

THE EFFECTIVENESS OF MOU BETWEEN COUNTRIES ON ARABIC LANGUAGE LEARNING IN UNIVERSITY

Bintang Rosada

Sekolah Tinggi Agama Islam Negeri Mandailing Natal, Indonesia

Corresponding E-mail: bintangrosyadah@gmail.com

ABSTRACT

Although much research has been conducted on plans involving MoU memorandums of understanding between countries, there is still very little research discussing the benefits of MoU memorandums of understanding for Arabic language learning in higher education. Therefore, this research aims to see the effectiveness of a memorandum of understanding (MOU) between Indonesia and developed countries in the economic (technological) sector on Arabic language learning in higher education. This research is included in qualitative research with a bibliographic type (reviewing literature and analyzing relevant topics). Data collection techniques use secondary data indirectly by examining related objects. Data analysis was carried out using descriptive qualitative methods in the form of written sentences and concluding the results based on previous research. The results of the research show that the effectiveness of MOU for Arabic language learning in higher education is in the form of digitalization of Arabic language learning, iconic Arabic language education majors, Arabic language as a patent curriculum, opportunities for self-development for a career on the world stage. Apart from that, the research results also show that there is an impact of the memorandum of understanding on Arabic language learning in universities in the form of a shift in interest from Arabic language learners, foreign languages becoming local content in universities, Indonesia's dependence on foreign products in facilitating Arabic language learning, misuse of technology (changes in norms and immoral acts). This research implies the importance of Arabic language educators as facilitators who continue to monitor the progress of learning in the classroom, as well as the government as a policy maker to be aware of the conveniences provided by outside parties so that they are not complacent.

Keywords: *Memorandum Of Understanding Mou, Arabic Language Learning, Higher Education*



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license

Introduction

Indonesia, as a Muslim-majority country, upholds Islamic values in its life. Islamic values are very inherent in every Indonesian Muslim, this is proven by the beginning of the birth of a baby who immediately hears the monotheistic sentences, namely the call to prayer and iqamat. Not only that, the call to prayer and iqamat that are heard to babies at the beginning of their birth are the formation of the baby's thoughts and personality. As an authentic hadith shows, the call to prayer in the ears of a newborn baby can have an impact on the child's education which includes personality and religion (5437-23719-1-SP, n.d.) Azan and iqamat themselves are sentences of monotheism that use Arabic. In this way, the majority of Muslims have directly heard and known Arabic since their birth. Indonesia has not only made Arabic a part of the content of worship, but more than that, how the majority of Muslims in Indonesia are able to understand the Koran and carry out the essence of the meaning of the Koran itself in their daily lives, so that Arabic is used as an educational content that must be studied by every Muslim living in Indonesia. However, in reality, until now the development of the Arabic language has tended to be stagnant, coupled with the flow of globalization which has caused Muslim students and others to prefer studying English, German and French. This causes a lack of interest in Arabic language learners (Kesulitan et al., 2021) There is no definite data that states the number of interested Arabic language learners, but it is seen from the perspective of life realities from several research sources. One of them is that Arabic in educational institutions in the Islamic world is also starting to be replaced (although not yet replaced) by English or French as the language of instruction for science learning. Various live sports broadcasts in the Arab world, especially football, which are broadcast from the West (English, Spanish, Italian, French or Dutch leagues) already use English. Likewise, television shows or programs in the Arab world have also been heavily influenced by secular and materialistic Western styles and lifestyles. As a result, interest and motivation to study Arabic seriously decreases (Zainuri, n.d.)

The solution also requires many parties to solve the problem through an institutional approach, not just a personal one aimed at teachers. As is known, establishing cooperation between countries (MOU) has a specific purpose, not only to improve a country's economic sector but also to take advantage of progress in other fields such as education. Learning Arabic in Indonesia tends to be considered difficult, making the Indonesian government try to minimize students' difficulties in learning Arabic, especially since Arabic is the second international language after

