

ISSN: 2615-0905

Alsunä

Journal of Arabic and English Language



Prodi Pendidikan B. Arab & Language Center
Universitas KH. Abdul Chalim



ALSunä

Journal of Arabic and English Language

The focus and scope are to provide readers with a better understanding of Arabic and English Language present developments through the publication of articles. This journal includes research articles and brief communications, including:

Teaching Arabic-English as a Foreign Language.

Media Teaching Arabic and English.

Teaching Strategies of Arabic and English.

Technology Teaching Arabic and English.

Second Arabic-English Acquisition.

Arabic-English Modern Standard.

Linguistics, Literature, and History of Arabic-English.

Philosophy of Language.

The Language of The Holy Quran.

EDITORIAL TEAM

EDITOR-IN-CHIEF

Ammar Zainuddin

INTERNATIONAL EDITORIAL BOARD

Yuli Ani Setyo Dewi

Saidna Zulfiqar Bin-Tahir

Eka Rizki Amalia

Azkia Muharom Albantani

Aliy Abdulwahid Adebisi

Najlaa Aly Matari

Nur Aeni

Nabila Boucharif

Bello Muhammad

MANUSCRIPT EDITOR

Hasyim Asy'ari

Nurul Azizah Ria Kusrini

Eva Lathifah Fauzia

Muhammad Mujtaba Mitra Zuana

Muqimah Liwais Sunnah

Mardhiana Jamal

LAYOUT EDITOR

Fathi Hisyam

Call for Papers



Alsuna: Journal of Arabic and English Language

Volume 8, Number 2 (2025)

All papers are based on Research and Development

We are pleased to invite researchers, academics, practitioners, and language enthusiasts to submit their original research papers for the upcoming issue of **Alsuna: Journal of Arabic and English Language** (Volume 8, Number 2, 2025). This edition will focus on **Research & Development (R&D)-based studies** that contribute to innovation and practical solutions in Arabic and English language education, learning, linguistics, and related fields.

Free Access & No Fees*: Open access is available for readers or authors, with no submission or publication charges (APCs).

***Author Affiliations:** Clearly state all authors' institutional affiliations, including country. Collaborative works from three or more institutions (with at least one international affiliation) are encouraged.



Best Regards,
Editorial Team
Alsuna: Journal of Arabic and English Language

Prodi Pendidikan B. Arab & Language Center

Universitas KH. Abdul Chalim

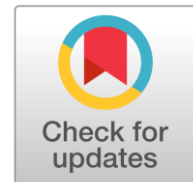


Psycholinguistic Strategies for Talent Regeneration in Arabic Language Education: Insights from Malaysia and Indonesia

Nur Hanifansyah *

Universitas Islam Internasional Darullughah Wadda'wah

nurhanifansyah@uiidalwa.ac.id



Received, 26 February 2025

Accepted, 13 May 2025

ABSTRACT

Purpose - The application of psycholinguistic strategies in Arabic language education has revealed surprising results, particularly in talent regeneration within Islamic educational institutions in Malaysia and Indonesia. This study explores how immersive environments, contextualized pedagogy, and linguistic scaffolding contribute to nurturing linguistic talent.

Design/methodology/approach - A qualitative research design was employed, involving 60 participants from Malaysia and 30 from Indonesia comprising educators, administrators, and students from prominent institutions such as Maktab Mahmud Yan and Pondok Pesantren Darullughah Wadda'wah. Data were collected through semi-structured interviews, classroom observations, and institutional document reviews.

Findings/results - A qualitative research design was employed, involving 60 participants from Malaysia and 30 from Indonesia comprising educators, administrators, and students from prominent institutions such as Maktab Mahmud Yan and Pondok Pesantren Darullughah Wadda'wah. Data were collected through semi-structured interviews, classroom observations, and institutional document reviews.

Originality/value - This research highlights the potential of psycholinguistic approaches to create sustainable frameworks for Arabic language education Insights from Malaysia and Indonesia.

Paper type - Research paper

Keywords: Psycholinguistics, Arabic language education, Talent regeneration, Immersive learning, Cross-Cultural pedagogy.

***Correspondence**

Introduction

Language education faces a silent crisis: a growing gap between teaching strategies and the dynamic needs of modern learners. While the importance of creating immersive language environments is widely acknowledged, many institutions fail to bridge the divide between traditional pedagogies and innovative management strategies (Bizami, Tasir, and Kew 2023; Chigbu, Ngwevu, and Jojo 2023; Rapanta et al. 2021). This disconnection results in students who memorize grammatical rules but struggle to engage in meaningful communication, a scenario that undermines the very



purpose of language education (S. Almelhes 2024). The challenge is further compounded in institutions where Arabic, a language of both sacred and academic significance, is taught within rigid frameworks that do not fully capitalize on the potential of environmental immersion and motivational techniques (S. A. Almelhes and Alsaiani 2024).

The growing demand and enthusiasm for learning Arabic, particularly among students in Malaysia, highlight the increasing recognition of the language's importance in education, religious understanding, and global communication. This surge in interest, however, has outpaced the availability of qualified educators and effective teaching methodologies. For instance, Pondok Pesantren Darullughah Wadda'wah annually sends approximately 20 student-teachers to Malaysia for teaching practicums in regions like Kedah and Negeri Sembilan, where they witness the overwhelming eagerness of local students to master the Arabic language. Additionally, the institution organizes extensive community service programs (KKN), involving the deployment of around 117 students to Malaysia, further showcasing the vibrant enthusiasm for Arabic learning. Despite this promising landscape, the limited supply of resources and structured psycholinguistic strategies underscores the need for innovative approaches to nurture and regenerate linguistic talent, ensuring that this growing interest translates into sustainable Arabic language proficiency for future generations.

The ability to nurture linguistic talent is a cornerstone of Arabic language education, particularly within Islamic educational institutions. In the context of Malaysia and Indonesia, Arabic is not only a medium for religious understanding but also a vehicle for cross-cultural communication and identity formation. Despite its significance, the regeneration of linguistic talent faces considerable challenges, including diverse sociocultural contexts, varying institutional capacities, and a limited focus on psycholinguistic strategies in existing pedagogical frameworks.

