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Integration of Arabic Language Learning through the All in One System Approach at Ar-Raudhatul Hasanah Islamic Boarding School, Lumut

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ABSTRACT

Arabic language learning in modern Islamic boarding schools focuses on memorization and repetition, while the communicative and linguistic dimensions have not been optimally integrated. Therefore, it is necessary to design a development model that combines academic learning activities in the classroom with communicative and contextual language practices. This study aims to describe and analyze the method of developing Arabic language learning activities through the All in One System approach at Ar-Raudhatul Hasanah Islamic Boarding School. This study uses a qualitative descriptive approach, using data collection techniques such as observation, interviews, and document analysis. Data analysis was carried out through the interactive model of Miles, Huberman, and Saldaña, including data reduction, display, and conclusion drawing. Data validity was ensured through source triangulation, technical triangulation, and member checking. The findings of this study revealed three models of Arabic language learning development: Mufradāt learning developed using the ADDIE model, emphasizing systematic planning and continuous evaluation; grammar learning developed through the ASSURE model, which focuses on learner characteristics and active participation; and language skills learning (istimā', muḥādathah, qirā'ah, and kitābah) are developed through the CTL (Contextual Teaching and Learning) model, which emphasizes experience-based learning. This study concludes that the All in One System has created a dynamic and participatory Arabic language learning ecosystem, positioning language as a living practice shaped by social and cultural interactions.

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Keyword

Integrated System; Approach; Learning; Language Activities.

ملخص

يركز تعلم اللغة العربية في المدرسة الداخلية الإسلامية الحديثة على الحفظ والتكرار، في حين لم يتم دمج الأبعاد التواصلية واللغوية على النحو الأمثل. لذلك، من الضروري تصميم نموذج تطوير يجمع بين أنشطة التعلم الأكاديمية

في الفصل الدراسي والممارسات اللغوية التواصلية والسياقية. تهدف هذه الدراسة إلى وصف وتحليل طريقة تطوير أنشطة تعلم اللغة العربية من خلال نهج النظام الشامل في مدرسة الروضة الحسنة الإسلامية الداخلية. تستخدم هذه الدراسة نهجاً وصفيًا نوعيًا، باستخدام تقنيات جمع البيانات مثل الملاحظة والمقابلات وتحليل الوثائق. تم إجراء تحليل البيانات من خلال النموذج التفاعلي لمايلز وهورمان وسالدانا، بما في ذلك تقليل البيانات والعرض واستخلاص الاستنتاجات. تم ضمان صحة البيانات من خلال التثليث المصدري والتثليث الفني والتحقق من الأعضاء. كشفت نتائج هذه الدراسة عن ثلاثة نماذج لتطوير تعلم اللغة العربية: تعلم المفردات الذي تم تطويره باستخدام نموذج ADDIE، مع التركيز على التخطيط المنهجي والتقييم المستمر؛ يُطوّر تعلم القواعد النحوية من خلال نموذج ASSURE، الذي يُركّز على خصائص المتعلم والمشاركة الفعالة؛ ويُطوّر تعلم مهارات اللغة (الاستماع، والمحاضرة، والقراءة، والكتابة) من خلال نموذج CTL (التعليم والتعلم السياقي)، الذي يُركّز على التعلم القائم على التجربة. وتخلص هذه الدراسة إلى أن نظام "الكل في واحد" قد أنشأ بيئة ديناميكية وتشاركية لتعلم اللغة العربية، مُصوِّراً اللغة كممارسة حيّة تُشكّلها التفاعلات الاجتماعية والثقافية.

الكلمات الرئيسية : نظام متكامل؛ منهج؛ تعلم؛ أنشطة لغوية.

INTRODUCTION

The changing times demand a paradigm shift in foreign language learning, including Arabic. In the context of globalization and advances in communication technology, language learning should not only focus on grammatical knowledge, but should also be directed towards active and functional communication skills. Arabic is essentially a communication tool used by humans to convey thoughts, feelings, and culture. Over time, Arabic that is not used in communication tends to be abandoned even though it has been learned. (Riana Dia et al., 2023). Language is a tool for communication in various activities, both verbal and nonverbal, including learning with the support of appropriate media (Mailani et al., 2022). Therefore, effective foreign language learning should emphasize language skills (*maharah lughawiyah*) so that students are able to use language in social and academic contexts.

