Arabic Language Learning Strategy for Elementary School Graduates in Pondok Pesantren Yusuf Abdussatar Kediri Lobar West Nusa Tenggara, Indonesia

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Abstract

This article discusses the Arabic language learning strategy for elementary school graduates at Pondok Pesantren Yusuf Abdussatar, Kediri Lobar, West Nusa Tenggara. The background of this research is based on the importance of mastering Arabic as a means of communication and understanding religious texts in Islamic boarding schools. However, elementary school graduates who enter pesantren often have limitations in Arabic language skills. Therefore, effective learning strategies are needed to facilitate their understanding. This article examines the various methods used, ranging from the communicative approach, context-based learning, to the use of interactive media and a supportive learning environment. This research uses qualitative methods with observation, interview and document analysis techniques. The results show that the applied learning strategies succeeded in improving students' learning motivation and their Arabic language skills, especially through the combination of theory and hands-on practice. In addition, the active involvement of teachers and the support of an intensive boarding school environment play an important role in the success of the learning process. This article recommends further development on the integration of technology in Arabic language learning to improve the efficiency and effectiveness of learning in Islamic boarding schools.

Keywords: Learning Strategy; Arabic Language; Islamic Boarding School

Introduction

Arabic language education has a strategic role in shaping the character of students in Islamic boarding schools. Arabic, as the language of the Qur'an and Islamic science, is the main foundation in understanding Islamic teachings in depth. At Yusuf Abdussatar Islamic Boarding School, Kediri Lobar, West Nusa Tenggara, Arabic is not only taught as a language of communication, but also as a language of knowledge. Elementary school graduates who continue their education at the boarding school are often faced with new challenges, especially in terms of mastering Arabic. At a relatively young age, their

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language skills are still developing, and require the right learning approach in order to master Arabic well.[1]

Yusuf Abdussatar Islamic Boarding School has developed a special learning strategy tailored to the needs of elementary school graduates. This approach is designed to make it easier for students to understand and use Arabic actively, both in daily communication and in religious studies. The Arabic learning strategy for elementary school graduates at this boarding school includes a variety of interesting and interactive methods, thus motivating students to learn more enthusiastically. Various approaches, such as the use of visual media, educational games, as well as project-based learning, are applied to improve their language skills.[2]

One of the main challenges in learning Arabic for elementary school graduates is the difference in the learning system they previously experienced in elementary school. Most students are not used to the intensity and teaching methods applied in pesantren, so effective adaptation is needed.[3] The approach applied at Yusuf Abdussatar Islamic Boarding School also takes into account the differences in students' backgrounds, both in terms of their initial language abilities and learning experiences.[4] Each student is seen as an individual with unique learning needs, so the methods used are flexible and diverse.[5]

Arabic language learning in this boarding school is also inseparable from the integration of Islamic values.[6] By using Arabic in various aspects of daily life in the pesantren, students are encouraged to not only learn the language theoretically, but also practice it in the context of Islamic life. In the context of teaching for elementary school graduates, Arabic language learning starts from the basic level, such as the introduction of hijaiyah letters, simple vocabulary, and basic conversational sentences. This initial step is important to provide a strong foundation for the development of further language skills.

One of the methods applied is the communicative approach, where students are invited to interact using Arabic from the start of learning. This helps them develop their speaking and listening skills naturally, as well as increase their confidence in language. In addition, Arabic language learning in this pesantren also integrates technology as part of the education modernization strategy. The use of language learning apps, interactive learning videos and other digital platforms provides a variety of teaching-learning processes that are more engaging.

Teachers at Yusuf Abdussatar Islamic Boarding School also play an important role in creating a conducive learning atmosphere. They not only act as teachers, but also as facilitators who help students explore their Arabic language skills through various fun activities. The drilling method, or intensive repetition of material, is also part of the teaching strategy in this pesantren. Students are trained to memorize vocabulary, sentence structures, and important texts in Arabic, so that they can master the language quickly.

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[1] & Marta Sanchez Raluca Barac, Ellen Bialystok, Dina C. Castro, "The Cognitive Development of Young Dual Language Learners: A Critical Review," *Early Childhood Research Quarterly* 29, no. 4 (2014), https://doi.org/10.1016/j.

[2] Abdul Ghofur, "Efektifitas Dan Esiensi Pembelajaran Bahasa Arab (Studi Pembelajaran Bahasa Arab Dengan Menggunakan Buku Al-`Arabiyyah Bayna Yadayka Di Ma'had Abu Bakar Universitas Muhammadiyah Surakarta)," *Didaktika* 20, no. 1 (2019).