English. Of course Arabic is needed not only in communication but also in the political and economic arena. With that, the Indonesian government is collaborating with developed countries by making cooperation agreements between Korea and China. Mou is a legal action by one party (subject of law) to express his intentions to another party about something he offers or has. Mou is business cooperation between two or more countries with a written agreement to obtain law for both parties with the aim of mutual benefit (Surminah, 2013)(Misnan, 2022)(Covid- et al., 2022). Mou is also often referred to as a memorandum of understanding between two countries with rules that bind them both (26595-ID-Legalisasi-Memorandum-of-Understanding-Mou-Sebagai-Sarana-Dalam-Mengakhiri-Sengk.Pdf, n.d.) (Setiyaningsih et al., 2020) Various forms of cooperation can be established between Indonesia and other countries, among the forms of cooperation between Indonesia and other countries can be activities or facilities. The cooperation is formed in the form of activities and facilities in the fields of economics, national security, trade, investment and geopolitics. This collaboration was formed to obtain benefits for both parties (Fadhila & Wibowo, 2024) (Internasional, 2017)(Ningsih et al., 2018)Previous research related to this research includes: (Mahasiswa et al., 2024) (Investasi & Perdagangan, 2022) (Zahara & Fithriana, 2017)(Rondonuwu et al., n.d.)(Sumbawa, 2022)(Aditama et al., 2018)(Meyana et al., 2017)(Meyana et al., 2017)(Cholanamdo, 2014)(Agung & Diputra, 2018)The similarity between previous research and this research is that they both use the analysis of mou or memoranda of understanding between countries. The difference lies in the object of study being examined, namely previous research describes long and shortterm activities that have been carried out in accordance with the MOU, whereas this research wants to discuss the effectiveness of the MOU itself as seen from two positive and negative sides (obstacles). Based on this, researchers are interested in further research regarding the effectiveness of mou between countries (Indonesia and other countries) in the field of economics (technology) on Arabic language learning at universities in Indonesia.

Research Method

This research uses a Research methodology is a series of methods used by researchers to carry out work in order to achieve goals. As desired, in this research there are several research methodologies. Research methods are broadly divided into two: qualitative research and quantitative research. This research is included in descriptive qualitative research with a type of literature, so the research method was carried out using library research. Library research is a research process carried out

by reviewing literature and analyzing relevant topics and then combining them (Dakwah & Medan, 2014)(Informasi et al., n.d.)(Moto, 2019) The collection technique used in this research uses secondary data, meaning collecting data indirectly by examining related objects. The data sources come from several literatures such as journals, newspapers, e-books, magazines and various sources that are directly related to this research. The data that has been obtained is then analyzed qualitatively descriptively, namely analysis in the form of written sentences and concluding the results by also observing the results of previous research. Descriptive qualitative data analysis is better known as several stages such as data collection, data reduction, data presentation and data

Result and Discussion

This research aims to describe the effectiveness of cooperation (MOU) between Indonesia and other countries in the field of economics (technology) on Arabic language learning in higher education.

Result

The results of the research show that the effectiveness of the MOU memorandum of understanding between Indonesia and other countries in the field of economics (technology) in particular provides a new color for the world of education, especially for Arabic language learners in higher education.

Discussion

Learning Arabic, which seemed monotonous and stagnant, has changed into exciting learning with the existence of developing learning platforms, in fact learning Arabic is no longer just about listening, but rather a language learning process that involves direct activities, namely, listening, speaking, reading and writing. Behind the various positive solutions provided by the government for the world of education, especially in learning Arabic, there is a negative side that cannot be ignored, therefore students are expected to be wise in utilizing every convenience provided by the government and educators to become facilitators who continue to supervise the on going learning in the classroom. The effectiveness of the MOU will be explained from a positive and negative perspective on Arabic language learning in higher education as follows:

1.1. Positive Side

1.1.1. *Digitalization Of Arabic Language Learning*

Technology is a very useful tool for humans, especially for building a more advanced civilization (Maret & Indonesia, 2024). The use of technology has penetrated Indonesia with various platforms emerging, some of the technology that has entered is a product from abroad which is often found in the marketing area (Harriguna & Wahyuningsih, n.d.) (Maulidi et al., 2021). One of the products that is widely available on the Indonesian market is products from China, Korea and Japan. Starting from household equipment, building materials, vehicles, to products that are used en masse from children to adults, namely gadgets. Where the device is not just a mobile phone, but it also displays platforms which are foreign products in learning technology.