In the context of Arabic language learning in Indonesia, there are two main orientations: Arabic is taught to understand scientific texts (*ta'allum al-lughah li fahm al-nushush*), and Arabic for communication purposes (*ta'allum al-lughah li al-tawasul*). The first orientation is commonly found in traditional Islamic boarding schools (*salafiyah*), while the second orientation has developed in modern Islamic boarding schools (Qumaruzzaman, 2024). Traditional Islamic boarding schools emphasize the grammatical aspects of nahwu, sharaf, and balaghah with the aim of understanding classical texts, while modern Islamic boarding schools place greater emphasis on oral and written communication skills with the aim of applying language functions in everyday life (Ips et al., 2022). In addition, striving for a balance between linguistic knowledge and Arabic language practice (Sanah et al., 2022). The existence of two different Arabic language learning objectives requires various learning models to achieve more effective goals.

The Arabic language learning system in Indonesia adopts two learning models, namely the All in one system (*thoriqoh al-wahdah*), dan *disintegrated system* (*thoriqoh al-furni*) (Mujahidah & Riyadhi, 2023). The All-in-One System model integrates all linguistic components (*anasir al-lughah*) and language skills (*maharah al-lughah*) in an integrated learning

process and found in modern Islamic boarding schools. Basically, Arabic is an inseparable unity. Then, the disintegrated system is learning Arabic by separating it into branches of linguistic knowledge such as nahwu, sharaf, and balaghah, which are usually found in traditional (classical) Islamic boarding schools (Kasmiati et al, 2021). Both learning models have their own advantages, whereby the All in one system learning model has Arabic communication skills but is weak in grammatical skills, while the disintegrated system produces students who have good grammatical skills but are weak in communication skills.

Advances in technology and modern learning theories have brought about a new paradigm in Arabic language teaching. The post-method era signals the need for flexibility and integration of learning approaches, as learning no longer relies on a single method, but emphasizes the system and social context of language users (Unsi & Adhimatul Wutsqo, 2023). The learning model is also integrated from two or more models by setting boundaries in accordance with the institutional objectives (Saefuloh & Aflisia, 2022). Arabic is the main language of instruction with the aim of making Arabic a functional means of communication (Kasim et al., 2023). In this context, the All-in-One System model is relevant because it connects classroom teaching materials with language practice in everyday life to make learning contextual.

The All-in-One Arabic Language Learning System model is rooted in cognitive and humanistic approaches that emphasize active student involvement in discovering meaning through contextual learning experiences (Nashfati et al., 2025). This model is in line with the principle of integrated learning, whereby students not only master linguistic aspects, but are also able to express the values, culture, and social meanings contained within the language (Sulton & Kabir, 2025). Thus, Arabic language learning is not only aimed at improving linguistic competence, but also at shaping students' cultural and spiritual awareness of Islam in their daily lives.

Theoretically, the All-in-One System model is based on three main pillars, namely linguistic theory, which views language as arbitrary symbols that serve social and cultural functions; Gestalt cognitive theory, which emphasizes holistic understanding and meaningful learning; and the integration of linguistic, pedagogical, and psychological symbols in the learning process. (Musyafa'ah & Ulin Nuha, 2022). Gestalt theory provides a strong foundation for understanding Arabic language learning as a holistic cognitive process (Setiyawan et al., 2021). Learning is not merely the repetition of stimulus responses as in behaviorism, but rather a process of discovering meaning through the connections between the parts of the overall structure of experience. The integration of *istima'*, *kalam*, *qiroah*, and *kitabab* in each learning process will enable students to master each aspect more comprehensively because the material is interrelated. Arabic is viewed as a single, indivisible entity because language must be unified and integrated in every aspect.

Arabic language learning in modern Islamic boarding schools is well-established and proven in terms of its rapid development. The learning system has been developed with strong planning, implementation, evaluation, and development, resulting in students who are able to use Arabic both verbally and in writing (Abdurahman & M Mansyur, 2021). Arabic language learning is implemented at all levels using the same model, but produces students who are able to use Arabic. The development of Arabic language learning using this model

has increased, due to its spread through other modern Islamic boarding schools, both Gontor branches and Gontor-affiliated boarding schools (Bahij & Khoir, 2023). The development network established by the institution indirectly influences the Arabic language education and learning process carried out at the institution.