[3] Muhammad Ali Al-Khuliy, *Asālīb Tadrīs Al-Lughah Al-`Arabīyah* (Yordania: Dar Al-Falah, 2015).

[4] Muhammad Ali Al-Khuliy, *Al-Manhaj Al-Dirāsī: Al-Usus Wa-Al-Taṣmīm Wa-Al-Taṭwīr Wa-Al-Taqyīm* (Yordania: Dar Al-Falah, 2011).

[5] Tuti Qurrotul Aini, Maziya Rosyada, Zulfa Kamilatun Nuha, & Inayah Inayah, "Effectiveness of Arabic Learning in Vocational School on the Mecors Assessment Scale," *Alsina : Journal of Arabic Studies* 5, no. 2 (2023).

[6] Saiful Anwar, Guntur Cahaya Kesuma, & Koderi, "Development of Al-Qawaid an-Nahwiyah Learning Module Based on Qiyasiyah Method for Arabic Language Education Department Students," *Mantiqu Tayr: Journal of Arabic Language* 3, no. 1 (2023).

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One of the focuses in learning Arabic in this boarding school is the mastery of the four language skills: listening, speaking, reading and writing.[7] Each skill is taught in a balanced manner, with an approach tailored to the ability level of the students. The teaching and learning activities are also characterized by various creative forms of evaluation. Oral exams, language games, and group discussions are used to measure the students' language development as a whole, without causing excessive pressure.

In addition to the santri-centered approach, collaboration with parents is also an important part of the learning strategy. Parents are encouraged to support their children's learning process at home, especially in terms of practicing Arabic in the family environment. In the learning process, students are also invited to recognize Arabic culture as part of language understanding. Through the introduction of culture, students are expected to understand the context in which Arabic is used, so that they can more easily master this language.[8]

The contextual learning method is one of the leading teaching strategies in this boarding school. Students are invited to learn Arabic in the context of everyday life, such as in communicating in the dormitory, praying, or reading religious texts. In addition to focusing on language mastery, learning in this boarding school also emphasizes the importance of Islamic attitudes and values. Through Arabic, students are taught to develop good manners, discipline, and responsibility in living life as a Muslim.[9]

With this comprehensive and innovative approach, Yusuf Abdussatar Islamic Boarding School has succeeded in producing graduates who are not only fluent in Arabic, but also have a strong religious understanding. This is evidence of the success of the learning strategy applied. In facing the era of globalization, mastery of Arabic is becoming increasingly important, especially for santri who want to continue their studies to a higher level or have a career in the religious field. Therefore, the learning strategy applied in this pesantren is expected to continue to develop and adapt to the needs of the times.

Arabic Language Learning Strategies and Models: Methods and Approaches

Before going too far into explaining the curriculum strategy, first explain the strategy itself. In the Indonesian dictionary, strategy is the effective use of resources to achieve goals‖.[10] Strategy is often defined as a science, a skill and a profession. It is said to be a science by Luther Gulick because strategy is seen as a field of knowledge that systematically tries to understand why and how people work together. It is said to be a trick by Follet because the strategy achieves goals through ways by organizing others to carry out the task. Viewed as a profession because strategy is based on special skills to achieve a manager's achievement, and professionals are guided by a code of ethics.[11]

Strategy comes from the word to manage which means to organize. The term strategy (management) has been interpreted by various parties with different perspectives, such as management, coaching, management, administration, leadership, leadership, management, administration, and so on.[12] For more details, there are several definitions or definitions of Strategy, which are as follows: John D. Millett limits Management to: "management is the process of directing and facilitating the work of people organized in formal groups to achive a desired goal (is a process of directing and providing work facilities to people organized in formal groups to achieve goals[13] and James A.F. Stoner in Agus Sabardi defines

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[7] Ady Muh. Zainul Mustofa, "Taṭwīr Mādah Al-Lughah Al- 'Arabīyah 'alá Asās Al-Ta'allum Al-Ta'Āwunī," *Alsina : Journal of Arabic Studies* 2, no. 1 (2020).

[8] See Charles Hulme, Margaret J. Snowling, & Monica Melby-Lervåg, "Children's Language Skills Can Be Improved: Lessons From Psychological Science for Educational Policy," *Current Directions in Psychological Science* 29, no. 4 (2020).

