

Analysis of Learning Outcome in Arabic Subject Among the Student of Muhammadiyah Boarding School Alabio, South Kalimantan

Afdhala Khaira Zikra

Universitas Muhammadiyah Yogyakarta
afdhala.khaira.fpb21@mail.umy.ac.id

Muh. Naim Madjid

Universitas Muhammadiyah Yogyakarta
naimmadjid@umy.ac.id

İsmail Güler

Bursa Uludağ University
iguler@uludag.edu.tr

Abstract

This study aims to analysis the students' Arabic language learning outcomes in Muhammadiyah Boarding School Alabio, South Kalimantan, Indonesia, at junior high school level. This research used a quantitative method and statistical analysis approach including normality tests, homogeneity tests, and independent sample t-tests. There are sixty respondents by using a simple random sampling technique and they were divided into two student groups, boarding school and non-boarding school. Data were collected through observation, interviews, and documentation. Most important findings indicated a significant difference in Arabic learning outcomes for both groups, where the boarding school students obtained high average scores with the t-test result 0.008 ($p < 0.05$), confirming that the students' residential environment has a statistically significant impact on their academic performance in Arabic language. The main factors supported the students' learning outcomes is creating the effective learning environment by accessibility of additional instruction and Arabic practice in daily communication.

Keywords: Analysis, Learning Outcomes, Boarding School, Alabio

Article Progress

Received: 17 Jul 2025

Revised: 10 Aug 2025

Accepted: 9 Aug 2025

* Corresponding

Authors:

**Afdhala Khaira
Zikra**

E-mail:

*afdhala.khaira.fpb21@
mail.umy.ac.id*

Introduction:

In education, learning is a process that is carried out consciously in each individual or group to change the attitude from ignorance to knowing throughout their lives. Learning has holistic meaning that suitable for all

**Analysis of Learning Outcome in Arabic Subject Among the Student of 2
Muhammadiyah Boarding School Alabio, South Kalimantan**

levels of society. For students, learning is a closer and sticked word for themselves to show their identities. In fact, it is an inseparable part of all their activities in studying at educational institutions. The learning activities are carried out at all times according to their wishes.(Rokim, 2022)

Learning is a confusing student activity and behavior, so learning is only capable of being done by actual students. Students are the determinants of learning interactions. In the learning process, students' abilities are obtained from the surrounding environment, including the family, school, or surrounding community. Learning outcomes are the result of an ability that is done by students with earnest effort. This result is obtained through students' abilities after carrying out the teaching and learning process in certain lessons. (Bulan Suci & Tinggi Agama Islam Negeri Majene, 2021)

Arabic is one of the international languages that has an important role, especially in the context of religion, culture, and education. Arabic is not only spoken by the Arab people, but it is also the official language in more than 20 countries and is used by about 422 million people worldwide. (Eberhard, David M. Simon, Gary F . Fennig, 2022)

Arabic language learning is available in Indonesian schools, both public and private schools, including Islamic boarding schools. Arabic is one of the important subjects that must be studied by every student in the boarding school because it is a communication tool that is used daily in the school environment and student dormitories. Learning foreign languages such as Arabic has a varied approach in each educational institution, at all levels of education. In essence, the learning and teaching methods used by an educational institution will determine the success of students in developing their skills, including mastery of foreign language learning.(Husein et al., 2024)

Arabic Learning is a pedagogical process designed to equip individuals or groups with Arabic language competencies through the application of various instructional strategies, methods, and approaches. This process is not only limited to the delivery of linguistic materials, but also emphasizes active interaction between educators and students in order to achieve comprehensive understanding, effective mastery of language skills, and internalize positive attitudes and values towards Arabic as part of culture and scientific identity.(Makinuddin, 2023)

Arabic has four language skills that are well understood by Arabic learners, namely listening skill (maharah al-istima'), speaking skill (maharah al-kalam), reading skill (maharah al-qira'ah) and writing skill

3 **Analysis of Learning Outcome in Arabic Subject Among the Student of
Muhammadiyah Boarding School Alabio, South Kalimantan**

(maharah al-kitabah). The four Arabic language skills can also be classified into terms receptive and productive language skills. (Miftachul Taubah & Ilzam Dhaifi, 2020)