In general, Arabic language learning at Gontor adopts an all-in-one system because it is more lively and develops in line with social and cultural developments in the community. Arabic language learning does not focus on a specific method, but rather learning is viewed as a system (A. Hakim, 2021). In the process, elements related to all learning components work together and support each other to achieve the planned learning objectives (L. Hakim, 2023). This model will involve students more because they are the subjects who use Arabic and are also part of the system. Their involvement in learning is not limited to simply listening in class and passively accepting whatever the teacher says. This means that they become active participants in learning. The classroom as a place to receive teaching materials and outside the classroom as a place to use Arabic will produce students who are able to use Arabic as a means of communication and maximize the use of language.

The all-in-one Arabic language learning system is the opposite of the disintegrated system and is known in Arabic as *nadzor al-wahdah* (integrated concept). This system is the opposite of *nadzor al-furu'* (separate concept) (Ahmad Ghazin & Khizanatul, 2023). *An all-in-one system is defined as Arabic language learning that combines four main competencies, namely listening, speaking, reading, and writing* (Wahidah et al., 2021). This means that Arabic is viewed as a whole and cannot be separated into different parts. In this concept, the learning process takes place simultaneously, covering all language competencies, based on the assumption that all language components are interrelated and influence each other. The learning pattern built into learning as a system is that learning a language is not only for knowledge, but must prioritize the practice of language as a means of communication, thus requiring more learning models (Muflihah et al., 2024). In addition, language learning from a process perspective involves all components of learning to achieve learning objectives based on the functions of each component. Language in general is something that evolves along with the development of its users. Human development in civilization and culture has a significant influence on the development of language.

Arabic, which is also used by many people around the world, will continue to evolve as its usage changes and evolves. In essence, language is a reflection of culture; language influences culture and culture influences language, so that the two form a mutually influential unity (Kurniawan et al., 2023). Language, as part of the cultural system, will influence each other, where in the use of language, it can be seen that there is a relationship between the social structure of society in using the language, thus forming linguistic behavior (Meyniar Albina et al., 2024). Language has universal involvement in a culture because language functions as a means of communication that cannot be separated from that culture. Language is also the result of a person's thoughts because when a person speaks, they formulate their words through deep thought.

Learning requires activities because without activities, the learning process does not take place properly and interestingly. In implementing learning that includes activities, all aspects of students will be involved, both physically and spiritually, so that behavioral

changes take place better, easier, more accurately, and faster, both in terms of cognitive and psychomotor aspects (Sadiqzade, 2025). The involvement of all aspects of the learner will make them more active in participating in the learning process, because they not only understand but also do what they have understood (Aswad et al., 2024). Seeing that learning is so complex, we should not only look at one aspect of learning, but must look at learning from all aspects and not ignore any aspect, even if it has a very small role. The learning problems that continue to arise will require new solutions in line with the development of learners, especially in language learning. One such aspect is learning activities that can develop learners' abilities and achieve learning objectives.

The types of learning are: 1). Visual activities. These are activities that can be visualized in the classroom, such as reading, looking at pictures, observing, experimenting, demonstrating, exhibiting, and observing others working or playing (Zega, 2020). This activity certainly involves visual media to support the activity (Mukaromah, 2021). 2) Aktivitas lisan (*oral activity*). Oral activities. These activities are activities that present facts or principles, connect events, ask questions, give advice, express opinions, conduct interviews, discussions, and interruptions. Media support is also very important to help the learning process as an effort to internalize teaching materials to students (Rahmatullah et al., 2020). 3) These activities are activities in the scope of listening. These activities include listening to material presentations, listening to conversations, group discussions, or listening to the radio, listening to the news, and so on. Writing activities. These activities include writing stories, writing reports, checking compositions, copy materials, making outlines or summaries, filling out questionnaires, taking tests, and so on.