[9] Fitri Ariati, Retoriah, & Zulfikri, "Arabic Language Learning Based on Character Education," *Al Bariq: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2024): 17–31.

[10] Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001).

[11] Nanang Fatta, *Landasan Manajemen Pendidikan* (Bandung: PT Remaja Rosdakarya, 2009), 20.

[12] Sylvia Liu, Barry Lee Reynolds, & Ali Soyoof, "The Use of Digital Technologies to Develop Young Children's Language and Literacy Skills: A Systematic Review," *SAGE Open*, 2014, https://doi.org/10.1177/21582440241230.

[13] Siswanto, *Pengantar Manajemen* (Jakarta: PT Bumi Aksara, 2015), 1.

strategy as the process of planning, organizing, leading and controlling the efforts of organizational members and using organizational resources to achieve predetermined goals.[14]

Another definition of strategy is a framework process, which involves guiding or directing a group of people towards organizational goals or objectives.[15] Harold Koontz and Cyrill O'Donnel in Malayu S.P. Hasibuan, define strategy as follows: "Management is getting things done through people. In bringing about this coordinating of group activity, the manager, as a manager plans, organizes, staffs, directs, and controls the activities of other people (strategy is an effort to achieve a certain goal through the activities of others. Thus the manager coordinates a number of other people's activities which include planning, organizing, placing, directing, and controlling).[16] Strategy is basically an art or process in accomplishing something related to achieving goals.[17]

The learning model is a framework (pattern) or system designed in a learning both in the classroom and outside the classroom that aims to access all the tools of a learning.[18] From the explanation above, the researcher strengthens the argument with the words of Dr. Helmiati in his book, what is meant by the learning model is a form of learning that is illustrated from start to finish which is presented characteristically by the teacher. In other words, the learning model is a wrapper or frame of the application of an approach, method, strategy, and learning technique.[19]

The conventional learning model is as follows:[20]

Teacher/Lecturer	Learners
Smart, all-knowing	Ignorant, all-knowing
Teaching	Taught
Ask	Answer
Rule	Carry out orders

This perspective is now starting to be abandoned along with the emergence of a stronger awareness in the world of education that the teaching and learning process is effective when students actively participate in the learning process, allowing them to innovate and create and learn in a pleasant atmosphere. The awareness of learning with an Active, Innovative, Creative, Effective and Fun (PAIKEM) approach emerged after seeing the fact that our world of education is experiencing a serious crisis.

Learning strategies are closely related to the learning process, Iskandar Wassid and Suhendar proposed a classification of learning strategies based on the standard processes that occur in learning.[21] The definition of learning strategies can be seen from four components, namely: (a) based on the learning components that are emphasized, (b) based on the processing of learning materials, and (c) based on the direction of processing learning materials.

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[14] Agus Sabardi, *Manajemen Pengantar* (Yogyakarta: STIM YKPN, 2008), 5.

[15] George R. Terry, & Leslie W, *Principles of Management, Terj. G.A. Ticoalu, Dasar-Dasar Manajemen* (Jakarta: Bumi Aksara, 2013).

[16] Malayu S.P. Hasibuan, *Manajemene: Dasar, Pengertian, Dan Masalah* (Jakarta: Bumi Aksara, 2008), 35.

[17] Ernie Tisnawati Sule & Kurniawan Saefullah, *Pengantar Manajemen* (Jakarta: Kencana, 2005), 42.

[18] Hamruni, *Strategi Pembelajaran* (Yogyakarta: Aswaja Pressindo, 2016).

[19] Helmiati, *Model Pembelajaran* (Yogyakarta: Aswaja Pressindo, 2016), 19.

[20] *Ibid,* 24.

[21] Iskandarwassid & Dadang Sunendar, *Strategi Pembelajaran Bahasa* (Bandung: PT Remaja Rosdakarya, 2009), 25-33.