In foreign language learning context in Indonesia, Arabic is less in demand by students in public schools. It is a demotivation in Arabic learning. As mentioned research in a journal of Arabic Language and Education that stated according to the public school students' perspective, external factors that can cause demotivation are the characteristics of the Arabic language, learning materials and methodologies, learning environment and facilities and teacher behavior. (Islam, 2015)

In Indonesia Islamic private schools at all levels, Arabic is a subject or course which are learnt Islamic religious education field and at the same time the Arabic is also taught in public school at the elementary schools, junior high schools, and high schools. while Arabic is used in Islamic-based schools. Islamic religious education field are described into several subjects, namely: *'Aqidah Akhlaq, Qur'an Hadith, Fiqh*, History of Islamic Culture, and Arabic Language. So the Arabic subject is an elaboration of the Islamic Religious Education subject where the discussion is more specialized and discussed more deeply about the Arabic language itself. (Bulan Suci & Tinggi Agama Islam Negeri Majene, 2021)

This is different from the students who are in the pesantren. The presence of the pesantren provides new characteristics that are thick with Arabic which gives characteristics to the pesantren. Every time we hear the word pesantren, the first thing that comes to our mind is the Arabic language that makes it unique. (Asse & Kirana Lestari, 2020) Because indeed in the pesantren environment which incidentally uses Arabic in the daily life of the students, so that it becomes familiar and feels easy to learn and understand. This is in line with the words of Imam Al-Ghazali (in Setyaningsih) *al khair 'adah* means kindness is only a habit. (Setyaningsih, 2019)

Therefore, the researcher wants to research how important it is to choose the background of the student's residence and the factors that affect student learning outcomes, this is done in order to increase knowledge and learning how important it is to choose a good place or learning environment. This is also shown to parents who choose a place to live for their children. A place for children to pursue knowledge, so that children can focus more on lessons.

From the description of the background, the author can identify several formulations of the problem, including

**Analysis of Learning Outcome in Arabic Subject Among the Student of 4
Muhammadiyah Boarding School Alabio, South Kalimantan**

1. What are the Arabic language learning outcomes of grade VIII students at Muhammadiyah Boarding School *Alabio* who take the boarding school program?
2. What are the Arabic language learning outcomes of grade VIII students at Muhammadiyah Boarding School *Alabio* who take the regular program (non-boarding school)?
3. What is the significant difference in Arabic language learning outcomes between boarding school students and non-boarding school students and what are the factors affect them?

Based on the formulation of the problem above, the objectives of this research are as follows:

1. To find out the Arabic learning outcomes of grade VIII students at Muhammadiyah Boarding School who take the boarding school program (dormitory).
2. To determine the Arabic learning outcomes of grade VIII students at Muhammadiyah Boarding School *Alabio* who take regular programs (non-boarding school).
3. To analyse and measure the significant difference in Arabic learning outcomes between boarding school students and non-boarding school students and to know the factors that affect them.

The hypotheses in this study are:

Ho: There is no difference in student learning outcomes in Arabic subjects between students who live in and outside the boarding school for grade VIII students at Muhammadiyah Boarding School *Alabio*.

Ha: There is a difference in student learning outcomes in Arabic subjects between students who live in the cottage and outside the cottage of grade VIII students at Muhammadiyah Boarding School *Alabio*,

Based on the form of the hypothesis above, the research hypothesis proposed by the researcher is whether there is a difference in student learning outcomes in Arabic subjects between boarding school students and non-boarding school students in grade VIII at Muhammadiyah Boarding School *Alabio*.

5 **Analysis of Learning Outcome in Arabic Subject Among the Student of Muhammadiyah Boarding School Alabio, South Kalimantan**

The variables used in this study consist of variables (Y) and variables (X). The affected variable is the learning outcomes of boarding school students while the influence variable is the learning outcomes of non-boarding school students. The variable indicators in this study are:

1. The value of student learning outcomes on special assessment notes issued by teachers.
2. Boarding school students, namely students who receive additional learning programs from the school or in a dormitory environment.
3. Non-boarding school students, i.e. students who live in their respective homes. Students outside the dormitory are not charged to take part in additional learning programs from the school or the dormitory environment.

