the integration of digital translation tools—could help identify practical strategies to reduce errors and enhance students' proficiency in Arabic academic writing. Expanding the scope to include oral translation or interpretation tasks may also provide a more comprehensive understanding of students' language competence.

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Author Contribution Statement

FS is the master of the research idea on error analysis, derived from a sample of final years' undergraduate student assignments, specifically theses from the Arabic Language Education Department at the State Islamic University of Walisongo in Semarang. IN is the conceptualiser of the research findings from FS and frames them within the latest error analysis theory, assisted by AH. DF assisted FS in data collection. Regarding translation, FS, IN, AH, and DF collaborated. The findings were disseminated at Prassan Wittaya School, under the Ma'had Tsaqafah Islamiyyah, through a Memorandum of Understanding (MoU) with Wahid Hasyim University in Semarang in August 2024.

Declaration of Competing Interest

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