The types of learning strategies based on their classification can be described as follows.[22]

a. Based on Emphasis on Learning Components

The main components of learning are teachers, learners, and learning materials. Learner-centered learning strategies start from the view that teaching is a process of creating an atmosphere so that students can learn optimally.

b. Based on Material Processing Process

The learning process always involves at least three main elements, namely teachers, learners, and learning materials or teaching materials. Learning materials become reference materials for both learners and teachers. The teacher refers to it to organise, present and develop certain learning activities. Based on the way of processing messages and learning materials, learning strategies can be divided into two. First, strategies that emphasise the process of delivering material verbally from a teacher to a group of students. Second, strategies that provide opportunities for learners to play a dominant role in the learning process. This classification cannot be separated from the division of learning strategies based on the emphasis on learning components.Based on the process of processing subject matter, two learning models developed, namely: expository learning model and heuristic learning model.

c. Based on Material Processing Flow

The learning material to be presented to the learners can be presented by following a certain flow, i.e. starting the learning by explaining specific problems that contain proofs and examples or facts, then ending it with a general statement as a conclusion. Alternatively, it can be the other way round, by first presenting the general issues and then linking them to the specific parts.

In learning Arabic we cannot be separated from four language skills (maharoh), namely listening skills (al-'istima'), speaking skills (al-kalam), reading skills (al-qira'ah), and writing skills (al-kitabah). Of the four skills, the media used in learning the skills of al-kalam and al-istima' is sound (al-shaut); Arabic language learning to students is certainly related to these four skills.

Research Methods

Research on Arabic Learning strategies for elementary school graduates in this pesantren was conducted at Ponpes Yusuf Abdussatar Kediri West Lombok 2020-2021. The approach of this research is qualitative. While the type of research used is phenomenalogical.[23] The source of data in a study is a very important thing, which in this study researchers classify data sources into two, namely frimer data and secondary data.[24]

The data in this research is qualitative data, which comes from written and unwritten data sources. While the selected informants are people who know more and master information about the state of the research location. In the process of collecting data, the researcher as a key instrument who goes directly to the research location using several methods, namely observation, interviews, and documentation. Interview (interview) is one of the data collection techniques carried out by conducting questions and answers either directly or indirectly.[25] With this method, the researcher chose open-ended interviews, where the researcher can ask key informants about the facts of an event in addition to their

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[22] Hasibuan, J.J. & Moedjiono, *Proses Belajar Mengajar* (Bandung: PT.Remaja Rosdakarya, 2009).

[23] The application of phenomenalogical type research at the research location begins with observing the phenomena or events that appear to the research subjects, then interpreted. The next step, continued by interviewing subjects (informants) in turn. The final activity of phenomenalogical research is to obtain supporting documents or facts to draw generalizations about a problem.

[24] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2018), 308.

[25] Lexy J. Meleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 1996), 63.

opinions about the event.[26] Documents are records of events that have passed. Documents can take the form of writings, pictures, or monumental works of a person. Documents in the form of writing include diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, such as photographs, life drawings, sketches and others. Documents in the form of works such as works of art, which can be in the form of drawings, sculptures, films, and others.[27]

In the implementation of phenomenalogical data analysis, it is an effort that continues, repeats and continues. The problem of data reduction, data presentation, and conclusion drawing or verification so that it becomes a picture of success sequentially as a series of analytical activities that follow each other. In this study, what was collected was data or information about the form of Arabic language learning strategies for elementary school graduates at ponpes Yusuf Abdussatar Kediri Lobar NTB.

One of the most important parts of the research process is determining the level of validity of the research results. This is highly dependent on the ability of a researcher to use (determine) research instruments. Sumadi Suryabrata said that 'to ensure the quality of the data he collects, a researcher must first obtain confidence that his data collection tools (measuring devices) have adequate reliability and validity'.[28]

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Strategy is one of the discourses that is often highlighted in the language learning system, especially Arabic. The success or failure of a learning programme is always judged by the learning strategy used, because it is the strategy that determines the achievement of content and teaching methods. Based on the findings in the field, that Arabic language learning at Yusuf Abdusatar Islamic Boarding School uses several strategies in Arabic language learning, such as:

a. Establishing the Learning Program, The Arabic language learning program at Yusuf Abdusatar Islamic Boarding School from its learning program adopts from the salaf and middle eastern Islamic Boarding School it can be seen from the books used as a reference source in the learning process activities.

b. Preparation of Lesson Materials, Materials The Arabic language learning programme at Yusuf Abdusatar Islamic Boarding School is divided into two groups, namely; main materials and supporting materials. The main materials in the Arabic Language Learning programme include the subjects of Nahwu, Shorof, Muhadasah, Mutholaah Haditsah, Durrus Al-Lughoh, Mahfudzot, while for supporting materials in the Arabic Language learning programme include: Idhof, Imla, Khot and Insya'.

c. Use of learning media, learning media used by teachers, especially in the Arabic language learning programme at Yusuf Abdusatar Islamic Boarding School such as blackboards and textbooks, besides that students in Arabic language learning also get access to use the library, language laboratory, and computer laboratory with a predetermined time.