The development of information and communication technology has brought significant changes in the way of learning and teaching Arabic. With the existence of online platforms, mobile applications and social media, learning methods have become more flexible and accessible (Syifa et al., 2024). Learning Arabic, which once seemed monotonous, can now be changed with various methods and the use of media, so that learning becomes very enjoyable. Learning Arabic, which used to involve rote memorization, can now change its style with the presence of videos, films, songs, poetry and Arabic versions of dictionaries, which make learning Arabic not only fun but also easy for the general public to accept. Several brands of learning technology that are used as a medium for learning Arabic include several well-known brands, starting from Xiaomi, Samsung, Nokia. In positive terms, digitalization of learning increases the effectiveness and efficiency of Arabic for students, as well as an extrinsic factor that can influence students' motivation in learning. For educators, digitalization of learning, especially in Arabic, provides a new spirit and commercial opportunities (Ilmu et al., 2024) (Sahmaulana & Lukas, 2024) (Nasrullah & Rahman, 2023).

1.1.2. *Arabic Language as a Characteristic of Education*

With the spread of Muslims throughout the world, it indirectly gave new colors to new places so that the Arabic language also spread throughout all corners. It's no wonder that Arabic is becoming more and more popular, especially since Arabic is currently packed with a touch of technology, thus adding to the attractiveness of foreign language learners. Therefore, Arabic has become an iconic Arabic language education and literature department in universities that is taken into account.

As Arabic is one of the subjects that many people are interested in, especially in Islamic institutions such as Islamic boarding schools, even various schools and

universities under the auspices of the Ministry of Religion and the Ministry of Education and Culture (public and private) create a curriculum using Arabic as its icon, with a learning system that focuses on the use of two languages, namely Arabic and English (Zainuri, n.d.)(Perspektif et al., 2022)(Sari & Hikmah, 2024).As research shows, many educational institutions, both formal and non-formal, make learning Arabic a superior subject (Wijaya et al., 2023).

Currently, universities under the auspices of the Ministry of Religion make Arabic a faculty subject where every student can study Arabic from various departments, even off-campus activities as a talent development unit ask students to make Arabic as one of their specialization choices

1.1.3. Arabic As a Patented University Curriculum

Arabic language courses as a curriculum in schools whose policies and regulations are regulated in Permendikbud number 37 of 2018. The patenting of the Arabic language curriculum in universities is not merely commercial in nature, but because apart from being the second international language in the world, Indonesia also collaborates with eastern countries in the field of education so that many Indonesian Muslims can continue their studies in that country with wide open and easy access, some of them even get free scholarships. Not even eastern countries, even several other countries such as Australia, provide wide access for Indonesian Muslim students to continue their education in their country (Rondonuwu et al., n.d.) The curriculum is the most integral thing in national education, which includes all educational activities both in the classroom and outside the classroom consisting of planning, implementation and evaluation processes (Azhari & Basit, 2024)(Hermawan et al., n.d.)(Fujiawati, 2016).

In determining the curriculum in higher education, several factors must be taken into account, including the objectives and benefits of the curriculum itself. The curriculum must adapt to the needs of society as well as technological developments and its goals for education, so that the curriculum created can be said to be effective and efficient (effective and time consuming).In order for the curriculum to be well structured, attention must be paid to its preparation and development. Several factors that must be considered in compiling and developing a curriculum are student factors, educator factors, subject matter factors, approach factors and educational methods(Aisyah & Cahyani, 2024)(Faktor et al., 2013)(Kurnia Maulida & Chelsy Yesicha, 2019).

In its development, the curriculum must rely on national education standards (SNP), so that the implementation and evaluation process provides

solutions and improvements in adapting the curriculum to the needs of students. In Indonesia, an independent curriculum was implemented to free up learning in schools. An independent curriculum provides freer educational movement so that it is more effective and efficient. The independent curriculum is also intended to address critical learning after the Covid-19 pandemic, as a recovery for learning in the year after the Covid-19 pandemic (Nugraha et al., 2022)(Fitra, 2023). With the implementation of an independent curriculum, it is hoped that Arabic language learning in tertiary institutions will no longer focus on memorization but will also include four language skills, including listening, reading, speaking and writing skills. So that students are not only required to meet knowledge standards but are also required to be able to practice it in real life in society.

1.1.4. Job Opportunities for Arabic Language Education Graduates Are Extensive

The spread of Arabic throughout the world makes the prospects for Arabic in the modern era very promising (Syifa et al., 2024)(Rasyid, n.d.). Various factors such as technological developments, social changes and economic dynamics also influence how much Arabic is needed and create opportunities for students, especially in the world of work.

Currently, the teaching profession is in great demand among university graduates, especially since certification has been implemented by the government. Not to forget, students who graduate from the Arabic Language Study Program (PBA) have ample opportunities to pursue a career, especially as teachers, but there is a government policy that requires certified teachers to teach 24 hours a day, making it a challenge for college graduates to hone their creativity.

