

Development Integration of Ability to Master Turats and Arabic Language Skills

Mohammad Makinuddin¹, Friendis Syani Amrulloh²

¹²Program Studi Pendidikan Bahasa Arab, Universitas Kiai Abdullah Faqih Gresik, Indonesia

Email: kinudd@gmail.com¹, friendissyani@gmail.com²

Abstrak: Pesantren merupakan institusi pendidikan Islam yang berperan penting dalam menjaga tradisi keilmuan Islam melalui pembelajaran kitab kuning dan bahasa Arab. Namun, dalam perkembangannya, penguasaan kitab kuning di kalangan santri mengalami berbagai tantangan, seperti rendahnya minat belajar, metode pengajaran yang monoton, serta keterbatasan sumber daya pembelajaran. Bahasa Arab sebagai kunci utama dalam memahami kitab kuning juga sering kali belum dikuasai secara optimal oleh santri. Oleh karena itu, penelitian ini bertujuan untuk menganalisis hubungan antara penguasaan kitab kuning dan kemampuan bahasa Arab di pesantren, serta mengembangkan model integrasi pembelajaran yang inovatif dan interaktif guna meningkatkan pemahaman santri. Penelitian ini menggunakan metode deskriptif dengan pendekatan kajian pustaka. Data dikumpulkan dari berbagai literatur akademik, seperti jurnal, buku, dan publikasi ilmiah yang membahas metode pembelajaran kitab kuning dan strategi pengajaran bahasa Arab. Data yang diperoleh kemudian dianalisis menggunakan teknik sintesis tematik untuk mengidentifikasi pola utama dalam integrasi pembelajaran kitab kuning dan bahasa Arab. Hasil penelitian menunjukkan bahwa integrasi pembelajaran kitab kuning dan bahasa Arab di pesantren merupakan strategi yang efektif dalam meningkatkan pemahaman santri terhadap literatur keislaman sekaligus memperkuat keterampilan berbahasa Arab mereka. Metode tradisional seperti sorogan dan bandongan terbukti membantu santri dalam memperdalam pemahaman teks klasik Islam dan memperkaya kosakata serta tata bahasa Arab. Selain itu, pendekatan kurikulum yang menggabungkan pembelajaran di sekolah, tutorial, dan asrama semakin mengoptimalkan efektivitas pembelajaran. Meskipun terdapat tantangan dalam kreativitas dan inovasi pengajaran, integrasi ini tetap menjadi strategi utama dalam memastikan santri memiliki pemahaman agama yang kuat serta keterampilan bahasa Arab yang mumpuni di era global.

Kata Kunci: *Pesantren, Kitab Kuning, Bahasa Arab, Integrasi Pembelajaran, Metode Sorogan, metode Bandongan.*

Abstract: Pesantren is an Islamic educational institution that plays an important role in maintaining the Islamic scientific tradition through learning Turats and Arabic. However, in its development, the mastery of Turats among santri experiences various challenges, such as low interest in learning, monotonous teaching methods, and limited learning resources. Arabic language as the main key in understanding Turats is also often not optimally mastered by santri. Therefore, this study aims to analyse the relationship between mastery of Turats and Arabic language skills in pesantren, as well as to develop an innovative and interactive learning integration model to improve santri understanding. This research uses a descriptive method with a literature review approach. Data were collected from various academic literatures, such as journals, books, and scientific publications that discuss Turats learning methods and Arabic teaching strategies. The data obtained were then analyzed using thematic synthesis techniques to identify the main patterns in the integration of Turats and Arabic learning. The results show that the integration of Turats and Arabic learning in pesantren is an effective strategy in improving santri's understanding of Islamic literature while strengthening their Arabic language skills. Traditional methods such as sorogan and bandongan are proven to help santri deepen their understanding of classical Islamic texts and enrich their Arabic vocabulary and grammar. In addition, the curriculum approach that combines school, tutorial and dormitory learning further optimises learning effectiveness. Despite the challenges in teaching creativity and innovation, this integration remains a key strategy in ensuring santri have a strong religious understanding as well as Arabic language skills for the global era.