There have been many studies related to the all-in-one system in foreign language learning, and the results show that this system is applied in language teaching. Arabic language learning with this system has an integrative concept between teaching materials and the daily practices of students, so that the two are strongly linked (Amrina et al., 2024). The development of Arabic language learning models using this system must be strengthened in terms of teaching methods with the aim of providing variety in the classroom (Syamsu et al., 2023). Learning variety is implemented by strengthening learning media so that, in addition to designing them using tools, objects in the surrounding environment are also utilized (Al Irsyadi et al., 2020). and educational games are used in teaching Arabic. This learning system is developed in terms of teaching materials by integrating teaching materials with religious and cultural values. Sistem pembelajaran ini di kembangkan pada aspek materi ajar dengan mengintegrasikan materi ajar dengan nilai-nilai agama dan budaya (Unsi, 2021). The development of the all-in-one system has also been developed in terms of the curriculum with a thematic model which is then translated into textbooks (Unsi & Adhimatul Wutsqo, 2023). From the above studies, it is clear that this learning system must also be examined from another important aspect, namely the activities carried out in the learning process using the all-in-one system approach, including the activities themselves, the types of activities, and the basis for their development.

The Raudlah Al-Hasanah Islamic boarding school in Tapanuli Tengah is one of the modern Islamic boarding schools in South Tapanuli that adopts an all-in-one system similar to that used at the Darussalam Gontor Islamic boarding school. The Arabic language learning

process prioritizes language proficiency over grammar by implementing an Arabic language learning curriculum that integrates teaching materials into one textbook and one time slot. The concept of Arabic language learning encourages collaboration between students and teachers in the classroom (Mohammed Ameen & Abdulrahman Kadhim, 2023). Collaboration is the keyword in implementing learning with an integrated system, where after the teacher teaches the material, the students use it in both academic and non-academic environments. Cooperation between teachers and students results in active learning so that students become actors in the teaching material.

Arabic language learning with the all-in-one system concept at the Raudhlah Al-Hasanah Islamic boarding school creates activities that support the learning process. This is done in order to accelerate the achievement of learning objectives. Arabic language learning activities from teaching materials in the classroom are a new concept, so other educational institutions, especially modern and Salafi Islamic boarding schools, must be developed. In addition to socialization, it also serves as an evaluation process for the boarding school. The teaching materials are delivered through various activities that are integrated into the lives of students in the boarding school environment. The development of an all-in-one system with activities needs to be viewed from various perspectives, which requires further research and provides development guidelines for the boarding school.

METHOD

This study is a descriptive qualitative research, conducted by collecting narrative information or data, both written and oral, that reflect qualitative aspects such as conditions, processes, events, words, and other relevant phenomena related to the observed object. The research was carried out at Ar-Raudlah Al-Hasanah Islamic Boarding School, Lumut, Central Tapanuli Regency. The researcher focused on developing learning activities based on the All in One System approach in Arabic language instruction. What differentiates this study from others is its emphasis on developing a learning model through activity design, aimed at implementing more varied Arabic learning. Primary data were obtained through observations and interviews with the school principal, Arabic teachers, and dormitory supervisors. The number of respondents was not predetermined but continued until data saturation was achieved.

The data analysis technique followed the Miles and Huberman (1992) model, which consists of three stages: Data reduction summarizing, selecting, and focusing on key points related to the research problem; Data display presenting qualitative data concisely and clearly, possibly through diagrams, category relationships, and other forms; Verification and conclusion drawing presenting the findings descriptively to illustrate the research object, transforming unclear phenomena into comprehensible insights. Finally, the conclusions of this study will serve as answers to the research hypotheses or contribute to the formulation of a new theory.

RESULTS&DISCUSSION

Adoption of the All-in-One System Approach in Arabic Language Learning

The results of the study indicate that Arabic language learning at the Raudhatul Hasanah Lumut Islamic Boarding School adopts the All in One System approach, namely a learning strategy that integrates all aspects of language skills into one complete unit. This model places language use as the center of learning activities, so that every activity in the classroom is directed to create real communication experiences. Arabic language learning combined with these learning activities is developed to produce three development models based on learning focus, namely: (1) mufradāt learning is developed using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), (2) grammatical learning is developed through the ASSURE model (Analyze Learners, State Objectives, Select Methods, Media, and Materials, Utilize Media and Materials, Require Learner Participation, and Evaluate and Revise), and (3) language proficiency learning (istimā', muḥādathah, qirā'ah, and kitābah) is developed using the CTL model (Contextual Teaching and Learning). The activities carried out in learning Arabic using the All in one system approach are seen from the various activities carried out, consisting of visual activities, oral activities, listening activities, writing activities, motor activities, and emotional activities.