Existing literature emphasizes the importance of psycholinguistic principles such as immersion learning, contextualized instruction, and linguistic scaffolding in fostering language acquisition. The integration of psycholinguistic strategies in Arabic language education has gained increasing attention due to its potential to enhance both linguistic proficiency and teaching methodologies. Solehudin and Hanifansyah (2024) explored the impact of Arabic oratory on vocabulary acquisition and public speaking confidence among Malaysian students. Their findings revealed that implementing psycholinguistic strategies, such as voice projection and positive reinforcement during weekly oratory sessions, led to a 20% improvement in vocabulary mastery and a 50% increase in public speaking confidence. This underscores the role of psycholinguistics in fostering both linguistic and interpersonal skills (Solehudin and Nur Hanifansyah 2024).

In the context of Indonesia, Yusuf (2019) highlighted the importance of psycholinguistic principles in the post-method era of Arabic language teaching. By focusing on students' cognitive processes and mental states, the study emphasized the development of effective teaching strategies tailored to Arabic language acquisition

(Yusuf 2019). Further expanding on this, Nurdianto et al. (2024) examined the implementation of the Common European Framework of Reference (CEFR) in Arabic language education from a psycholinguistic perspective. Their research revealed that while the CEFR approach offers significant opportunities, it also presents challenges specific to the sociocultural and linguistic context of Indonesia (Humaini and Nurdianto 2024).

Psycholinguistics has also been applied to specific areas of Arabic language education, such as Balaghah. Sokip et al. (2023) demonstrated that incorporating psycholinguistic strategies into the teaching of Arabic rhetoric significantly enhances students' comprehension and production skills (Sokip et al. 2023). This approach not only aids linguistic understanding but also cultivates critical thinking and expression. Meanwhile, Nafi'ah and Setiyawan (2024) analyzed the broader application of psycholinguistics in 21st-century Arabic language learning, highlighting the need for strategies that address contemporary challenges and dynamics in language acquisition (Nafi'ah and Setiyawan 2024). Similarly, Adinda et al. (2024) reviewed psycholinguistic-based methods such as Task-Based Learning and Problem-Based Learning, concluding that these approaches foster active, communicative, and applicable Arabic language learning experiences (Adinda et al. 2024).

Project-Based Learning (PjBL) has also been examined from a psycholinguistic perspective. Adawiah (2023) found that PjBL effectively enhances Arabic language acquisition and production skills by engaging students in meaningful, context-based activities (Adawiyah et al. 2021). Finally, Aziz et al. (2022) explored the role of psycholinguistics in developing receptive skills, such as listening and reading, in Arabic language education. Their study highlighted the significance of understanding mental processes involved in language activities to create more effective and targeted teaching strategies (Aziz, Al-Firdausy, and Syafi'i 2022).

Collectively, these studies emphasize the diverse applications and benefits of psycholinguistic strategies in Arabic language education. From fostering oratory skills and strengthening grammatical understanding to enhancing receptive and productive capabilities, psycholinguistics offers a comprehensive framework for addressing the complexities of Arabic language learning in various educational contexts.

This study builds on existing research by focusing specifically on the application of psycholinguistic strategies for talent regeneration in Arabic language education within the sociocultural contexts of Malaysia and Indonesia. While prior studies have explored psycholinguistics in language acquisition broadly, this research narrows its focus to uncover how these strategies can systematically nurture emerging linguistic talents and address the unique challenges faced in Islamic educational institutions. By integrating case studies and comparative analysis, this study offers fresh insights into bridging theoretical frameworks with practical, context-sensitive applications, contributing to a more sustainable approach to Arabic language education.



This study seeks to bridge these gaps by exploring the psycholinguistic dimensions of talent regeneration in Arabic language education in Malaysia and Indonesia. It aims to: Identify effective methods employed in nurturing linguistic potential. Examine the interplay between environmental factors, psycholinguistic principles, and pedagogical approaches. Assess the challenges and opportunities in adapting psycholinguistic strategies across diverse educational settings.

The research focuses on key Islamic educational institutions that exemplify best practices in integrating psycholinguistics into their teaching methodologies. By analyzing case studies from these institutions, the study provides actionable insights for educators and policymakers to optimize talent regeneration strategies.

The significance of this research lies in its dual contribution: it advances theoretical understanding of psycholinguistic strategies in Arabic language education and offers practical recommendations for addressing current pedagogical challenges. By situating the findings within the broader sociocultural and educational landscapes of Malaysia and Indonesia, this study aspires to enhance the development of linguistic talent, ultimately contributing to the sustainability of Arabic language proficiency in Islamic educational contexts.

Method

This study employs a qualitative research design, grounded in psycholinguistic theories and principles, to explore the regeneration of linguistic talent in Arabic language education (Creswell and Creswell 2020). The methodological approach integrates theoretical frameworks such as Vygotsky's sociocultural theory and Krashen's input hypothesis, which emphasize the importance of interaction, scaffolding, and comprehensible input in language acquisition. The research was conducted in selected Islamic educational institutions in Malaysia and Indonesia, chosen for their exemplary practices in Arabic language education and their sociocultural relevance. These institutions were identified through a purposive sampling method to ensure the inclusion of diverse educational settings and methodologies. The study involved 30 participants from each country, ensuring balanced representation. This study was conducted in two countries Malaysia and Indonesia due to their longstanding educational and cultural ties, as well as their shared commitment to Arabic language education within Islamic contexts. Malaysia was chosen because of its growing enthusiasm for Arabic learning despite the relative scarcity of Arabic language experts, creating fertile ground for pedagogical innovation and collaboration. Indonesia, on the other hand, was selected for its rich pesantren tradition and established expertise in Arabic language teaching, particularly through institutions such as Pondok Pesantren Darullughah Wadda'wah, which frequently sends educators abroad.

The two institutions selected for this study were *Maktab Mahmud Yan* in Kedah, Malaysia, and *Pondok Pesantren Darullughah Wadda'wah* in Pasuruan, Indonesia. Maktab Mahmud Yan represents a Malaysian public religious secondary school known for its proactive efforts in improving Arabic language proficiency, including through collaborations with international educators. Darullughah Wadda'wah was selected due to its reputation as a leading Arabic and Islamic education institution in Indonesia with a strong track record in sending student-teachers to Malaysia through teaching internships and community service programs. These two institutions were chosen using purposive sampling to represent best practices and contrasting sociolinguistic environments, providing rich, comparative insights into the application of psycholinguistic strategies in talent regeneration.