Keywords: *Pesantren, Turats, Arabic Learning, Learning Integration, Sorogan Method, Bandongan Method.*

Introduction

Pesantren is known for its intensive education system based on the sanad (chain of transmission) tradition in the transfer of knowledge. Santri (pesantren students) live in the pesantren environment for a certain period of time, usually in the form of dormitories, and follow a structured learning programme. They study various religious disciplines, such as the Qur'an, hadith, tafsir, fiqh, Islamic history, and morals. Pesantren play an important role in maintaining and spreading the teachings of Islam in Indonesia. As Islamic educational institutions rooted in local culture, pesantren also play a role in maintaining and preserving religious traditions as well as customary and social values of the local community.

In the development of the times, pesantren continue to adapt to the changes and challenges that exist. Some pesantren have developed modern programmes that combine religious education with general education, such as mathematics. Pesantren, as a traditional educational institution in Indonesia, plays an important role in shaping the character and

spirituality of the younger generation. Along with the times, pesantren must also continue to adapt and innovate in order to be relevant to the demands of the evolving times. One important aspect that needs to be considered in pesantren is the development of the ability to master Turats and Arabic language skills.

Turats refers to a collection of classical books in the Islamic scholarly tradition containing religious disciplines, such as tafsir, hadith, fiqh, and history. Turats is the main source of teaching in pesantren and is considered a valuable cultural and intellectual heritage. However, in recent years, there has been a decline in interest and understanding of Turats among santri (pesantren students). In addition, Arabic language skills are also an important aspect in understanding the Turats and Islamic scholarship as a whole. Arabic is the main language of Islamic teachings, and a good understanding of this language allows santri to deepen their understanding of the Turats, communicate well in a religious environment, and broaden their scientific horizons.

However, the challenges in developing the ability to master the Turats and Arabic language skills in pesantren cannot be ignored. Some of the influencing factors are the low interest of santri in studying Turats, monotonous teaching methods, lack of resources and relevant learning materials, and a curriculum that has not properly integrated Arabic language learning. To overcome this challenge, a strong integration is needed between the development of Turats mastery skills and Arabic language skills in pesantren. This integration will provide a holistic and integrated learning approach, where santri not only learn the content of Turats, but are also able to understand and apply Arabic well.

This integration can be done through several steps, including the development of innovative and interactive teaching methods, the use of digital technology to increase access to learning materials, teacher training in teaching Turats and Arabic, and the development of a comprehensive and integrated curriculum. By integrating the development of Turats mastery skills and Arabic language skills in pesantren, it is hoped that pesantren can respond to the challenges of the times and remain a relevant centre of religious education. Santris will have a better understanding of the Turats and Islamic scholarship, as well as adequate Arabic language skills to communicate and access broader scientific sources. This study aims to analyse the relationship between mastery of Turats and Arabic language skills in pesantren, develop an innovative and interactive learning integration model, including the use of technology, to improve santri's understanding of Turats and Arabic language skills, and to identify the impact of learning integration on improving santri's understanding of Turats and Arabic language skills.

Method

This research uses a descriptive method with a literature review approach to examine the concept of integrating Turats and Arabic learning in pesantren. This method was chosen because it allows researchers to examine various theories, concepts, and previous

research results in order to gain a deeper understanding of more effective learning strategies. The research process began by identifying relevant literature sources through searches on scientific databases, such as Google Scholar and online libraries. After the data was collected, a selection was made based on relevant topics, including types of motivation, barriers often faced in learning Arabic, and strategies to overcome these barriers. The research was conducted by first collecting various scientific references from journals, books, and other literature that discuss Turats learning methods, Arabic language teaching strategies, and the challenges faced in the integration of the two. The search for sources was conducted through academic databases such as Google Scholar, digital libraries, and publications from Islamic educational institutions. After the data was collected, a selection was made based on relevance to the focus of the research, especially those that discuss the effectiveness of learning methods, obstacles in teaching Arabic in pesantren, and innovations in Turats learning.

The data obtained were then analysed using thematic synthesis techniques to identify the main patterns in Turats and Arabic language learning. This analysis is carried out by comparing the results of previous research to find common ground that can be the basis for developing a more applicable integration model. With this approach, the research is expected to produce concrete recommendations for pesantren managers in designing a more effective learning system, so that santri not only understand the content of Turats textually, but also are able to apply it in the broader context of Islamic science.

Results and Discussion

1. The relationship between mastery of Turats and Arabic language skills

Mastery of Turats and Arabic language skills are closely related, especially in the aspect of reading and understanding classical texts. Turats written in classical Arabic without harakat requires a deep understanding of Arabic grammar, such as nahwu and sharaf, in order to be understood properly. In addition, mastering Arabic mufrodat or vocabulary is also a major challenge for santri in reading Turats. Various studies have shown that Arabic language learning that emphasises understanding grammar and expanding vocabulary can improve the ability to read the Turats, which in turn contributes to improving Arabic language skills in general.