Research Methodology

The type of research used in this study is field research *Field Research* That is a research conducted by going directly to the field or to respondents. Researchers can directly dig up information from the field or respondents. Based on this study, the researcher will look for information related to student learning outcomes in Arabic subjects in students who live in dormitories and students who live outside dormitories. The location of the research was carried out at Muhammadiyah Boarding School *Alabio* which is located at, Pandulangan, Sungai Pandan District, North Hulu Sungai Regency, South Kalimantan, postal code 71452, Indonesia.

This research uses a quantitative approach or an approach that collects more image or numerical data. The population in this study is all classes VIII of MTs Mu'allimin Muhammadiyah Alabio with a total of 83 students. The number consists of 3 classes where the class division is class A for students who do not live in Islamic boarding schools, class B for students who live in Islamic boarding schools but specifically for women or for students, and class C which is for students who live in Islamic boarding schools but specifically for men or commonly called students. There are 52 students living in Islamic boarding schools and 31 students living outside the boarding school. To get the research score to be balanced, the researcher took students who lived in the cottage 30 students and students who lived outside the cottage 30 students with as many data as the students studied.

This study uses a comparative method, namely comparing the learning outcomes of boarding school and non-boarding school students.

**Analysis of Learning Outcome in Arabic Subject Among the Student of 6
Muhammadiyah Boarding School Alabio, South Kalimantan**

The data collection method uses the following methods: *First*, The documentation method aims to find out data related to school documents, namely in the form of an overview of the school profile, the condition of Muhammadiyah Boarding School *Alabio* such as the condition of the teacher, the condition of the students, the educational facilities in the school, and the Arabic learning results contained in the report card of grade VIII students of Muhammadiyah Boarding School *Alabio*, namely students who live in Islamic boarding schools and students who do not live in Islamic boarding schools. *Second* The observation method is used to determine the state of the object directly as well as the state of the area, facilities and infrastructure at Muhammadiyah Boarding School *Alabio*. *Third* The interview method was to obtain information from respondents about learning Arabic.

Literature Review

Based on the studies conducted, studies that discuss comparative studies of learning outcomes found several relevant studies as follows:

1. A thesis was written by Purwanti (2024), Faculty of Tarbiyah and Teacher Training UIN Datokaroma Palu which entitled "Comparative Analysis of Learning Outcomes of Islamic Cultural History (SKI) Subjects in Boarding School and Regular Students at MAN 2 Palu City." This thesis examines how the learning outcomes in the field of Islamic Cultural History study compare between boarding school students and regular students. The results of this study conclude that there is a difference in learning outcomes in the subject of Islamic Cultural History between boarding school students and regular students. At MAN 2 Palu City. The results of this study conclude that there is a difference in learning outcomes in the subject of Islamic Cultural History between boarding school students and regular students at MAN 2 Palu City. In this thesis, the similarity is that both have two groups of research subjects, namely students who live in dormitories and those who live at home (outside the pesantren) while the difference is the subjects to be studied.
2. A thesis written by Bulan Suci & Tinggi Agama Islam Negeri Majene, (2021), Faculty of Tarbiyah and Teacher Training STAIN Majene which entitled "A Comparative Study of Student Learning

Analysis of Learning Outcome in Arabic Subject Among the Student of Muhammadiyah Boarding School Alabio, South Kalimantan

Outcomes in the Subject of Moral Beliefs Between Students Living in Boarding Schools and Outside the Boarding School for Grade VIII Students of MTs Awaluddin Kuo Mamuju Tengah". In this thesis, it is researched about the differences in the learning achievement of the moral beliefs of students who live in the boarding school and outside the boarding school at MTs Awaluddin Kuo Mamuju Tengah. The results of this study concluded that there was no significant difference in the learning outcomes of students of moral beliefs between students living in and outside the boarding school in grade VIII students of MTs Awaluddin Kuo Mamuju Tengah. The similarity between this thesis and the research that the author will conduct is that both have two groups of research subjects, namely students who live in dormitories and outside dormitories. While the difference lies in the object.