Development of Language Skills: Vocabulary, Grammar, and Proficiency

Learning at this Islamic boarding school encompasses six main components: mufradāt, tarākīb, muḥādatsah, qirā'ah, kitābah, and evaluation. Each component supports each other to achieve comprehensive communicative competence. This approach reflects the Integrated Skills Approach theory, where listening, speaking, reading, and writing skills are taught simultaneously within the same context (Dewi & Muslim, 2024). Each linguistic competence is interrelated with the function of supporting the competence, such as the istima' competence which influences 72% of the muḥādatsah competence (Akla & Arifin, 2024). Students' ability to master vocabulary also contributes to improving students' ability to pronounce words correctly, which can be seen in their ability to pronounce vocabulary correctly and increase their vocabulary (Munthe et al., 2022). Furthermore, mastery of vocabulary will strengthen student interaction in language activities both in and outside the classroom (Hamid et al., 2024). In this way, students not only master the language theoretically, but also use it in real situations such as conversation, writing, and understanding texts.

Interactive Learning Activities to Support Language Mastery

The vocabulary stage serves as the foundation for all language skills. Students are encouraged to recognize, listen to, and imitate the pronunciation of new vocabulary, accompanied by visual activities such as pictures or teacher movements (ḥarakah al-mudarris). This approach follows the principles of the Aural-Oral Method, which emphasizes phonological repetition to strengthen memory. Vocabulary taught using the aural-oral approach has been shown to improve vocabulary mastery skills to a greater extent than other approaches (Nisa et al., 2024). In essence, mastering one word in a language is considered to lead to mastery of other related vocabulary, because each word has a relationship with other

words (Hamada & Yanagawa, 2024). For example, in the findings of this study, there is an activity of guessing pictures, meaning that the activity of guessing pictures and pronouncing the vocabulary in sentences helps students understand the context of the meaning of words, not just their form. Seeing pictures of words directly can put them into long-term memory (Wahdian et al., 2023). This process shows that vocabulary mastery is done naturally through auditory and motor experiences.

In tarākīb learning, teachers no longer emphasize memorizing grammatical definitions, but instead provide example sentences that represent specific structures. For example, the concepts of mubtada' and khabar are taught by pointing to real objects in the classroom. Students' knowledge of grammar will foster awareness of its use, which can prevent reliance on memorization in language use (Fikri et al., 2025). This approach aligns with inductive grammar teaching, which helps students understand sentence patterns intuitively (Noveria, 2021). Arabic grammar is a key aspect because it opens up a broader vocabulary (Latif et al., 2022). *Inductive grammar teaching is a frequently used pattern to connect grammar with communicative aspects to support language usability* (RAHMANI et al., 2023). In this way, students build structural understanding from real experiences, rather than from abstract theoretical explanations. This strategy has been shown to improve syntactic analysis skills while strengthening active learning.

The muhādatsah activity is the core of the All in One System approach to Arabic language learning and is the main objective. In the process, the teacher provides conversation examples (hiwār) followed by practice in pairs or small groups. The interactive-communicative connectivity in muhādatsah learning improves Arabic speaking fluency through the acquisition of vocabulary and sentence structure (Maryani et al., 2024). This activity allows students to develop spontaneous speaking skills, using previously learned vocabulary and structures. This activity is a structured conversation practice that significantly improves fluency, vocabulary retention, and communicative confidence by emphasizing active listening and speaking (Purnomo, 2025). This learning reflects the application of communicative competence developed by Canale and Swain, namely a combination of linguistic, sociolinguistic, and strategic abilities. With directed practice and contextual themes, students are trained to communicate actively and civilly according to Islamic values.

Interactive and Experiential Learning in Arabic Language Education

The recitation stage serves to strengthen the ability to read and understand simple texts. The learning process involves writing mufradāt on the board, arranging them into complete sentences, and then reading the results aloud in turns. Writing activities are one way to stimulate applied thinking skills and develop words into sentences and even discourse (Mahmudah & Musthofa, 2023). This activity not only trains reading skills but also develops critical thinking skills and language logic. Learning recitation is not passive reading one-way from students, but rather a more in-depth study while simultaneously improving text comprehension, pronunciation, and vocabulary (Asse et al., 2024). Arabic recitation activities supported by visual activities will facilitate improved understanding, because students see and do the material being studied (Muflihah et al., 2024). The teacher acts as a direct evaluator who improves structure and pronunciation. This approach demonstrates the synergy

between receptive (reading) and productive (writing) skills, which form the basis of functional Arabic literacy.