Some studies also reveal that understanding Turats not only affects reading skills, but can also support Arabic speaking and writing skills. Although it does not always have a strong correlation, an understanding of Turats texts can help santri in constructing grammatically correct sentences and understanding the Arabic context used. However, other studies show that other factors, such as learning methods, santri motivation, and reading experience, also affect Arabic language skills. Thus, a learning approach that integrates the

mastery of Turats and Arabic comprehensively is important in improving the students' linguistic competence.

Mastery of Turats and Arabic language skills in pesantren have a relationship, because someone who masters Turats also has Arabic language skills, especially in reading competence. Turats, which are written in classical Arabic without harakat, require a deep understanding of Arabic grammar, including nahwu and sharaf, to understand them well. Mastery of Arabic mufrodat (vocabulary) is also a major challenge for santri in reading the Turats.¹

Effective Arabic language learning can improve the ability to read the Turats. Learning that emphasises mastery of qawaid (grammar) and mufrodat is proven to help santri in understanding the texts of the Turats.² In another perspective, it is explained that the ability to master the nahwu sharaf theory of students affects the ability to read the book and is also influenced by other factors such as motivation, methods and learning models presented by teachers in teaching, student intensity in learning and other influences.³

There is a positive influence between the ability to read Turats and Arabic speaking skills. The ability to understand Turats written in classical Arabic helps in mastering vocabulary, sentence structure, and understanding the context of the language used. The results show that the better one is in reading and understanding Turats, the more fluent one is in speaking Arabic. This is due to an increased understanding of the rules of the Arabic language, such as nahwu and sharaf, which are the basis for constructing sentences correctly and logically. Developing an integrated model of Turats and Arabic learning.⁴

This is reinforced by a study that shows that there is a significant influence between the mastery of Arabic vocabulary and the ability to read the Turats. However, the direct contribution of vocabulary mastery to Turats reading skill is only a small part, while other factors also play a role in improving Turats reading comprehension. This finding indicates that although the mastery of Arabic vocabulary has a positive impact on the ability to read Turats, there are

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- ¹ Syihabuddin, A., & Gumiandari, S. (2024). Pengaruh Penguasaan Mufrodat Terhadap Kemampuan Membaca Turats Santri di Pondok Pesantren An-Nidhom. *Perspektif: Jurnal Pendidikan Dan Ilmu Babasa*, 2(4), 299–321. <https://doi.org/https://doi.org/10.59059/perspektif.v2i4.1977>
- ² Koniah, E. B. (2023). Pembelajaran bahasa arab dalam meningkatkan kemampuan membaca Turats di pondok pesantren al huda kajoran magelang skripsi. *Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zubri Purwokerto*.
- ³ Mariyam, S. (2021). Hubungan penguasaan nahwu sharaf dengan kemampuan membaca Turats pesantren riyadhul huda. *Tatsqifiy: Jurnal Pendidikan Babasa Arab*, 2(1), 71–81. <https://doi.org/https://doi.org/10.30997/tjpba.v2i1.2828>
- ⁴ Wassalwa, A., & Mardiyah, A. (2021). Pengaruh Kemampuan Membaca Turats Terhadap Keterampilan Berbicara Bahasa Arab. *Lahjab Arabiyah: Jurnal Babasa Arab Dan Pendidikan Babasa Arab*, 2(1), 63–66. <https://doi.org/10.35316/lahjah.v2i1.63-66>

still other factors that affect the skill, such as understanding grammar, reading experience, and learning methods used.⁵

There is a significant relationship between the ability to understand Turats and speaking skills in Arabic. Meanwhile, there is a significant relationship between understanding the Turats and writing skills in Arabic. Overall, there is a positive relationship between understanding Turats and speaking and writing skills, although the correlation is not very strong. This finding shows that mastery of Turats can support Arabic language skills, especially in the writing aspect, although it does not directly contribute significantly to speaking skills.⁶

Mastery of Turats is closely related to Arabic language skills, especially in the aspect of reading. As a text written in classical Arabic without harakat, Turats requires a deep understanding of the science of nahwu and sharaf. In this case, students who have a broad vocabulary and a good understanding of grammar will find it easier to read and understand the contents of the Turats. However, vocabulary mastery alone is not enough, because there are other factors such as the learning methods used, the motivation of students, and the intensity of reading practice that also affect the effectiveness of understanding the Turats text.