At the beginning of the spread of Arabic, it was used to translate the holy books of the Koran and hadith so that they were easy to learn according to the language of its adherents. In Indonesia, many formal and non-formal institutions, especially Islamic boarding schools, use Arabic as the medium of instruction, so that the learning process is carried out using direct and tarjamah methods.

Therefore, the profession of translating Arabic books is a job opportunity for Arabic language learners. Among the advantages of Arabic translators is that translating Arabic books can be done anywhere without being tied to working hours, the profession of translating Arabic books can be used as a side job outside of the main job, and translators will get new information from the books being translated (Munip, 2019). Apart from self-development, the existence of MoU cooperation between Indonesia and developed countries will have a positive impact

on Arabic language graduates to pursue careers on the world stage such as business and politics

1.2. Negative Side

1.2.1. The Shift In Interest Among Arabic Language Learners

There is no definite data that states the number of interested Arabic language learners, but it is seen from the perspective of life realities from several research sources. One of them is that Arabic in educational institutions in the Islamic world is also starting to be replaced (although not yet replaced) by English or French as the language of instruction for science learning. Various live sports broadcasts in the Arab world, especially football, which are broadcast from the West (English, Spanish, Italian, French or Dutch leagues) already use English. Likewise, television shows or programs in the Arab world have also been heavily influenced by secular and materialistic Western styles and lifestyles. As a result, interest and motivation to study Arabic seriously decreases (Zainuri, n.d.)

Apart from that, the shift in interest in learning Arabic can be seen in various schools, not just in universities. Where Arabic language learning in schools is only found in schools that are under the auspices of the Ministry of Religion, this is made worse by limited study hours in schools, school provisions in regulating Arabic language study hours for students make Arabic a little marginalized and less familiar among students. The study time limit that is determined once a week means that students sometimes have difficulty remembering previous lessons. This also reduces the need for students to study Arabic, so that learning Arabic is only what is appropriate for the value requirements. Moreover, Arabic is a language that is rich in vocabulary and grammar that is broader than other languages, so that Arabic is increasingly less popular with students.

Arabic language learning with an independent curriculum that is implemented is hampered by face-to-face hours which are implemented only once a week, so that the difficulties that arise in learning Arabic are caused by several factors such as input from students who are not yet fluent in reading Arabic, mastery of basic vocabulary, modification of Arabic verbs, limited study hours, limited learning facilities, and incomplete environmental support for the effectiveness of students' Arabic (Bahasa et al., 2022).

1.2.2. Foreign Languages Become Local Content In Higher Education

Along with the development of science and technology, to maintain Indonesia's existence in order to realize social welfare, Indonesia has collaborated with several foreign countries with a mutually beneficial system between both

parties, one of which is in the economic sector. Films from East Asian countries such as Korea are even mushrooming among Indonesian teenagers, some teenagers are starting to idolize artists from East Asian countries in droves and are starting to follow everything related to these artists, starting from the language, clothes and attributes that depict their idols. This is what makes East Asian countries profitable.

Several universities are starting to include foreign languages as an option in UKM activities (student activity units), even becoming one of the majors in universities (Santoso, 2014)(Asing & Negeri, 2023). With this profitable collaboration, East Asian countries are taking advantage of this opportunity to develop their country's existence so that it is more accepted by the Indonesian people, one of which is by introducing Asian culture, one of which is the inclusion of the Cia-Cia language or South Butonese language through the Korean Hangeul script in one of the local school content curricula in Southeast Sulawesi (Indrawati, 2015) (Baginda, 2012)(Arafat et al., 2022).

Apart from that, Germany also does not want to lose out in introducing its country by using German as local content in one of the MAN 2 schools in Jambi City (humas MAN 2 JAMBI, 2024)(Baginda, 2012). Local content in German language learning is German language learning which includes elements of local Indonesian wisdom and German culture. The inclusion of German as local content in the MAN 2 Jambi City school is the reason that mastering a foreign language other than English will provide added value for students in the competitive world of work, besides that Germany is one of the countries with rapid technological and research progress.

Apart from that, schools that apply German as local content are SMA Negeri 1 Tandano Sulawesi, SMAN 19 Surabaya, SMAN 11 Makassar and SMAN 10 Bulukumba, as a communication tool in establishing international relations, as well as a communication tool to get to know the country's culture and introduce one's own culture (Manado, n.d.)(Azizah & Saleh, 2023).Indonesia is one of the ASEAN countries with the highest interest in German because the country's quality is undoubted, therefore, the Indonesian government provides space to disseminate the German language which is supported by various facilities, with the establishment of German cultural institutions or better known as the School Project: Partners for the Future (andre indra kusuma, 2018).