3. A scientific article was written Rukhoiyah & As'ad, (2020) which entitled "A Comparative Study of Fiqh Learning Outcomes between Students Living in Islamic Boarding Schools and Those Outside the Boarding School". This journal examines whether there is a difference in learning achievement in Fiqh subjects between students who live in boarding schools and outside Islamic boarding schools in class XI-IPA MAN 2 Jombang. The result of this study is that there is a difference in learning outcomes between the two students, namely the learning outcomes of fiqh students who live in Islamic boarding schools get higher scores compared to students who live outside Islamic boarding schools. There are no similarities between previous research in terms of research results and research objects.
4. A scientific article was written by Oktavia et al., (2023) which entitled "Comparative Analysis of the Learning Achievement of Students Living in Islamic Boarding Schools with Students Living at Home". The results of data analysis in this study show that there is a comparison of learning achievement between students who live in Islamic boarding schools and students who live at home. Students who live in Islamic boarding schools are superior when compared to students who live at home, this is because students who live in Islamic boarding schools have learning activities every night and are specially accompanied by their ustadz and ustadzah. Meanwhile, students who live at home study more and do assignments individually and their study time is not scheduled every night.

**Analysis of Learning Outcome in Arabic Subject Among the Student of 8
Muhammadiyah Boarding School Alabio, South Kalimantan**

Findings & Discussion

The assessment of the learning outcomes of Muhammadiyah Boarding School *Alabio* students is carried out at the end of the semester every year. The research data used are the results of the Arabic language assessment of grade VIII students which are categorized into two classes (A and B) where class A is a non-boarding school student and class B is a boarding school student. The following is the table of Arabic assessment results for class A and class B:

Table 1. Arabic Assessment Result for Class A

No	Kelas A
1	79
2	72
3	70
4	77
5	72
6	80
7	76
8	72
9	78
10	76
11	70
12	73
13	71
14	79
15	73
16	73
17	76
18	70
19	71
20	77
21	76
22	73
23	74
24	75
25	77
26	74
27	73
28	75
29	76
30	76

Table 2. Arabic Assessment Result for Class B

No	Kelas B
1	77
2	85
3	85
4	70
5	74
6	79
7	85
8	72
9	72
10	74
11	85
12	71
13	80
14	83
15	78
16	77
17	85
18	81
19	78
20	80
21	78
22	71
23	71
24	77
25	78
26	74
27	73
28	76
29	75
30	74

9 **Analysis of Learning Outcome in Arabic Subject Among the Student of
Muhammadiyah Boarding School Alabio, South Kalimantan**

The number of non-boarding school students or class A is 30 people (variable x) and the number of boarding school or class B students is 30 people (variable y). The hypotheses in this study are:

Ho: There is no difference in Arabic language learning outcomes between boarding school and non-boarding school students in grade VII Muhammadiyah Boarding School *Alabio*.

Ha: There is a difference in Arabic language learning outcomes between boarding school and non-boarding school students in grade VIII at Muhammadiyah Boarding School *Alabio*.

Data Analysis Technique

This study uses a quantitative method or approach that collects more quantitative data in the form of images or figures. The quantitative method aims to test hypotheses, draw conclusions, and understand the relationship between the variables being studied (Candra Susanto et al., 2024). This approach focuses on testing the effect of a treatment under controlled conditions. Here are some of the tests used in this study:

1. Normality Test

The normality test is one of the statistical methods used to determine whether a set of data comes from a population with a normal distribution or not (Nurhaswinda, 2025). This test is carried out to evaluate the pattern of data distribution in a group or variable, to find out whether the data follows a normal distribution or not. Based on the empirical experience of statisticians, data with amounts greater than 30 ($n > 30$) can generally be assumed to have a normal distribution, which is often referred to as a large sample.

The normality test in this study is used to determine whether the data from the research results are distributed normally or not. The method used in the Normality test is the Kolmogorov-Smirnov test, with the criterion that the data is said to be normally distributed if the value is significant (*Sig*) greater than 0.05. The results of the normality test for posttest scores in both groups are presented as follows:

Table 2. Kolmogorov Normality Test

KELOMPOK		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
NILAI	1.00	0.140	30	0.140	0.958	30	0.280
	2.00	0.120	30	.200*	0.928	30	0.042

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The number of samples in this study amounted to 60 students, the researcher took Kolmogorov-Smirnov, in the table above it can be seen that the value of Sig.<0.140 is more than 0.05, then the data of the final assessment of class A and class B are normally distributed, from the results of the Sig. analysis the value is less than 0.140 in other words assuming the normality test of normalized data is distributed.