Research shows a positive relationship between the ability to read Turats and speaking and writing skills in Arabic. Understanding the structure of the Arabic language in the Turats can enrich the vocabulary of students and help in composing sentences that are logical and in accordance with language rules. However, not all studies show a significant relationship between Turats comprehension and speaking skills. This can be caused by learning methods that focus more on passive understanding of texts compared to active communication practices in Arabic. Therefore, a more integrative approach is needed so that students not only understand the text theoretically, but are also able to use it in oral communication.

Mastery of Turats can contribute to improving Arabic language skills, especially in the aspects of reading and writing. However, other factors such as learning methods, reading experiences, and speaking practice also play an important role in developing students' overall language skills. Thus, learning

⁵ Anggraini, R., & Sunhaji, S. (2021). Pengaruh Penguasaan Kosakata Bahasa Arab Terhadap Keterampilan Membaca Turats Siswa Kelas V MI Brawijaya I Trowulan (Studi Kasus Kelas V Di MI Brawijaya I Trowulan). *PROCEEDING: The Annual International Conference on Islamic Education*, 5(1), 245–255.

⁶ Tamam, B. (2015). Hubungan Antara Kemampuan Memahami Turats dengan Kemampuan Lisan dan Tulisan dalam Bahasa Arab. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 3(1). <https://doi.org/10.21093/sy.v3i1.289>

strategies that balance the understanding of Turats and the practice of communication in Arabic need to be implemented to ensure that santri are not only able to understand classical texts, but can also use Arabic actively and effectively in everyday life.

2. The integration model of Turats and Arabic learning in Pesantren.

The integration of Turats and Arabic learning in pesantren is an approach that combines the teaching of classical Islamic texts with a comprehensive mastery of Arabic. The goal is to improve santri's ability to understand and interpret Islamic literature, while honing their Arabic language skills.

One of the methods used in this integration is the sorogan method, where santri individually study the Turats under the direct guidance of the ustadz. This approach not only improves the santri's understanding of the contents of the book, but also enriches their vocabulary and understanding of Arabic grammar. Research at Pondok Pesantren Al-Afiyah Bogor shows that the application of the sorogan method in Turats learning has positive implications for the students' Arabic language skills, including in the aspects of memorising the rules of nahwu, sharaf, and mufrodat, as well as improving their muhadharah (speech) and muhadatsah (conversation) skills in Arabic.⁷

Effective Arabic language learning, which emphasises the mastery of qawaid (grammar) and mufrodat (vocabulary), is proven to help santri in understanding Turats texts. Research at Pondok Pesantren Al-Huda Kajoran Magelang shows that through comprehensive Arabic language learning, santri have improved their ability to read the Turats, which is shown by the increase in the Turats reading practice test scores over the past two years.⁸

Integration can be done through the development of the Arabic language curriculum by integrating three learning programmes, namely the Arabic language curriculum at school, the Arabic language tutorial curriculum outside school, and the Arabic language curriculum applied in dormitories or pesantren. This integration reflects the combination of traditional and modern pesantren education systems in one holistic curriculum. This integrative approach is carried out through several main components in curriculum organisation, including learning objectives, materials and textbooks, learning methods, and curriculum evaluation. With this integration, Arabic language

⁷ Arifin, A., Fakhruddin, F., & Hajja Ristianti, D. (2021). *Penerapan Metode Sorogan Dalam Pembelajaran Turats dan Implikasinya terhadap Kemampuan Bahasa Arab Santri Al-Afiyah Bogor Jawa Barat*. IAIN CURUP.