Arabic Learning Strategy for elementary school graduates at Yusuf Abdusatar Islamic Boarding School is Teacher Centered Approach, this strategy is used in Nahwu and Shorof subjects, the second is Student Centered Approach, this strategy is used in Muhadatsah, Mahfudzot, Tamrinat and Imla' subjects. In the implementation of Arabic learning strategies for elementary school graduates at Yusuf Abdusattar Islamic Boarding School in order to achieve learning achievements and goals, there are several that can be implemented including:

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[26] R Yin, *Case Study Research: Desaign and Method* (London: Sage Publication, 1994), 108-109.

[27] S.K. Bogdan, R.C & Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods. Third Edition* (Boston: Allyn and Bacon, 1998).

[28] Yatim Riyanto, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2001), 53.

a. Organizing Arabic Language Learning

Organizing is a step towards the implementation of a previously prepared plan.[29] The implementation of this organization must be able to produce an organization that can move with a unified whole. According to Handoko, as quoted by Husaini Usman states that organizing is:

1. Resources and activities needed to achieve organizational goals,
2. The process of designing and developing an organization that will be able to bring these things to fruition,
3. Mastery of specific responsibilities,
4. Delegation of necessary authority to individuals to perform tasks.[30]

Based on the results found in the field, the organization of the Arabic language learning program at Pondok Pesantren Yusuf Abdusattar is in line with the theory put forward by Usman Husaini above. The following are some of the activities of organizing the Arabic language learning program carried out at the Yusuf Abdusattar Islamic Boarding School; 1) Division of Teaching Tasks, Division of teaching duties on Arabic language learning programs Broadly speaking, the last educational qualification is S1, and Alumni from several Islamic Boarding Schools, one of which is the Alumni of Yusuf Abdusattar Islamic Boarding School itself. Preparation of Lesson Schedules, Arabic language learning programs at Yusuf Abdusattar Islamic Boarding School are held two days a week, Saturday and Tuesday while the subjects include: Tool Sciences: namely Nahwu and Shorof subjects this subject is the main material with a duration of one hour per week or every meeting and is taught in classes I to VI. Language Skills: namely the subjects of Muhadasah, Durusu Al-Lughoh, and Qiroah Ar-Rosyidah, these subjects are subject matter with a duration of one hour per week or every meeting and are taught in classes I to VI. Writing Skills: this is a subject matter with a duration of one hour per week or each meeting and is taught in grades I to VI. Schedule Preparation and Evaluation of Improvements, In general, the evaluation of the Arabic language learning program at the Yusuf Abdusattar Islamic Boarding School is carried out once a semester, as for the evaluation carried out using the memorization method (Syafawi) and multiple choice (Tahriri), if in the evaluation results students do not reach the minimum completeness criteria set by the Yusuf Abdusattar Islamic Boarding School, it is mandatory to take the proposed exam (Remidial) one week from after the semester evaluation. Provision of Equipment Facilities, To support the Arabic language learning program. There is a language lab center, computer lab and library, each of which has one room in poor condition.

b. Implementation of Arabic Language Learning

Implementation has the aim of encouraging and directing workers to carry out tasks in accordance with the organizational goals that have been implemented. Stimulating members to carry out tasks with enthusiasm and good ability, implementation is the ability to persuade people to achieve predetermined goals with enthusiasm. according to Dimas, the objectives of implementation or actuating are:

1. Create efficient cooperation
2. Develop staff capabilities and skills.
3. Fostering a sense of belonging and liking for work
4. Creating a work environment that enhances staff motivation and performance 4.
5. Make the organization develop dynamically.[31]

Based on the results found in the field, the implementation of the Arabic language learning program at Yusuf Abdusattar Islamic Boarding School is in line with the theory put forward by Dimas, et al above. The following are some of the activities of the implementation of the Arabic language learning

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[29] Djam'an Satori & Suryadi, *Ilmu Dan Aplikasi Pendidikan: Teori Administrasi Pendidikan* (Bandung: PT Imtima, 2007), 145.

[30] Husaini Usaman, *Maanjemen, Teori, Praktek Dan Riset Pendidikan* (Jakarta: PT Bumi Aksara, 2006), 127.