Kitabah learning is directed towards enabling students to write independently based on their experiences and the context they understand. The teacher provides instructions to write sentences on the board, then asks students to develop them in their own style. During the writing activity, the teacher acts as a facilitator who can assist students when needed in the writing process (Norhidayah et al., 2021). Furthermore, the teacher can determine the level of students' writing ability and the writing patterns of all students (Huda et al., 2024). This writing activity is followed by assignments in the dormitory to ensure continuous practice. This pattern aligns with the Process Writing Approach theory, which emphasizes writing as an exploratory and reflective process (Huda et al., 2024). The development of kitabah skills begins with simple sentences and short paragraphs, aligning with students' experiences writing sentences on the board and then developing them independently (Zhang, 2024). Through writing, students not only copy sentences but also construct meaning and develop systematic thinking skills in Arabic.

Learning activities at this Islamic boarding school are not only cognitive but also involve motor and emotional dimensions. Students are often asked to imitate the teacher's movements, point to objects, or practice commands in Arabic. These activities strengthen semantic understanding and create concrete learning experiences (Catur Sugiarti Putri et al., 2025). Furthermore, competitions, group work, and teacher recognition foster a passion for learning and increase student self-confidence (Liu et al., 2024). This experiential learning supports the Total Physical Response (TPR) theory developed by Asher, where language is learned through physical and emotional engagement. This method utilizes the coordination of commands, speech, and movement to optimize all aspects of a child's development (Prima, 2024). Learning that involves physical response leverages the intrinsic relationship between physical activity and cognitive processes, making the Arabic learning experience engaging and sustainable.

Evaluation, Pedagogical Models, and Challenges in Arabic Language Learning

Evaluation is conducted in layers, encompassing written exercises, practical assignments, and dormitory assessments. A minimum completion standard of 80% demonstrates strict academic quality control. This evaluation system uses a formative assessment approach, where assessment serves to improve the process, not just the final outcome. Teachers directly correct student errors and provide positive feedback to maintain a productive learning process. However, this study also noted that the evaluation format still needs to be expanded toward authentic assessment, which assesses communication performance in real-life contexts. This assessment represents a new direction for assessment in Islamic boarding schools, which have tended to be traditional (Zuniati et al., 2024). Assessment serves to improve the process, not just the final outcome, because it integrates cognitive, affective, and psychomotor aspects, thus contributing to deeper learning (Pais Marden & Herrington, 2025). Assessment measures learning changes, not the final outcomes achieved by students.

The All in One System implementation does not stand alone, but rather synergizes with three development models: ADDIE, ASSURE, and CTL. The ADDIE model is used in *mufradāt* planning, the ASSURE model is applied to grammatical learning, and CTL is used for *muhādatsah* and *kitābah* activities. The ADDIE model is effective in designing learning media applications because it focuses on material content and application feasibility that optimally achieves objectives (Rahmandhani & Utami, 2022). *The mufradāt* taught is media-based to facilitate students to recognize and understand the true meaning, because many Arabic vocabulary has no equivalent in Indonesian, integrated visualization between the abstract and concrete (Fan, 2021). CTL as a model is the primary choice in Arabic learning because it prioritizes active participation from students because speaking and writing must prioritize students (Putri et al., 2025). These three models strengthen the pedagogical structure of the Islamic boarding school system. This integration reflects the ability of Islamic boarding schools to adapt to modern learning theories without losing their distinctive character rooted in Islamic values.

During the Arabic language learning process, students demonstrated a high level of participation and enthusiasm. Various activities, such as *hiwar* (group discussions), language games, and group exercises, created a pleasant learning atmosphere. Observations also showed an increase in students' confidence in speaking Arabic, although some still faced challenges with vocabulary and fluency. This increased confidence strengthened vocabulary mastery and improved speaking skills (Ainiyah et al., 2025). This evidence demonstrates that an integrative approach can build intrinsic motivation and a sense of ownership of the language being learned, crucial factors for successful second language acquisition. Integrative orientation and motivation are interrelated in learning a second language (Sahgal, 2024). Motivation is a crucial element in learning a second language, as it will lead to the achievement of desired goals (Nurhidayah, 2020).