2. Homogeneity Test

Before performing *Independent Sample T-Test* in both research groups, a prerequisite test in the form of a homogeneity test is needed. In this study, the homogeneity test was carried out using *Homogeneity of Variance Test*. The data is said to be homogeneous when the significance value *Based on Mean* greater than 0.05. If the data do not meet the homogeneity assumption, then the analysis can be performed using the Mann-Whitney test as an alternative. The results of the homogeneity test of the two groups are presented in the following table:

Table 3. Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
NILAI	Based on Mean	0.380	1	58	0.540
	Based on Median	0.379	1	58	0.541
	Based on Median and with adjusted df	0.379	1	57.753	0.541
	Based on trimmed mean	0.380	1	58	0.540

11 Analysis of Learning Outcome in Arabic Subject Among the Student of Muhammadiyah Boarding School Alabio, South Kalimantan

The results of the analysis show that the significance value *Based on Mean* by 0.540, which exceeds the limit of 0.05. This indicates that the variance of data in the experimental class and the control class is homogeneous. Thus, one of the conditions (although not absolute) for performing *Independent Sample T-Test* has been fulfilled.

3. Independent Test Sample T-test

Independent Sample T-Test is used to determine whether there is a difference in posttest results between students in the experimental class and the control class.

Based on the test criteria, if the *Stuttgart* greater than or equal to *Table* ($t_{cal} > t_{table}$), then the null hypothesis (H_0) rejected and alternative hypotheses (H_1) is accepted. This shows that the difference that occurs is significant. Ideally, when *Stuttgart* less than or equal to *Table* ($t_{cal} < t_{table}$), then H_0 accepted and H_1 rejected, which means the difference between the two groups is not statistically significant.

The result of the *t-test calculation* can be seen in the following table:

Table 4. Independent Sample T-Test

		Independent Samples Test							
		t-test for Equality of Means							
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the		
							Lower	Upper	
NILAI	Equal variances assumed	-2.766	58	0.008	-2.80000	1.01219	-4.82611	-0.77389	
	Equal variances not assumed	-2.766	47.116	0.008	-2.80000	1.01219	-4.83612	-0.76388	

The result of *Independent Sample t-Test* shows a significance value of 0.008 (< 0.05), the null hypothesis is rejected and the alternative hypothesis is accepted. It can be seen that there is a difference in learning

outcomes between boarding school students and non-boarding school students.

Factors Affecting Learning Outcomes

1. Internal Factors of Students

The factors that affect students' learning difficulties are influenced by three factors, namely factors that are contained in the students themselves which are called internal factors, factors that are found outside the students which are called external factors, and factors that occur in the school environment.(Mulyadi, 2016)

a. Physiological Aspects

In this aspect, it generally has a great influence on a person's learning ability. People who are physically fresh will learn differently from people who are physically disabled. This condition of the five senses is very important, especially vision and hearing. Because most of what humans learn by learning directly by reading, looking at examples or models, making observations, observing the results of experiments, listening to information from teachers, listening to lectures, listening to other people's information in discussions and so on.

b. Intelligence is a skill that consists of three types, namely (1) the ability to face and adapt quickly and effectively, (2) knowing or using abstract concepts effectively, (3) knowing relationships and learning them quickly. Intelligence is also the psycho-physical ability to react to stimuli or adjust to the environment in an appropriate way. Intelligence is not only about cognitive abilities, but rather how students can adjust or follow the learning atmosphere well. In the context of Islam, a person's intelligence is divided into three groups, namely:

1. People whose level of intelligence is like fertile soil; where he is able to absorb knowledge, memorize, practice and teach it to others. The knowledge that he has gained through studying, will be beneficial for himself and others.
2. People whose level of intelligence is like an arid land that can still store water reserves. He is able to understand science and can teach it to others. It's just that his knowledge is not useful for him.

Analysis of Learning Outcome in Arabic Subject Among the Student of Muhammadiyah Boarding School Alabio, South Kalimantan

3. A person whose intelligence is like a barren land that cannot be overgrown with plants at all. He cannot understand science nor can he teach it to others.