The Indonesian government not only opens up opportunities for foreign languages to enter Indonesia through education in schools, but does more than that. One of them is that the Ministry of Defense has created a KEMHAN Education and

Training program for 2023 and includes foreign languages as learning, such as Arabic, German, Mandarin, Russian, Japanese, French and Korean. This was done partly with the aim of increasing the competence of human resources based on science and technology (Kepala et al., 2023).

1.2.3. *Indonesia's Dependence On Foreign Products In Facilitating Arabic Language Learning*

The various imported technologies entering Indonesia are nothing but a policy of the Indonesian government in establishing mutually beneficial cooperation with other countries. One of the collaborations between Indonesia and other countries is in the economic sector, which includes learning technology.

Learning technology originating from abroad has penetrated many countries in Indonesia, one of which is laptops and gadgets originating from various countries such as India, China, Japan. (Putri et al., 2025) (Bisnis et al., 2024) (Ekspor-impor et al., 2025)

In fact, some learning in various educational institutions is connected to the use of devices as media and learning tools, including Arabic. Arabic language learning in various educational institutions, from primary, secondary and tertiary institutions, uses devices as a learning medium.

In other words, Indonesia is dependent on foreign technology which has risks from two sides, both positive and negative (Magister et al., n.d.)

1.2.4. *The Impact Of Digitalization On Arabic Language Learning*

Digitalization of learning has negative impacts in addition to its many benefits. The negative impacts of digitalization of Arabic language learning on students include misuse of technology, dependency, changes in norms, immoral acts, laziness in socializing physically (Anugrah & Dewi, 2023) (Maret & Indonesia, 2024) (Nurhemah & Rahma, 2024). Misuse of technology can result in students not studying because they are too engrossed in the various learning platforms provided, and can even result in students not understanding the material being studied.

Apart from that, the impact of digitizing learning makes students lazy to socialize with their peers, because by just accessing the internet students can find answers to the assignments given (*Pediaqu: Jurnal Pendidikan Sosial Dan Humaniora*, 2024) (Pelajar, n.d.). Therefore, students should be wise in using technology and educators are expected to be facilitators who continue to supervise teaching and learning activities in the classroom.

Conclusion

The conclusion of this research is that cooperation agreements between Indonesia and other countries in the field of technological economics are very effective for Arabic language learning in higher education. This effectiveness is described in two positive and negative ways. The positive side of MOU towards Arabic language learning in Indonesian universities such as the digitalization of Arabic language learning, the iconic Arabic language education department, the Arabic language curriculum as a patent, opportunities for self-development for a career on the world stage. The negative sides include reduced interest in Arabic language learners, foreign languages becoming local content in universities, Indonesia's dependence on foreign products in facilitating Arabic language learning, misuse of technology (changes in norms and immoral acts).

This research shows the importance of cooperation in the field of technological economics between Indonesia and other countries to advance Arabic language learning in monotonous classes from year to year. Collaboration between countries can make learning Arabic more varied, not just memorizing and reading, so that learning Arabic feels fun and creates interaction between the material and students. In addition, Arabic language lecturers can access a wider range of educational resources, there by increasing creativity and quality of learning

Nobody's perfect, This research has several short comings that can be refined and considered by further research, including the many benefits of establishing collaboration between countries for Arabic language learners, not only in the learning process in class, but also in maintaining social integration, maintaining identity, ways of thinking, doing business and politics.

Acknowledgment

We would like to thank all parties who have helped in completing this research, without the cooperation of the research team this research would be of no value. We also express our gratitude for the suggestions and constructive input from several colleagues at our beloved university STAIN Mandailing Natal.

References

- Aditama, S., Rochanah, S., & Rahmawati, D. (2018). *Manajemen hubungan sekolah dengan pihak dunia usaha/dunia industri (du/di) di smk negeri 40 jakarta timur*.
- Agung, I. G., & Diputra, R. (2018). *Pelaksanaan Perancangan Kontrak dalam Pembuatan Struktur Kontrak Bisnis*. 3(3), 549–560.