⁸ Koniah, E. B. (2023). *Pembelajaran bahasa arab dalam meningkatkan kemampuan membaca Turats di pondok pesantren al huda kajoran magelang skripsi*. *Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zubri Purwokerto*.

learning becomes more comprehensive, covering formal academic aspects at school as well as a hands-on practical approach in the pesantren environment. This allows learners to gain a deeper understanding and better Arabic language skills through continuous learning experiences at various times and learning contexts.⁹

Pesantren have a strategic role in shaping the nation's character and responding to the times. Although known as a tradition-based education system, pesantren must also adapt to global demands through progressive education management. Optimising human resources, improving infrastructure, and innovating the education system are the keys to keeping pesantren relevant and competitive. By integrating classical values and modern education, pesantren can continue to contribute in building civilisation and responding to social, economic, and cultural challenges in the global era.¹⁰

The integration of the pesantren curriculum in the madrasah education system, which includes planning, implementation, and inhibiting and supporting factors. Curriculum integration planning is carried out through determining objectives, content organisation, learning strategies, and evaluation systems that combine the pesantren curriculum with the national curriculum. In its implementation, this curriculum adapts typical pesantren learning methods such as bandongan, sorogan, and lectures, and makes Turats the main source of learning. The inhibiting factors of integration include the limited number of teachers who master both the pesantren and national curricula, the diverse abilities of the students, and the limited time allocation. Meanwhile, supporting factors include the pesantren background of teaching staff, increasing teacher competence, and interesting and interactive learning models. In conclusion, the integration of the pesantren curriculum allows harmonisation between education based on Islamic tradition and the needs of modern education, so that santri not only have a deep religious understanding but are also able to compete in the academic and professional world.¹¹

The integration of Turats and Arabic learning in pesantren is a strategic step to improve the understanding of Islamic literature while strengthening the Arabic language skills of santri. The sorogan method is proven to be effective in

⁹ Habibi, B. Y. (2019). Integrasi Kurikulum Bahasa Arab Pesantren Tradisional Dan Modern Di Madrasah Aliyah Program Keagamaan. *Arabi: Journal of Arabic Studies*, 4(2), 151–167. <https://doi.org/10.24865/ajas.v4i2.178>

¹⁰ Fuqoh, Z., & Aziz, A. (2025). Manajemen Kurikulum Pembelajaran Pesantren dalam Meningkatkan Pendidikan Pembaca'an Turats di Pondok Pesantren Raudlatul Huda Al-Islamy Sidomulyo Pesawaran. *Indonesian Research Journal on Education*, 5(1), 2232–2239. <https://doi.org/10.31004/irje.v5i1.2236>

¹¹ Cucu, C., & Machendrawaty, N. (2024). Integrasi Kurikulum Pesantren di Madrasah Aliyah Al-Hikmah. *SPECTRA: Jurnal Pendidikan Agama Islam*, 1(1), 13–22.

improving the understanding of Turats and enriching the vocabulary and Arabic grammar of santri. However, the effectiveness of this method depends on the guidance of competent ustadz and the discipline of santri in participating in the learning. In addition, the integration of Arabic language learning that emphasises the mastery of qawaid and mufrodat also contributes to the ability of santri to read the Turats, as seen from the increase in the scores of the book reading practice exams in various studies.

The integration of the pesantren curriculum with the formal education system is key in ensuring the sustainability and relevance of pesantren education. The development of the Arabic curriculum through a combination of in-school learning, out-of-school tutorials, and boarding school learning reflects a holistic approach that optimises the santri's learning experience. This model allows Arabic learning to be more comprehensive by integrating academic and hands-on aspects. However, this integration faces several challenges, such as limited teaching staff who master both the pesantren system and the national curriculum, as well as differences in the ability of students to absorb material.

Pesantren are required to be more adaptive and innovative in their education system. Although adhering to the Islamic scientific tradition, pesantren must develop more progressive educational management by optimising human resources, improving infrastructure, and curriculum innovation. By integrating classical values and modern education, pesantren can remain a relevant educational institution, not only in shaping the character of santri but also in preparing them to face social and professional challenges. Therefore, the integration of the pesantren curriculum is a strategic step to create graduates who have in-depth religious competence while being ready to contribute in the global era.

3. The impact of integrated learning on improving students' understanding of Turats and Arabic language skills

The integration of Turats and Arabic language learning in Islamic boarding schools has a significant impact on improving students' understanding of classical Islamic texts and their Arabic language skills. Research shows that learning methods that combine Turats teaching with comprehensive Arabic language mastery can improve students' ability to understand and interpret Islamic literature. The application of effective learning methods, such as sorogan and bandongan, which emphasize mastery of grammar (*qawaid*) and vocabulary (*mufrodat*), have been proven to help students understand Turats texts. This shows that the integration of Turats learning with comprehensive Arabic language teaching can improve students' ability to read and understand Islamic texts. The integration of Turats and Arabic language learning not only improves students' understanding of Islamic literature, but also