Primary data were collected through semi-structured interviews with educators (Kakilla 2021), administrators, and students, providing firsthand insights into the strategies and challenges of talent regeneration. Secondary data were obtained from institutional reports, curriculum documents, and relevant academic literature. Informants included Arabic language educators, curriculum developers, and institutional leaders from both Malaysia and Indonesia. Respondents comprised a total of 60 students, 30 from Malaysia and 30 from Indonesia, actively engaged in Arabic language programs. Additional data were sourced from institutional policies, teaching materials, and academic texts from both countries.

Data collection involved interviews with 20 educators and administrators (10 from Malaysia and 10 from Indonesia) and 40 students (20 from each country) to gather in-depth perspectives on teaching methodologies, psycholinguistic strategies, and talent identification processes. Classroom sessions were observed in six institutions (three in Malaysia and three in Indonesia) to analyze the practical implementation of psycholinguistic approaches. Relevant institutional documents and curricular resources were also reviewed to contextualize findings within broader educational frameworks.

The data were analyzed using thematic analysis, identifying recurring patterns and themes related to psycholinguistic strategies and their impact on talent regeneration (Braun and Clarke 2006). The cross-comparison between Malaysia and Indonesia provided insights into contextual similarities and differences. By employing this method, the study provides a nuanced exploration of how psycholinguistic strategies can be effectively leveraged to nurture linguistic talent in Arabic language education for non-native speakers, offering valuable insights for educators and policymakers involved in the teaching of Arabic as a foreign language in diverse sociocultural settings.

Result and Discussion

The bond between Indonesia, particularly through institutions like Darullughah Wadda'wah, and Malaysia is deeply rooted in shared cultural, religious, and educational



values (Hanifansyah and Mahmudah 2024; Solehudin 2024). This relationship has been significantly strengthened through collaborative efforts in Arabic language education. Darullughah Wadda'wah, known for its excellence in Arabic teaching and Islamic scholarship, plays a pivotal role in supporting Malaysia's aspirations to enhance Arabic language proficiency among its students. Each year, Darullughah Wadda'wah sends skilled student-teachers and educators to Malaysia for practical teaching programs, particularly in regions such as Kedah and Negeri Sembilan. These programs not only address the shortage of Arabic educators in Malaysia but also foster cross-cultural learning and the exchange of pedagogical innovations (Hanifansyah and Mahmudah 2024; Muhamad Solehudin, Nurhanifansyah, and Syaheed Kholid 2024).

Moreover, the annual KKN (*Kuliah Kerja Nyata*) programs organized by Darullughah Wadda'wah, which involve sending over 100 students to various regions in Malaysia, have further solidified this partnership. These initiatives provide Malaysian students with access to high-quality Arabic instruction while simultaneously giving Indonesian educators valuable experience in diverse educational settings. This collaboration goes beyond language education, nurturing a sense of unity and mutual respect between the two nations. It also serves as a model of how shared goals in education and cultural development can strengthen ties between neighboring countries in the Muslim world. Through these efforts, Indonesia and Malaysia continue to build a robust educational network that not only enhances Arabic language learning but also contributes to the broader development of Islamic education in Southeast Asia.

Immersive Learning Environments

The study highlights the critical role of immersive learning environments in fostering Arabic language proficiency. Institutions in Malaysia demonstrated a strong commitment to creating Arabic-speaking zones and organizing language immersion camps. These initiatives allowed students to practice Arabic naturally in a supportive setting, significantly enhancing their confidence and fluency. For example, regular immersion activities provided structured opportunities for students to engage in authentic communication, reducing their reliance on their native languages. Similarly, in Indonesia, *pesantren* implemented comprehensive immersion programs where students engaged with Arabic in diverse religious and cultural contexts, facilitating holistic language acquisition.

Contextualized Pedagogical Approaches

Contextual learning emerged as a vital strategy in Arabic language education. Educators in both Malaysia and Indonesia employed methods such as role-playing, storytelling, and situational dialogues to help students apply their linguistic skills in practical, real-world scenarios. In Malaysia, the proficiency of students in English provided a significant advantage, as it facilitated the use of bilingual approaches in teaching Arabic. This bilingual competence offers a unique opportunity for Arabic language educators from Indonesia to bridge linguistic gaps by leveraging their English proficiency to enhance the learning process. By doing so, Indonesian educators can

effectively communicate complex Arabic concepts and create a more inclusive and engaging learning environment for Malaysian students. On the other hand, Indonesian institutions adopted a balanced approach, combining traditional teaching methods with multimedia resources, ensuring that students could connect new knowledge to familiar cultural and religious contexts.

Linguistic Scaffolding Techniques

Linguistic scaffolding played an essential role in supporting students' gradual development of Arabic language proficiency. Educators employed strategies like guided practice, peer learning, and step-by-step task progression to help students navigate increasingly complex language structures. In Malaysia, group-based activities encouraged collaboration and peer-to-peer interaction, fostering a community of learners. In Indonesia, the focus was more on individualized mentorship, allowing educators to tailor instruction to the specific needs of each student. These approaches collectively created a strong foundation for linguistic mastery.

Talent Identification and Development

The study also identified innovative methods for recognizing and nurturing linguistic talent among students. Activities such as public speaking competitions, Arabic debate forums, and collaborative projects served as platforms for students to showcase and refine their language skills. Institutions in Malaysia demonstrated greater capacity to collaborate with external linguistic and cultural organizations, offering students access to additional resources and opportunities. Meanwhile, Indonesian *pesantren* excelled in leveraging community-based programs to instil a strong sense of linguistic and cultural identity.

Challenges in Psycholinguistic Strategy Implementation

Despite the successes, several challenges were identified. In both countries, adapting psycholinguistic strategies to diverse sociocultural contexts proved difficult. Differences in student motivation and community attitudes toward Arabic learning necessitated highly tailored approaches. Resource limitations, particularly in rural areas of Indonesia and Malaysia, hindered the adoption of advanced teaching tools and methods. Additionally, inconsistent levels of teacher training in psycholinguistic principles created disparities in the quality of instruction, particularly in less accessible regions.