Despite its effectiveness, this system faces several challenges. Limited learning media and technological resources mean that learning activities still rely on teachers' improvisational skills. Furthermore, some teachers are unfamiliar with modern learning designs such as CTL and ADDIE, necessitating ongoing training. Teacher readiness remains a challenge in implementing any changes in the direction of Arabic language learning (Syamfa Agny Anggara, 2025). Another challenge is the suboptimal consistency of Arabic language use outside the classroom. Therefore, a stronger *bi'ah lughawiyyah* strategy is needed to ensure students continue to use Arabic in their daily activities. Implementing *bi'ah lughawiyyah* must have written and standardized guidelines to guide implementation, ensuring it is focused and on target (Habibah et al., 2022).

The implications of this research are far-reaching for Islamic education. First, the All in One System approach can be used as a model for Arabic language learning in other Islamic boarding schools because it balances linguistic, spiritual, and social aspects. Second, the curriculum needs to be designed based on the integration of learning domains (cognitive, affective, and psychomotor) to make learning more contextual. Third, evaluation needs to be directed toward performance-based assessment, not just written tests. Fourth, project-based learning and technology can strengthen the system's relevance in the digital age. Overall, the All in One System approach at Raudhatul Hasanah Islamic Boarding School in

Lumut has succeeded in creating a comprehensive and meaningful Arabic language learning model. The integration of modern theory and Islamic boarding school traditions makes this system unique and relevant to the context of contemporary Islamic education. Future research is needed to quantitatively assess the effectiveness of this system in improving students' communicative and religious abilities. With curriculum development, teacher training, and technological support, this model has the potential to become a national reference for contextual, humanistic, and spiritual Arabic language learning.

CONCLUSIONS

The results of this study indicate that the application of the All in One System approach in Arabic language learning at the Ar-Raudhatul Hasanah Islamic Boarding School in Lumut, Central Tapanuli has created an integrated learning pattern that connects the cognitive, linguistic, and social dimensions of students. This system is not only oriented towards mastery of linguistic structures, but also towards students' communicative and functional abilities in using Arabic actively in the Islamic boarding school environment. The development of Arabic language learning activities in this Islamic boarding school is divided into three main models, namely the development of mufradāt through the ADDIE model which is systematic and evaluative-oriented, grammatical development through the ASSURE model which emphasizes the analysis of student characteristics and the use of participatory learning media, and the development of language proficiency through the CTL model which is based on contextual experience. These three models show the synergy between modern learning design theory and the contextual needs of Islamic boarding schools, making language learning more focused and meaningful.

The All in One System is determined by the quality of interaction between learning components: objectives, materials, methods, media, activities, and evaluation. Harmonious interactions create an active, collaborative, and reflective learning climate, where teachers act as facilitators and students become language practitioners. However, the findings of this study also indicate a gap between formal activities in the classroom and informal activities outside the classroom. This limited integration results in suboptimal language acquisition and underutilization of some activities (motor, mental, emotional). This study confirms that the All in One System is not simply a teaching method, but rather a learning paradigm that positions language as a living system that grows through use and social interaction. This paradigm rejects the traditional fragmentation between teaching qawā'id and language skills. It demands a holistic approach in which maharah al-lughah (istimā', kalām, qirā'ah, kitābah) mutually support and form a complete learning ecosystem. In this context, Islamic boarding schools become social laboratories where language is practiced, not just learned.

Thus, this study confirms that the success of Arabic language learning is not determined by the amount of theory taught, but by the extent to which the language becomes a "living part" of the learner through a learning system that integrates knowledge, experience, and real-life communication practices. The activity-based All-in-One System is a transformative strategy for realizing contextual, communicative, and life-oriented Arabic language learning. As technology plays an increasing role in education, exploring how digital

tools and platforms can be integrated into the All-in-One System would be valuable. Future research could assess the effectiveness of using e-learning platforms, mobile apps, and educational games to support the All-in-One System in Arabic language learning.

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