hones their overall Arabic language skills. This is important to prepare students to face the challenges of globalization and ensure the continuity of Islamic scientific traditions. Turats-based Arabic language learning supported by traditional and classical methods continues to have a positive impact on students. The sorogan and bandongan approaches have contributed to improving learning outcomes, although there are still obstacles in creativity and teaching innovation, which affect students' understanding of reading Turats and mastery of mufrodat. This study still has limitations in analysis and substance, so further, more in-depth studies are needed. Recommendations for further research include the application of an educational philosophy approach in Arabic language learning, local wisdom-based development, and integration with the independent learning curriculum to improve learning effectiveness.¹² In addition, Turats learning also contributes to the mastery of Arabic vocabulary (mufrodat). Research in one of the Islamic boarding schools shows that there is a significant influence in the Turats learning process on the mastery of Arabic vocabulary, both active and passive.¹³

The integration of Turats and Arabic language learning in Islamic boarding schools has a significant impact on improving students' understanding of classical Islamic texts and their Arabic language skills. Traditional learning methods such as sorogan and bandongan play an important role in this process. The sorogan method, in which students individually study books under the direct guidance of a kiai or ustadz, emphasizes individual services that allow students to understand the material in depth. Meanwhile, the bandongan method, in which the kiai reads and explains the contents of the book to a group of students, provides collective services that allow for discussion and shared understanding. Both methods have been proven effective in improving students' ability to read and understand Turats and master Arabic grammar and vocabulary.

Curriculum integration that combines Turats learning with comprehensive Arabic language teaching also plays an important role. This approach includes the development of an Arabic language curriculum that integrates learning programs at school, tutorials outside of school, and learning in dormitories or Islamic boarding schools. This integration reflects the blending of traditional and modern Islamic boarding school education systems in one holistic curriculum unit, so that Arabic language learning becomes more comprehensive and effective.

¹² Jailani, M., & Perawironegoro, D. (2022). Menguatkan Pendekatan Tradisi Sorongan dan Bandongan: Studi Kasus pada Pembelajaran Bahasa Arab (Turats) di Pondok Pesantren Madura. *Shaut Al Arabiyyah*, 10(2), 182–197. <https://doi.org/10.24252/saa.v10i2.26312>

¹³ Nisa, N. (2012). *Pengaruh Pembelajaran Turats Terhadap Penguasaan Kosakata (Mufrodat) Bahasa Arab Di Pondok Pesantren Manba'ul Ulum Grobogan*. PERPUSTAKAAN UIN SUNAN KALIJAGA.

Conclusion

Mastery of *Turats* is closely related to Arabic language skills, especially in the aspect of reading and understanding classical Islamic texts. Students who have a deep understanding of the science of *nahwu* and *sharaf* as well as good mastery of *mufrodat* will find it easier to interpret the contents of *Turats*. In addition, *Turats* reading skills can also contribute to improving the ability to write and speak Arabic, although the correlation is not always strong. Other factors such as learning methods, motivation, and intensity of practice also influence the effectiveness of Arabic language learning in Islamic boarding schools. Therefore, an integrative approach that combines mastery of *Turats* with communication practices in Arabic is an effective strategy to improve students' language competence comprehensively.

Integration of *Turats* and Arabic language learning in Islamic boarding schools is an important strategy in improving the understanding of Islamic literature while strengthening the Arabic language skills of students. The *sorogan* method and *qawaid*-based learning and *mufrodat* have proven effective in helping students understand *Turats* and improve their speaking and reading skills of classical texts. This integrative approach is strengthened by the development of a curriculum that combines traditional and modern Islamic boarding school education systems, including learning in schools, tutorials, and dormitories. Despite facing challenges such as limited teaching staff and variations in student abilities, Islamic boarding schools are still required to innovate and adapt to developments in the era so that they remain relevant in shaping the character and competence of students in the global era.

The integration of *Turats* and Arabic language learning in Islamic boarding schools has been proven to improve students' understanding of classical Islamic texts as well as their Arabic language skills. Traditional methods such as *sorogan* and *bandongan* play an important role in deepening students' understanding of Islamic literature while enriching Arabic vocabulary and grammar. In addition, the curriculum approach that combines learning in schools, tutorials, and dormitories further optimizes the effectiveness of learning. Although still facing challenges in creativity and innovation in teaching, this integration remains the main strategy in ensuring students have a strong understanding of religion as well as adequate language skills in the global era.

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