Addressing Methodological Uncertainty: Lessons from Indonesia and Malaysia

The uncertainty in determining the most effective methods for Arabic language education remains a significant challenge, particularly in Indonesia. The debate over prioritizing grammatical studies, such as Nahwu and Sharaf, versus emphasizing conversational Arabic often creates fragmented approaches that can hinder the development of a cohesive learning experience. In contrast, Malaysia presents a distinct advantage in this regard. As Arabic language education is still in its foundational stages, there are fewer entrenched debates over methodology. Malaysia resembles a clean



canvas, offering educators a unique opportunity to design and implement an effective and balanced approach to Arabic instruction from the ground up.

The arrival of educators from Darullughah Wadda'wah has brought much-needed clarity and direction to this "clean canvas" in Malaysia. Their presence, particularly in regions like Kedah and institutions such as Maktab Mahmud Yan, has introduced a nuanced blend of pedagogical strategies that prioritize both conversational skills and fundamental grammar. This balanced approach ensures that students acquire a strong linguistic foundation while simultaneously building the confidence to communicate effectively in Arabic.

Moreover, the guidance provided by Darullughah Wadda'wah educators has laid the groundwork for a sustainable system of teacher regeneration. By training and mentoring local students to eventually take on teaching roles, they have fostered a self-reliant framework for Arabic education in Malaysia. This structured, thoughtful approach highlights the potential for Malaysia to develop a cohesive and progressive Arabic education system, avoiding the methodological uncertainties that have posed challenges in Indonesia. The result is a promising trajectory for Arabic language education in Malaysia, with the influence of Darullughah Wadda'wah serving as a cornerstone for its growth and sustainability.

Comparative Analysis of Malaysia and Indonesia

Both Malaysian and Indonesian institutions share similarities in their reliance on traditional teaching methods as a foundation for Arabic language education. However, Indonesian pesantren stand out for their creativity and consistency, supported by a strong linguistic environment that fosters immersive Arabic practice. The use of traditional methods in Indonesia is often complemented by creative adaptations, such as integrating contextual learning into everyday activities and promoting peer-led initiatives within a supportive environment. This consistency is bolstered by the pesantren culture, which emphasizes daily engagement with Arabic in both formal and informal settings. However, institutions like Darullughah Wadda'wah have begun integrating modern innovations such as interactive whiteboards and digital tools, signalling a shift toward a more balanced approach that combines tradition with technology. This integration not only enriches the learning experience but also highlights the potential for Indonesian pesantren to further modernize their pedagogical strategies while preserving their cultural heritage. Both approaches reflect a commitment to innovation, though at varying stages of technological adoption.

In Malaysia, Arabic language instruction is often limited in scope, focusing on specific modules or activities. Despite this, Malaysian students demonstrate exceptional creativity in expanding their learning experiences. For example, student-led Arabic language groups and extracurricular activities have become key drivers of engagement, enabling learners to take ownership of their progress. This innovative spirit reflects the potential for Malaysia to develop a more robust Arabic learning environment as technological adoption and institutional support increase.

Both countries exhibit unique strengths in their approaches. Indonesia benefits from a consistent linguistic environment that reinforces learning, while Malaysia leverages student creativity to compensate for limited technological integration and institutional focus. These complementary strengths highlight opportunities for cross-regional collaboration to enhance Arabic language education in both contexts.

Implications for Arabic Language Education

The findings underscore the critical need for investment in teacher training and resource development to support the widespread adoption of psycholinguistic strategies. Institutions must also foster partnerships with technological and cultural organizations to expand access to advanced learning tools and authentic Arabic contexts. Policymakers are encouraged to prioritize funding for educational initiatives that align with psycholinguistic principles, ensuring sustainable growth in Arabic language proficiency.

This study provides valuable insights into the role of psycholinguistic strategies in regenerating linguistic talent within Islamic educational institutions in Malaysia and Indonesia. By leveraging immersive environments, contextualized teaching methods, and linguistic scaffolding, these institutions can optimize Arabic language education to meet the growing demand. Addressing the identified challenges through targeted interventions will further enhance the effectiveness of psycholinguistic approaches, contributing to the sustainability of Arabic language learning in diverse sociocultural settings.

Psycholinguistic strategies in regenerating linguistic talent within Islamic educational institutions in Malaysia and Indonesia. Immersive learning environments proved to be highly effective, as demonstrated by the implementation of Arabic-speaking zones and language immersion camps. These initiatives facilitated active use of Arabic and reduced reliance on students' native languages. Malaysian institutions, particularly Maktab Mahmud Yan, excelled in integrating Arabic into daily activities, creating a natural linguistic environment. Similarly, Indonesian pesantren like Darullughah Wadda'wah utilized structured immersion programs to enhance linguistic exposure. Contextualized pedagogical approaches were also prominent, with educators employing methods such as role-playing, storytelling, and situational dialogues that enabled students to apply linguistic skills in real-world scenarios. Malaysian institutions capitalized on modern technology, including interactive whiteboards and digital tools, to enrich contextual learning, while Indonesian institutions balanced traditional practices with modern adaptations, such as multimedia resources.

Linguistic scaffolding techniques, including guided practice, peer learning, and incremental complexity in language tasks, were instrumental in developing students' proficiency. Both Malaysian and Indonesian institutions implemented scaffolding effectively, with group-based activities more common in Malaysia and individual mentorship emphasized in Indonesia. Innovative methods for identifying linguistic



talent, such as language competitions, public speaking sessions, and collaborative projects, were widely used. Both countries highlighted the importance of mentoring programs to nurture identified talents, with Malaysian institutions displaying stronger collaboration with external linguistic and cultural organizations.

Building a Peer-Teaching System: Senior Teaching Junior

In a short period, Indonesian educators successfully implemented a transformative strategy in Malaysian Arabic language classes: establishing a peer-teaching system where senior students were encouraged to teach their juniors (Masnun, Hanifansyah, and Khalid 2024). This system was built on the principle that teaching not only reinforces one's own understanding but also cultivates critical communication skills and confidence. The educators emphasized that even with limited mastery, students should not hesitate to teach others, as the process itself enhances their knowledge and proficiency.