- Aisyah, N., & Cahyani, I. (2024). *Prinsip dan Faktor Yang Mempengaruhi Kurikulum Merdeka*. 2(3).
- andre indra kusuma. (2018). *Saatnya Milenial Belajar Bahasa Jerman Supaya Go Internasional*. <https://www.suara.com/lifestyle/2018/11/30/110000/saatnya-milenial-belajar-bahasa-jerman-supaya-go-internasional>
- Anugrah, P., & Dewi, C. (2023). *Literasi dampak dan tantangan digitalisasi bagi anak usia sekolah*. 7, 1389–1393.
- Arafat, M. Y., Ali, M., & Narimo, S. (2022). *PENDAHULUAN Pendidikan merupakan hal yang sangat penting bagi suatu negara jika negara tersebut ingin maju. Suatu negara jika ingin maju dan bersaing dengan*. 5(1), 8–14.
- Asing, S., & Negeri, U. (2023). *Analisis Penggunaan Duolingo dalam Menunjang Pembelajaran*. 2(1), 31–40.
- Azhari, D. S., & Basit, A. (2024). *Jurnal Review Pendidikan dan Pengajaran, Volume 7 Nomor 3, 2024* | 7578. 7, 7578–7586.
- Azizah, L., & Saleh, N. (2023). *Pictionary dalam Penguasaan Kosakata Bahasa Jerman*. 1(2), 85–91.
- Baginda, P. (2012). *Muatan kearifan lokal dalam pembelajaran bahasa jerman*. 1(2), 130–141.
- Bahasa, P., Pandemi, E., Ritonga, A. W., Mela, D. A., & Ilmiani, A. M. (2022). *Implementasi Kebijakan Tatap Muka Terbatas Sebagai Model Alternatif*. 4(1), 10–19. <https://doi.org/10.47435/naskhi.v4i1.799>
- Bisnis, F., Sosial, I., & Sidoarjo, U. M. (2024). *PERTUMBUHAN EKONOMI DI INDONESIA*. 7, 10347–10359.
- Cholanamdo, D. P. (2014). *No Title*.
- Covid-, P., Tuerah, S., & Sambiran, S. (2022). *Sekretariat: Gedung C, Lantai 2, Fispol Unsrat Jl. Kampus Bahu Unsrat Manado* 1. 2(1), 1–9.
- Dakwah, D. F., & Medan, K. I. (2014). *Oleh* : 08(01), 68–73.
- Ekspor-impor, T., Perlita, R. M., Carolina, R. O., & Permatasari, S. D. (2025). 1,2,3,4. 6(6).
- Fadhila, H., & Wibowo, A. (2024). *Dinamika Hubungan Indonesia dengan Negara-Negara Asia Timur dalam Kerangka Kerja sama Strategis*. May.

- Faktor, D., Mempengaruhi, Y., Marzuqi, B. M., & Ahid, N. (2013). *Perkembangan Kurikulum Pendidikan Di Indonesia : Prinsip*. 99–116.
- Fitra, D. (2023). *Kurikulum Merdeka dalam Pendidikan Modern*. 06(02), 149–156.
- Fujiawati, F. S. (2016). *Pemahaman konsep kurikulum dan pembelajaran dengan peta konsep bagi mahasiswa pendidikan seni*. 1(1), 16–28.
- Harriguna, T., & Wahyuningsih, T. (n.d.). *Kemajuan Teknologi Modern Untuk Kemanusiaan dan Menetapkan Desain dengan Memanfaatkan Sumber Tradisional Islam Kemajuan Teknologi Modern Untuk Kemanusiaan Dan Menetapkan Desain dengan*.
- Hermawan, Y. C., Juliani, W. I., Widodo, H., & Yogyakarta, A. D. (n.d.). *PENDAHULUAN Manusia membutuhkan pendidikan dalam kehidupannya karena dengan pendidikan manusia dapat mengembangkan potensi diri serta kepribadiannya melalui proses pembelajaran yang dijalani atau dengan cara lain yang telah dikenal di masyarakat (Nurmadi*. 34–44.
- humas MAN 2 JAMBI. (2024). *Bahasa Jerman Menjadi Mata Pelajaran Muatan Lokal di MAN 2 Kota Jambi pada TA 2024/2025*. <https://man2kotajambi.mdrsh.id/news/14136/bahasa-jerman-menjadi-mata-pelajaran-muatan-lokal-di-man-2-kota-jambi-pada-ta-2024-2025.html>
- Ilmu, J., Jie, E., & No, V. (2024). *Jurnal ilmu ekonomi (jie)*. 3(3), 81–97.
- Indrawati, D. (2015). *Bahasa ciacia dan aksara kontemporeranya*.
- Informasi, P. T., Teknik, F., Surabaya, U. N., Informasi, P. T., Teknik, F., & Surabaya, U. N. (n.d.). *PENELITIAN KEPUSTAKAAN (LIBRARY RESEARCH) MODUL PEMBELAJARAN BERBASIS AUGMENTED REALITY PADA PEMBELAJARAN SISWA Rizaldy Fatha Pringgar Bambang Sujatmiko*. 317–329.
- Internasional, H. (2017). *INDONESIA-KOREA SELATAN*. IX(06).
- Investasi, B., & Perdagangan, D. A. N. (2022). *KERJASAMA EKONOMI ARAB SAUDI-INDONESIA DALAM*.
- Kepala, K., Pendidikan, B., & Pelatihan, D. A. N. (2023). *PROGRAM PENDIDIKAN DAN PELATIHAN*.
- Kesulitan, I., Bahasa, B., Mahasiswa, A., Sekolah, A., Pada, U., & Piba, P. (2021). *Al waraqah*: 2(1), 41–56.