Intelligence has a great influence on the progress of the learning process. Students who have high intelligence will be more successful than students who have low levels of intelligence. But even so, students with high intelligence are not necessarily successful in learning, because learning is a complex process with factors that affect it, while this intelligence is only one of the factors. (Wandansari Sihombing et al., 2024)

2. External Factors

a. Family Environment

Family is main center of education, because most of the time learning is carried out at home. Therefore, aspects of life in the family also affect the progress of studies, on the contrary, it can also cause learning difficulties for students. Allah said in QS. at-Tahrim (66): 6:

O believers! Protect yourselves and your families from a Fire whose fuel is people and stones, overseen by formidable and severe angels, who never disobey whatever Allah orders—always doing as commanded.

Family factors include:

- 1) Parental factors.
- 2) How to educate children
- 3) Parent-child relationships.
- 4) Guidance from parents.
- 5) Household atmosphere. (Mulyadi, 2016)

b. School

School is formal educational institution, a place for the teacher to service and also becomes as. The comfort place for students in learning will be determined to the extent of the school's condition in providing a conducive environment, otherwise the school is involved causing learning difficulties for students. (Mulyadi, 2016), There are several element that affects the students in the school environment:

**Analysis of Learning Outcome in Arabic Subject Among the Student of 14
Muhammadiyah Boarding School Alabio, South Kalimantan**

1. A bad teacher's personality. If the teacher has bad condition of personality, it will cause students pace learning difficulties. The personality possessed by teachers such as grumpy, rude, teachers who do not love their students, it is very easy to cause learning difficulties, students do not develop, students' enthusiasm for learning to learn is lost.
2. Teachers are not qualified, both in taking methods and in mastering the subject matter they hold, they are not clear, so it is difficult for children to understand.
3. The relationship between teacher and student is not good. Sometimes the students dislike a teacher because bad characters such as rude, angry, ridiculous and never smiling. (Mulyadi, 2016)

c. Social Environmental Factors

Social environment situations that interfere with students' learning activities, such as negative influences from associations, inadequate community situations, cultural disturbances, movies, readings, electronic games and so on.

Conclusion

Based on the findings of the study, it was found that there is a significant difference between the Arabic learning outcomes for boarding school students and for non-boarding school students. The result of the analysis using the independent sample t-test showed a significance value of 0.008 ($p < 0.05$), which indicated that the null (H_0) hypothesis was rejected and the alternative hypothesis (H_a) was accepted. Thus, students' residences are proven to contribute to their academic achievement in learning Arabic. Students who live in the Islamic boarding school environment show more optimal learning outcomes compared to students who live outside the boarding school. This advantage is most likely influenced by a more supportive learning atmosphere in Islamic boarding schools, such as the existence of additional learning programs, as well as the habit of using Arabic in daily activities that strengthen their language skills. However, other factors such as the role of family, the quality of educational facilities,

15 **Analysis of Learning Outcome in Arabic Subject Among the Student of
Muhammadiyah Boarding School Alabio, South Kalimantan**

and the internal condition of students—including motivation and intellectual ability—also play an important role in the process of achieving learning outcomes. Therefore, the background of the student's residence is a significant aspect in supporting the improvement of the quality of learning, especially in the teaching of Arabic. These findings are expected to contribute as a reference for educational institutions, parents, and policy makers in designing a comfort learning environment to support students' academic achievement.

Acknowledgments

The author would like to express sincere gratitude to all those who have contributed to the completion of this research. Special thanks are extended to Muh. Naim Madjid, S.S., M.I.S., Ph.D. for their invaluable guidance, insightful feedback, and constant encouragement throughout the research process. Appreciation is also conveyed to the department of Arabic Language Education, Faculty of Languages Education, Universitas Muhammadiyah Yogyakarta and Muhammadiyah Boarding School *Alabio*, South Kalimantan, for providing access to essential data and facilities that greatly supported this study. The author also thanks colleagues and peers who offered helpful suggestions and moral support during this research. Lastly, heartfelt thanks are given to the author's family for their unwavering support and understanding throughout the course of this academic journey.

Conflict of Interests

The authors declare no competing interests, such as financial or personal relationships, in the writing of this article.

Authors' Contribution

Afdhala Khaira Zikra designed the study and gathered the literature, and wrote the article. Muh. Naim Madjid compiled the instruments and made validation and analyzed the data and overviewed the article. İsmail Güler determined the used method.