[31] Dimas, dkk., *Dasar-Dasar Manajemen Actuating* (Sekolah Tinggi Pariwisata Bandung, 2010).

program carried out at Yusuf Abdusattar Islamic Boarding School; Routine Pesantren Meeting, Routine Meeting is held once a week on Saturday and the time of the routine meeting starts before the Arabic language program learning process activities are carried out, this meeting is attended by all Arabic language teachers, waka curriculum Arabic language program, Arabic language program coordinators and other related elements. This meeting is a place to convey problems and constraints during the Arabic language learning process.

Teacher Training, To improve the quality of the teachers of the Arabic language learning program at Yusuf Abdusattar Islamic Boarding School, the Head of the Boarding School always includes the teachers to attend seminars or training. For this semester, the training that has been attended is Arabic language learning program training.

Class visits, Class visits are carried out two days a week, namely Saturday and Tuesday, this visit is led directly by the head of the Yusuf Abdusattar Islamic Boarding School, and assisted by the Arabic language program coach, namely: Abdul Hakim as for the aspects assessed broadly include: Mastery of learning materials, learning strategies, utilization of learning media and process assessment in the Arabic language learning program.

Building Communication Patterns, the communication pattern built by the Head of Yusuf Abdusattar Islamic Boarding School is to communicate by using Arabic in the Islamic boarding school environment and not even hesitate to give a direct warning to all elements in the Islamic Boarding School, both the teachers and the students who are under his guidance.

c. Arabic Language Learning Evaluation

Control and evaluation in the management function is a systematic effort to set performance standards with planning goals, design information feedback systems, compare actual performance with predetermined standards, determine whether there are deviations, and take the necessary corrective actions to ensure that all company resources are being used as efficiently and effectively as possible to achieve company goals. If applied in the field of education, there are three efforts that must be taken by school/madrasah management, namely:

1. Establishment of assessment standards
2. Provision of learning evaluation
3. Corrective Action[32]

Based on the findings in the field, the evaluation of the Arabic language learning program at Pondok Pesantren Yusuf Abdusattar is in line with the theory put forward by Siswanto, HB mentioned above. The following are some of the Arabic language learning program evaluation activities carried out at the Yusuf Abdusattar Islamic Boarding School; Determination of Assessment Standards applied to the Arabic language learning program at the Yusuf Abdusattar Islamic Boarding School there are four criteria, namely: Graduate competency standards, class competency standards, subject competency standards and minimum completeness criteria standards. Holding an assessment or evaluation of learning, Evaluation of the Arabic language learning program carried out at the Yusuf Abdusattar Islamic Boarding School is held once a semester, while the evaluation of the learning program includes memorization evaluation (Syafawi) and essays or multiple choice (Tahriri).

Holding an Assessment and follow-up, After the evaluation of the Arabic language learning program at Yusuf Abdusattar Islamic Boarding School, the next step is the results of the evaluation will be discussed at the iftitah meeting which is held every Saturday and Tuesday which is led directly by the head of the Pondok or the officer who represents.

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[32] Siswanto HB, *Pengantar Manajemen* (Jakarta: Bumi Akasara, 2012), 119.

Conclusion

Based on the analysis of research data on Arabic Language Learning Strategies for elementary school graduates (SD) at Pondok Pesantren yusuf Abdusattar as follows; Forms of implementation of Arabic language learning for elementary school graduates (SD), namely organizing Arabic language learning, there are four steps that are applied, namely the first step, division of teaching duties, the second step is preparing a lesson schedule, the third step is preparing an evaluation and repair schedule. The fourth step is the preparation of a student activity schedule, and the last step is the provision of equipment facilities. In terms of organizing the Arabic language learning program.

In the implementation of Arabic Language Learning at Yusuf Abdusattar Islamic Boarding School includes several stages, namely: First, the Routine Meeting of the pesantren, the Second step is the training of Arabic language teachers, the Third step is classroom learning visits, the Fourth step is to build communication patterns in the Islamic Boarding School environment, namely by speaking Arabic.

Evaluation of Arabic Language Learning for elementary school graduates includes several stages, namely the first stage, setting assessment standards in the form of minimum completeness criteria, graduate competency standards, and subject competency standards. The second stage is the assessment or evaluation of learning obtained through a test mechanism conducted once a semester. The third stage is remedial for students who are unable to meet the minimum completeness criteria, so they are given the opportunity to take remedial or grade correction after one week from the implementation then the results of student learning evaluations will be used as material for follow-up plans at regular meetings held in one week, namely Saturday before the Arabic language learning activity process takes place.

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