- Kurnia Maulida, & Chelsy Yesicha. (2019). Representasi Dakwah dalam Novel Ayat-Ayat Cinta 2 Karya Habiburrahman El Shirazy. *KOMUNIDA : Media Komunikasi Dan Dakwah*, 9(1), 66–88. <https://doi.org/10.35905/komunida.v9i1.1133>
- Magister, M., Sistem, T., & Indonesia, U. (n.d.). *ANALISIS KETERGANTUNGAN INDONESIA PADA TEKNOLOGI ASING DALAM ANALYSIS OF INDONESIA DEPENDENCE ON FOREIGN TECHNOLOGY IN THE ENERGY SECTOR AND ITS IMPACT ON NATIONAL SECURITY*.
- Mahasiswa, J., Hubungan, M., & Wiranata, S. (2024). *KERJASAMA INDONESIA-CHINA DI BIDANG*. 1(1), 110–121. <https://doi.org/10.36859/dgsj.v1i1.2864>
- Manado, U. N. (n.d.). *Efektifitas dan efisiensi pembelajaran bahasa jerman sebagai bahasa asing di sma negeri i tondano*. 644–654.
- Maret, N., & Indonesia, U. P. (2024). *Sisi Terang dan Gelap: Digitalisasi pada Perkembangan Pendidikan Indonesia Delia Maharani Latifah Meynawati dapat tercapainya tujuan Pendidikan (Anita dan Astuti , 2022). Digitalisasi Pendidikan*. 3(1).
- Maulidi, A. R., Islam, U., Antasari, N., Shalilah, A., Islam, U., & Antasari, N. (2021). *PENDIDIKAN ANAK DI ZAMAN MODERN : UPAYA*. 1(2), 1–11.
- Meyana, Y. E., Ulfatin, N., Universitas, M. P., & Malang, N. (2017). *PELATIHAN DENGAN LEMBAGA LAIN*. 157–165.
- Misnan. (2022). Team and Teamwork Menurut Manajemen Pendidikan. *Jurnal Intelektual Prodi MPI*, 11, 1–23.
- Moto, M. M. (2019). *Indonesian Journal of Primary Education Pengaruh Penggunaan Media Pembelajaran dalam Dunia Pendidikan*. 3(1), 20–28.
- Munip, A. (2019). *Tantangan dan Prospek Studi Bahasa Arab di Indonesia Abstrak*. 5(2), 301–316. <https://doi.org/10.14421/almahara.2019.052-08>
- Nasrullah, A., & Rahman, A. W. (2023). *Digitalisasi Pembelajaran Di Sekolah*. 05(02), 5238–5245.
- Ningsih, E. A., Falianty, T. A., & Budiarti, F. T. (2018). *PEMANFAATAN KERJA SAMA INDONESIA-JEPANG ECONOMIC PARTNERSHIP AGREEMENT (IJEPA) DAN INDONESIA – PAKISTAN PREFERENTIAL TRADE AGREEMENT (IPPTA) Utilization of Indonesia-Japan Economic Partenrship Agreement (IJEPA) and Indonesia - Pakistan Preferential . 181–204*.
- Nugraha, T. S., Pendidikan, D., & Jawa, P. (2022). *Inovasi Kurikulum*. 19(2), 251–262.