To support this system, educators encouraged seniors to form small teaching groups consisting of 5 to 10 members, often pairing two students to lead each session. These collaborative teaching settings allowed students to develop a teaching mindset early on, building the mental resilience and adaptability required for effective instruction. By engaging actively in teaching, the students solidified their grasp of previously learned Arabic lessons and built a deeper understanding through practice and peer feedback.

This approach fostered a culture of learning and sharing, as juniors began to look up to their senior peers not only as role models but also as accessible sources of guidance and mentorship. Over time, this system of senior teaching junior laid the foundation for a sustainable regeneration of Arabic language educators in Malaysia. With guidance and continuous mentorship from Indonesian educators, this peer-teaching initiative ensured that the knowledge imparted was not only retained but also amplified through each generation of learners. This grassroots-level strategy of creating teacher-mentors from within the student body proved to be a pivotal step in ensuring the long-term growth and self-reliance of Arabic education in Malaysia.

Psycholinguistics considers language to be an essential expression of mental activity, being at the interface of psychology and cognitive neuroscience (Bo and Qiongpeng 2022; Mondal 2024; Van Der Burght et al. 2023). Psycholinguistics is the scientific study of how people understand, produce, and comprehend language (Al-Badawi, Aljaafreh, and Al-Mawadie 2020; Alduais et al. 2022; Gleitman and Gleitman 2022), both consciously and unconsciously, spoken and written. It is also the foundation for research in second language acquisition and language aspects associated with identity and society (Abe and Shapiro 2021; Driver 2024; Uccelli 2023). There are relationships with language-related research in artificial intelligence and educational technology (B. Li et al. 2024; Liang et al. 2023; Weng and Chiu 2023). The integration of motor, sensory, cognitive, and big data knowledge for this multidisciplinary field is current and very distinctive (Almusharraf et al. 2024; Jusslin et al. 2022; Saleh Al

Rasheed 2022; Shadiev and Wang 2022). The psycholinguistic strategies used in talent recruitment involve the complex, natural, multi-sensory, and participatory aspects of Arabic language development to give those unaware or unknowledgeable its full share and importance of first-person experience in the talent choice of subjects (Pae 2022). The field of language acquisition is concerned with studying how the mind and mental processes learn languages (Hofweber, Zeller, and Treffers-Daller 2023; Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur 2024). Closely associated with psycholinguistics and cognitive science, research in this field typically utilizes experimental techniques to examine developmental processes that are inherently changeable over time and focus on issues that are outside the realm of control or reliance on non-linguistic resources (Festman 2021; Jeong et al. 2021; P. Li and Lan 2022; Odaryuk 2021). Developmental data provide critical test cases to distinguish among directions of psychological theory and theories. Although the study of language acquisition should be as objective as possible, it is difficult to establish practice rules and constraints for describing and studying data. The knowledge of psychologists and specialist childcare educators is used in talent recruitment and training to amplify language skill standards, characteristics, and factors in Arabic language children. Evaluated the results of Arab education on language sense in both English and Arabic preschool children, younger children are often likely to have academic interest in Arabic writing activities (Gözüm and Aktulun 2021; Kranski and Steed 2022; Langner and Fukkink 2023; Nelis, Pedaste, and Šuman 2023; Saracho 2023).

Jigsaw in Arabic Language Learning

The Jigsaw method, a cooperative learning strategy, enhances Arabic proficiency by fostering peer collaboration and active engagement. In Malaysia, Maktab Mahmud Yan utilizes Jigsaw for interactive Arabic discussions, while in Indonesia, Darullughah Wadda'wah applies it for student-led learning. This method aligns with psycholinguistic principles, strengthening cognitive processing, social interaction, and speaking confidence, making it a valuable tool for sustainable talent regeneration in Arabic education (Mahmudah and Hanifansyah 2024).

This study underscores the critical role of psycholinguistic strategies in talent regeneration and highlights the need for tailored approaches that consider sociocultural dynamics. By adopting these strategies, Islamic educational institutions can achieve sustainable growth in Arabic language proficiency, thereby contributing to broader linguistic and cultural development within the Muslim world.

Discussion

This study contributes to the growing body of literature on psycholinguistic strategies in Arabic language education by exploring their application in talent regeneration within Islamic educational institutions in Malaysia and Indonesia. Previous research, such as that by Yusuf (2019), emphasized the importance of understanding cognitive processes and mental states in developing effective teaching methodologies



for Arabic learners. This study builds on these findings by demonstrating how psycholinguistic principles, such as scaffolding and immersion, can systematically nurture linguistic talent and address the unique sociocultural challenges of the region.

The integration of psycholinguistic strategies into teaching Arabic rhetoric, as highlighted by Sokip et al. (2023), is extended in this research to broader linguistic development. For example, activities such as public speaking competitions and peer-teaching sessions directly align with their findings on improving comprehension and production skills. Additionally, this study supports the insights of Nafi'ah and Setiyawan (2024), who called for psycholinguistic strategies to address contemporary challenges in language acquisition, by illustrating the successful use of contextualized learning and group mentoring systems in Malaysia.

Qualitative interviews with educators, administrators, and students from both countries revealed important insights into the practical application of psycholinguistic strategies:

Educator and Student Perspectives

The data indicate that Indonesian educators highly valued peer-teaching models as a means to strengthen students' confidence and internalize their knowledge. This method was perceived not merely as a pedagogical tool, but also as a process that deepens understanding through teaching engagement. Meanwhile, educators in Malaysia observed that students' bilingual proficiency particularly in English enhanced the flexibility and accessibility of Arabic instruction, enabling smoother comprehension in multilingual settings.

From the student side, those in Malaysia showed strong enthusiasm toward peer-teaching initiatives, finding them both intellectually rewarding and confidence-building. Indonesian students emphasized the importance of a consistent Arabic-speaking environment beyond the classroom, as seen in *pesantren* life, which supports natural language internalization.

However, several challenges emerged. Both Malaysian and Indonesian participants identified limited access to digital resources especially in rural schools as a barrier to implementing more interactive and psycholinguistic-oriented instruction. In Malaysia, the absence of Arabic exposure in daily life was seen as a major constraint, despite students' motivation to learn the language.