Reference

Asse, A., & Kirana Lestari, K. (2020). Perbandingan Hasil Belajar Peserta

- Didik Alumni SMP dan MTs dalam Mata Pelajaran Bahasa Arab Kelas X di SMA Negeri 1 Palu. *Albariq: Jurnal Pendidikan Bahasa Arab*, 1(1), 34–51. <https://doi.org/10.24239/albariq.v1i1.4>
- Bulan Suci, S., & Tinggi Agama Islam Negeri Majene, S. (2021). *STUDI KOMPARASI HASIL BELAJAR AKIDAH AKHLAK ANTARA SISWA YANG TINGGAL DI PONDOK DAN DI LUAR PONDOK* (Vol. 3, Issue 2).
- Candra Susanto, P., Ulfah Arini, D., Yuntina, L., Panatap Soehaditama, J., & Nuraeni, N. (2024). Konsep Penelitian Kuantitatif: Populasi, Sampel, dan Analisis Data (Sebuah Tinjauan Pustaka). *Jurnal Ilmu Multidisplin*, 3(1), 1–12. <https://doi.org/10.38035/jim.v3i1.504>
- Eberhard, David M. Simon, Gary F. Fennig, C. D. (2022). *Ethnologue: Language of the World*. Dallas: SIL International. <http://www.ethnologue.com>
- Husein, A., Nury, A., Yogyakarta, U. M., & Yogyakarta, U. M. (2024). *How to Mastery Arabic Vocabularies by Using Memorization Method and Visual Learning*.
- Islam, A. M. S. (2015). Faktor Demotivasi Pembelajaran Bahasa Arab Dalam Perspektif Siswa Madrasah. *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2(1). <https://doi.org/10.15408/a.v2i1.1511>
- Makinuddin, M. (2023). Membangun Mutu Pembelajaran Bahasa Arab. *Miyah: Jurnal Studi Islam*, 19(01), 55–72. <https://www.ncbi.nlm.nih.gov/books/NBK558907/>
- Miftachul Taubah, & Ilzam Dhaifi. (2020). Reseptif Dan Produktif Dalam Bahasa Arab. *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 1(1), 33–36. <https://doi.org/10.35316/lahjah.v1i1.574>
- Mulyadi. (2016). Bimbingan dan Konseling di Sekolah / Madrasah. In *Jakarta: Rineka Cipta*.
- Nurhaswinda. (2025). *Peningkatan Minat Belajar Matematika Tentang Pecahan, Desimal dan Persen*. 1–23.
- Oktavia, N., Iwan Fitriani, M., & Ribhan, R. (2023). Analisis Komparasi Terhadap Prestasi Belajar Siswa yang Tinggal di Pondok Pesantren dengan Siswa yang Tinggal di Rumah. *Risalah, Jurnal Pendidikan Dan Studi Islam*, 9(1), 44–56. http://jurnal.faiunwir.ac.id/index.php/Jurnal_Risalah/article/view/465
- Purwanti, D. (2024). *Analisis perbandingan hasil belajar mata pelajaran sejarah kebudayaan islam (ski) pada peserta didik boarding school dan reguler di man 2 kota palu*.

17 **Analysis of Learning Outcome in Arabic Subject Among the Student of
Muhammadiyah Boarding School Alabio, South Kalimantan**

- Rokim, M. (2022). Perbandingan Minat dan Prestasi Belajar Antara Mahasiswa Berlatar Belakang Pendidikan Pesantren dan Non Pesantren di Jurusan Pendidikan Bahasa Arab Institut Negeri (IAIN) Kediri. In *Jurnal Multidisiplin Ilmu* (Vol. 1).
- Rukhoiyah, S., & As'ad, M. Z. W. (2020). Studi Perbandingan Hasil Belajar Fikih antara Siswa yang Tinggal di Pondok dengan yang di Luar Pondok. *Jurnal Pendidikan Islam*, 4(1), 79–101.
- Setyaningsih, A. (2019). *Prestasi Belajar Bahasa Arab di MTs Ma'arif NU 04 Tamansari Purbalingga (Studi Komparasi Siswa Alumni MI dengan SD)*. <https://core.ac.uk/download/pdf/295323728.pdf>
- Wandansari Sihombing, H., Afandi, M., Subhan, M., Riau, K., Pekanbaru, K., & Riau, P. (2024). Desember 2024 *Hanissa Wandansari Sihombing, dkk.-Universitas Islam Negeri Sultan Syarif Kasim Riau* 685. 1(2).