Nurhemah, N., & Rahma, A. (2024). *PENGARUH ERA DIGITAL TERHADAP PENDIDIKAN*. 4, 141–147.

Pediaqu: Jurnal Pendidikan Sosial dan Humaniora. (2024). 3(1), 145–163.

Pelajar, D. (n.d.). *Prosiding Seminar Nasional Pendidikan Bahasa dan Sastra Indonesia (SENAPASTRA)* E-ISSN : 3062-7338. 1–8.

Perspektif, H., Freire, P., & Adila, V. N. (2022). *Shaut Al- ' Arabiyah Konsep Pembelajaran Bahasa Arab Berbasis Pendekatan*. 10(1), 69–76.
<https://doi.org/10.24252/saa.v10i1.25437>

Putri, I. N., Albari, P. K., Putri, J. K., & Zein, M. (2025). *Perdagangan Bebas di Era Digital : Dilema Ekonomi Indonesia*. 231–240.

Rasyid, N. (n.d.). *Tantangan Pembelajaran dan Prospek Bahasa Arab di Indonesia*. 47–57.

Rondonuwu, V., Mamentu, M., Tulung, T. E., Studi, P., Politik, I., Pemerintahan, J. I., Sosial, F. I., & Ratulangi, U. S. (n.d.). *KERJASAMA INDONESIA DENGAN AUSTRALIA DALAM MENINGKATKAN PENDIDIKAN DI INDONESIA 1 INDONESIA AND AUSTRALIA COOPERATION IN IMPROVING EDUCATION IN INDONESIA*.

Sahmaulana, D., & Lukas, S. (2024). *Pengaruh Digitalisasi Pembelajaran , Kompetensi Guru dan Variasi Metode Pembelajaran Terhadap Motivasi Belajar Siswa SMP Auliya*. 5(9), 826–842.

Santoso, I. (2014). *PEMBELAJARAN BAHASA ASING DI INDONESIA* : 14(1), 1–11.

Sari, R. R., & Hikmah, K. (2024). *Al Mi ' yar : Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban Implementasi Kegiatan Pembelajaran Bahasa Arab Pada Boarding School SMA Muhammadiyah 2 Sidoarjo*. 7(2), 717–725.

Setiyaningsih, D., Fakultas, M., Universitas, H., Maret, S., Budhisulistiyawati, A., Fakultas, D., Univesitas, H., & Maret, S. (2020). *KEDUDUKAN DAN KEKUATAN HUKUM Memorandum of Understanding (MoU) SEBAGAI TAHAP PRAKONTRAK (KAJIAN DARI SISI HUKUM PERIKATAN)*. VIII(2), 173–179.

Sumbawa, D. I. K. (2022). *Social Humaniora KEMITRAAN PENDIDIKAN SEBAGAI UPAYA PENINGKATAN MUTU PENDIDIKAN JENJANG SEKOLAH MENENGAH ATAS (SMA) Social Humaniora*. 6(1), 19–24.

Surminah, I. (2013). *Pola Kerjasama Lembaga Litbang dengan Pengguna dalam Manajemen Litbang (Kasus Balai Penelitian Tanaman Pemanis dan Serat)*. *Jurnal Bina Praja*, 05(02), 101–112. <https://doi.org/10.21787/jbp.05.2013.101-112>

- Syifa, A., Qolbi, A., Khan, L. F., & Ulfiandi, I. Z. (2024). *Tantangan dan Prospek Bahasa Arab di Era Modern*. 3(1), 25–31.
- Wijaya, M., Sabila, R., & Rismawati, Y. (2023). *Pembelajaran Bahasa Arab berbantuan Media Instagram Untuk Meningkatkan Minat Belajar Siswa Madrasah Tsanawiyah*. 9(2), 817–825. <https://doi.org/10.31949/educatio.v9i2.5080>
- Zahara, A., & Fithriana, A. (2017). *Kerjasama Indonesia dengan Amerika Serikat melalui USAID Prioritas dalam Sektor Pendidikan (2012-2017)*.
- Zainuri, M. (n.d.). *ثحبلا صخلم قليسوك قيبير علا قغلا لعجي مويلا لبأ قيبير علا قغلا سردم وأ ثحابلا لازيلا ريوطت لبأ جاتحي ملعك اهلعجي لمو ، قيبير علا قغلاب قيبوتكلما قيماسلا صوصنلا مهفل اهلح نكيما قيبير علا قغلاب ققلعتلما لكاشل*. II(2), 231–248.