Impact of Psycholinguistic Strategies

Findings further revealed that strategies such as scaffolding and task-based learning significantly enhanced learner autonomy, fluency, and engagement. Students in Malaysia were reported to take initiative in forming Arabic language clubs and practicing independently, indicating the potential of structured psycholinguistic approaches to promote sustainable language development. These observations align with Adinda et al. (2024), who underscore the importance of active and communicative learning environments, and with Nurdianto et al. (2024), who highlight both the promise

and complexity of implementing psycholinguistic methods in diverse sociocultural contexts.

The combination of speaking and listening, reading and writing, as well as four other basic skills in foreign language learning can further enable students to enhance their language instincts (Ali et al. 2022; El Majidi, De Graaff, and Janssen 2024; J. Li and Mak 2022; Mortazavi et al. 2021), write vividly, and understand deeply, improving deep coaching and profound understanding for students. Language skills learned using these strategies can enable students to develop coping skills to adapt to an increasingly complex and rapidly changing future society (Barrot, Llenares, and Del Rosario 2021; Núñez-Canal, De Obesso, and Pérez-Rivero 2022; Tao and Gao 2022; Zhai and Wibowo 2023). Teachers can guide students to master language skills that align with their specific characteristics, plan course objectives within a specific learning environment, organize course content, and select appropriate teaching tools to achieve the goal of ensuring course teaching quality, meeting students' academic abilities, and stimulating learning motivation (Chu, Liu, and Fang 2021).

The Role of Mnemonic and Emotional Connections in Teaching

One of the unique aspects of the Indonesian educators' approach in Malaysia is their ability to create memorable and impactful teaching experiences that leave lasting impressions on their students. By blending effective teaching methods with cultural and emotional resonance, these educators employ mnemonic strategies both consciously and unconsciously that embed learning experiences in the minds of their students (Mahmudah, Nurhanifansyah, and Khalid 2024).

Indonesian educators often use a blend of Indonesian, Malaysian, and Arabic languages during their instruction, along with English for those proficient in it. This multilingual approach not only facilitates better understanding but also creates a distinctive and engaging learning environment. A Malaysian student remarked:

"The way our Indonesian teachers mix languages makes learning feel natural. It's like we're connecting different parts of the world in one classroom."

The effort made by Indonesian educators to adapt to the Malaysian linguistic and cultural context adds another layer of connection. Their willingness to learn and use Malay expressions while maintaining their unique Indonesian identity provides a new and refreshing perspective for their students. This cultural exchange fosters respect and deepens the bond between educators and learners.

Beyond linguistic techniques, the emotional and psychological approach of Indonesian educators has proven to be deeply impactful. Their genuine care for their students, their humility, and their dedication often led to powerful emotional moments. Many students recall the heartfelt lessons and interactions that left indelible marks on their memories. A student shared, *"When our teacher shared his struggles learning Arabic and then encouraged us to keep going, I realized that learning isn't about being perfect but about trying your best. That moment changed how I approached Arabic."*



The culmination of these efforts is most visible during farewell ceremonies, where students often cry as they bid farewell to their Indonesian mentors. These emotional goodbyes reflect not only the bond formed between teachers and students but also the deep psychological impact of the educators' approach. This emotional connection reinforces the learning process, as students associate positive and meaningful experiences with their Arabic studies.

Moreover, these memorable teaching moments serve as a form of mnemonic device, where emotional engagement enhances memory retention. The students not only learn Arabic more effectively but also develop a lifelong appreciation for the language and the cultures associated with it. The Indonesian educators' ability to touch hearts and minds demonstrates the success of their psychological approach, which not only enhances linguistic competence but also nurtures a love for learning that extends beyond the classroom.

Conclusion

This study highlights the significant role of psycholinguistic strategies in regenerating linguistic talent within Arabic language education in Malaysia and Indonesia. By integrating methods such as immersive learning environments, contextualized pedagogy, and linguistic scaffolding, this research has demonstrated that both countries have unique strengths and opportunities to optimize Arabic language learning. Malaysia benefits from a foundational approach with innovative potential, while Indonesia thrives on a culturally enriched, consistent linguistic environment supported by *pesantren* culture.

The contributions of this study lie in its comparative analysis and practical recommendations for talent regeneration. It bridges theoretical frameworks and field practices, emphasizing the importance of adapting strategies to sociocultural dynamics. The innovative approaches introduced by Indonesian educators in Malaysia, such as peer teaching and the blending of languages, provide evidence of effective psycholinguistic application that not only enhances linguistic proficiency but also fosters emotional and cultural connections.

Despite its contributions, this research acknowledges certain limitations. The sample size and scope were limited to specific institutions in Malaysia and Indonesia, which may not represent the entire spectrum of Arabic language education in these regions. Future studies should incorporate larger, more diverse samples, explore longitudinal impacts, and investigate the integration of advanced technologies in psycholinguistic strategies.

Implication

The findings have broad implications for educators, policymakers, and institutions. Investing in teacher training, resource development, and cross-cultural

collaboration can further enhance the effectiveness of psycholinguistic approaches. By addressing existing challenges and building on identified strengths, this research paves the way for sustainable growth in Arabic language education and the regeneration of linguistic talent across diverse educational contexts. The study also invites future exploration into the potential of combining psycholinguistic principles with advanced technological tools to create more dynamic and inclusive Arabic language learning environments.



References

- Abe, Sayaka, and Shawna Shapiro. 2021. 'Sociolinguistics as a Pathway to Global Citizenship: Critically Observing "Self" and "Other"'. *Language Awareness* 30 (4): 355–70. <https://doi.org/10.1080/09658416.2021.1925289>.
- Adawiyah, Yayah Robiatul, Khoirun Nisa', Rika Agustin, Sri Wahyuni, Hajar Rosdiana, and Nurul Latifah. 2021. 'Pelatihan Mahir Mengetik Tulisan Arab Bagi Mahasiswa Baru Prodi Pendidikan Bahasa Arab'. *Community Development Journal: Jurnal Pengabdian Masyarakat* 2 (2): 282–87. <https://doi.org/10.31004/cdj.v2i2.1706>.
- Adinda, Dea, Era Fazira, Fadhla Abi Hidayah, and Sahkholid Nasution. 2024. 'The Role of Psycholinguistics in Developing Arabic Language Learning Methods: A Literature Review'. *Adabuna: Jurnal Pendidikan Dan Pemikiran* 4 (1): 35–44. <https://doi.org/10.38073/adabuna.v4i1.2031>.
- Al-Badawi, Mohammed, Abdessalam Aljaafreh, and Reda S. M. Al-Mawadie. 2020. 'The Employment of Listening Teaching Strategies in Elementary Classrooms by Jordanian Arabic Teachers'. *Osmangazi University* 13 (2): 783–96. <https://doi.org/10.29333/iji.2020.13253a>.
- Alduais, Ahmed, Hind Alfadda, Dareen Baraja'a, and Silvia Allegretta. 2022. 'Psycholinguistics: Analysis of Knowledge Domains on Children's Language Acquisition, Production, Comprehension, and Dissolution'. *Children* 9 (10): 1471. <https://doi.org/10.3390/children9101471>.
- Ali, Zulfiquar, Sarala Thulasi Palpanadan, Muhammad Mujtaba Asad, Prathamesh Churi, and Ehsan Namaziandost. 2022. 'Reading Approaches Practiced in EFL Classrooms: A Narrative Review and Research Agenda'. *Asian-Pacific Journal of Second and Foreign Language Education* 7 (1): 28. <https://doi.org/10.1186/s40862-022-00155-4>.
- Almusharraf, Asma, Hassan Saleh Mahdi, Haifa Al-Nofaie, Elham Ghobain, and Amal Aljasser. 2024. 'Video Captioning and Subtitles in Second Language Listening Comprehension: Fast-Paced Versus Slow-Paced Speakers'. *Journal of Psycholinguistic Research* 53 (2): 29. <https://doi.org/10.1007/s10936-024-10070-z>.
- Aziz, Muhammad Tareh, M. Kemal Husain Al-Firdausy, and Moh. Syafi'i. 2022. 'Learning Listening and Reading Skills from the Arabic Language in a Psycholinguistic Perspective'. *AL-ISHLAH: Jurnal Pendidikan* 14 (4): 4997–5006. <https://doi.org/10.35445/alishlah.v14i4.2296>.
- Barrot, Jessie S., Ian I. Llenares, and Leo S. Del Rosario. 2021. 'Students' Online Learning Challenges during the Pandemic and How They Cope with Them: The Case of the

- Philippines'. *Education and Information Technologies* 26 (6): 7321–38.
<https://doi.org/10.1007/s10639-021-10589-x>.
- Bo, Wang, and Luo Qiongpeng. 2022. 'The Integration of Psychology and Linguistics from the Perspective of Cognitive ScienceThe Example of the Psychological Reality of Language'. *Social Sciences in China* 43 (4): 137–51.
<https://doi.org/10.1080/02529203.2022.2166295>.
- Braun, Virginia, and Victoria Clarke. 2006. 'Using Thematic Analysis in Psychology'. *Qualitative Research in Psychology* 3 (2): 77–101.
<https://doi.org/10.1191/1478088706qp063oa>.
- Chu, Wenxiu, Honggang Liu, and Fan Fang. 2021. 'A Tale of Three Excellent Chinese EFL Teachers: Unpacking Teacher Professional Qualities for Their Sustainable Career Trajectories from an Ecological Perspective'. *Sustainability* 13 (12): 6721.
<https://doi.org/10.3390/su13126721>.
- Creswell, John W, and J David Creswell. 2020. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE Publications.
- Driver, Meagan. 2024. 'Realities of Comfort and Discomfort in the Heritage Language Classroom: Looking to Transformative Positive Psychology for Juggling a Double-edged Sword'. *The Modern Language Journal* 108 (S1): 147–67.
<https://doi.org/10.1111/modl.12899>.
- El Majidi, Abid, Rick De Graaff, and Daniel Janssen. 2024. 'Debate as a Pedagogical Tool for Developing Speaking Skills in Second Language Education'. *Language Teaching Research* 28 (6): 2431–52.
<https://doi.org/10.1177/13621688211050619>.
- Festman, Julia. 2021. 'Learning and Processing Multiple Languages: The More the Easier?' *Language Learning* 71 (S1): 121–62. <https://doi.org/10.1111/lang.12437>.
- Gleitman, Lila R., and Claire Gleitman. 2022. 'Recollecting What We Once Knew: My Life in Psycholinguistics'. *Annual Review of Psychology* 73 (1): 1–23.
<https://doi.org/10.1146/annurev-psych-032921-053737>.
- Gözüm, Ali İbrahim Can, and Özgün Uyanik Aktulun. 2021. 'Relationship between Pre-Schoolers' Self-Regulation, Language, and Early Academic Skills: The Mediating Role of Self-Regulation and Moderating Role of Gender'. *Current Psychology* 40 (10): 4718–40. <https://doi.org/10.1007/s12144-021-01699-3>.
- Hanifansyah, Nur, and Menik Mahmudah. 2024. 'Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.' *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12 ((2)): 263–78.
<https://doi.org/10.23971/altarib.v12i2.9082>.



- Hofweber, Julia Elisabeth, Jan Patrick Zeller, and Jeanine Treffers-Daller. 2023. 'Challenging Basic Assumptions in Code-Switching Research: New Linguistic, Sociolinguistic and Psycholinguistic Evidence'. *Languages* 8 (2): 124. <https://doi.org/10.3390/languages8020124>.
- Humaini, Arif, and Talqis Nurdianto. 2024. 'Understanding CEFR Language Levels: A Pshycholinguistic Study'. Edited by M.N. Madjid, A. Hariharasudan, A.T. Wati, J. Sardi, and I. Güler. *SHS Web of Conferences* 202:04004. <https://doi.org/10.1051/shsconf/202420204004>.
- Jeong, Hyeonjeong, Ping Li, Wataru Suzuki, Motoaki Sugiura, and Ryuta Kawashima. 2021. 'Neural Mechanisms of Language Learning from Social Contexts'. *Brain and Language* 212 (January):104874. <https://doi.org/10.1016/j.bandl.2020.104874>.
- Jusslin, Sofia, Kaisa Korpinen, Niina Lilja, Rose Martin, Johanna Lehtinen-Schnabel, and Eeva Anttila. 2022. 'Embodied Learning and Teaching Approaches in Language Education: A Mixed Studies Review'. *Educational Research Review* 37 (November):100480. <https://doi.org/10.1016/j.edurev.2022.100480>.
- Kakilla, Charles. 2021. 'Strengths and Weaknesses of Semi-Structured Interviews in Qualitative Research: A Critical Essay'. <https://doi.org/10.20944/preprints202106.0491.v1>.
- Kranski, Tessa A., and Elizabeth A. Steed. 2022. 'Practice-based Coaching to Improve Culturally Responsive Practices in Early Childhood Classrooms: A Single-case Experimental Design'. *Psychology in the Schools* 59 (8): 1587–1608. <https://doi.org/10.1002/pits.22703>.
- Langner, Jana, and Ruben G. Fukkink. 2023. 'A Realist Synthesis of Interprofessional Collaborative Practices in Early Intervention for Children with Speech, Language and Communication Needs'. *International Journal of Language & Communication Disorders* 58 (2): 516–41. <https://doi.org/10.1111/1460-6984.12789>.
- Li, Belle, Victoria L. Lowell, Chaoran Wang, and Xiangning Li. 2024. 'A Systematic Review of the First Year of Publications on ChatGPT and Language Education: Examining Research on ChatGPT's Use in Language Learning and Teaching'. *Computers and Education: Artificial Intelligence* 7 (December):100266. <https://doi.org/10.1016/j.caeai.2024.100266>.
- Li, Jia, and Lillian Mak. 2022. 'The Effects of Using an Online Collaboration Tool on College Students' Learning of Academic Writing Skills'. *System* 105 (April):102712. <https://doi.org/10.1016/j.system.2021.102712>.

- Li, Ping, and Yu-Ju Lan. 2022. 'Digital Language Learning (DLL): Insights from Behavior, Cognition, and the Brain'. *Bilingualism: Language and Cognition* 25 (3): 361–78. <https://doi.org/10.1017/S1366728921000353>.
- Liang, Jia-Cing, Gwo-Jen Hwang, Mei-Rong Alice Chen, and Darmawansah Darmawansah. 2023. 'Roles and Research Foci of Artificial Intelligence in Language Education: An Integrated Bibliographic Analysis and Systematic Review Approach'. *Interactive Learning Environments* 31 (7): 4270–96. <https://doi.org/10.1080/10494820.2021.1958348>.
- Mahmudah, Menik, and Nur Hanifansyah. 2024. 'Implementation of the Jigsaw Learning Method for Maharah Qiro'ah Learning at MA As-Sholach, Kejeran Boyeman, Gondangwetan, Pasuruan'. *Lughawiyah: Journal of Arabic Education and Linguistics, Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia Vol 6 (No 2)*: 165–84. <http://dx.doi.org/10.31958/lughawiyah.v6i2.13456>.
- Mahmudah, Menik, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid. 2024. 'Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips'. *Arabiyatuna: Jurnal Bahasa Arab* 8 (2): 804–26. <https://doi.org/10.29240/jba.v8i2.11349>.
- Masnun, Masnun, Nur Hanifansyah, and Syarif Muhammad Syaheed bin Khalid. 2024. 'Senior Teaches Junior (STJ) Approach in Enhancing Arabic Vocabulary through Kitab Af'al: A Case Study in Malaysia'. *Arabi: Journal of Arabic Studies* 9 (2). <https://doi.org/10.24865/ajas.v9i2.851>.
- Mondal, Prakash. 2024. 'A Critical Perspective on the (Neuro)Biological Foundations of Language and Linguistic Cognition'. *Integrative Psychological and Behavioral Science* 58 (4): 1501–25. <https://doi.org/10.1007/s12124-022-09741-0>.
- Mortazavi, Mohsen, Mahyuddin K. M. Nasution, Foad Abdolazadeh, Mojtaba Behrooz, and Afshin Davarpanah. 2021. 'Sustainable Learning Environment by Mobile-Assisted Language Learning Methods on the Improvement of Productive and Receptive Foreign Language Skills: A Comparative Study for Asian Universities'. *Sustainability* 13 (11): 6328. <https://doi.org/10.3390/su13116328>.
- Muhamad Solehudin, Nurhanifansyah Nurhanifansyah, and Syaheed Kholid. 2024. 'The Effectiveness of Using the Kitab Muhawarah in Enhancing Arabic Speaking Proficiency in Malaysia'. *An Nabighoh* 26 (2): 251–68. <https://doi.org/10.32332/an-nabighoh.v26i2.251-268>.
- Nafi'ah, Hafidzotun, and Agung Setiyawan. 2024. 'Psycholinguistics in 21st Century Arabic Language Learning'. *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 5 (1): 109–21. <https://doi.org/10.52593/klm.05.1.08>.



- Nelis, Pille, Margus Pedaste, and Carolina Šuman. 2023. 'Applicability of the Model of Inclusive Education in Early Childhood Education: A Case Study'. *Frontiers in Psychology* 14 (July):1120735. <https://doi.org/10.3389/fpsyg.2023.1120735>.
- Núñez-Canal, Margarita, Ma De Las Mercedes De Obesso, and Carlos Alberto Pérez-Rivero. 2022. 'New Challenges in Higher Education: A Study of the Digital Competence of Educators in Covid Times'. *Technological Forecasting and Social Change* 174 (January):121270. <https://doi.org/10.1016/j.techfore.2021.121270>.
- Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur. 2024. 'Mnemonic Storytelling as a Psycholinguistic Approach to Enhancing Arabic Writing Competence'. *El-Jaudah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 5 (2): 31–52. <https://doi.org/10.56874/ej.v5i2.2029>.
- Odaryuk, Irina. 2021. 'Using Mind Maps to Motivate the Digital Generation of Students to Learn Foreign Languages'. Edited by D. Rudoy, A. Olshevskaya, and N. Ugrekhelidze. *E3S Web of Conferences* 273:12146. <https://doi.org/10.1051/e3sconf/202127312146>.
- Pae, Hye K. 2022. 'Toward a Script Relativity Hypothesis: Focused Research Agenda for Psycholinguistic Experiments in the Science of Reading'. *Journal of Cultural Cognitive Science* 6 (2): 97–117. <https://doi.org/10.1007/s41809-022-00103-1>.
- Saleh Al Rasheed, Loul. 2022. 'The Effects of a Psycholinguistic Approach to Multisensory Instruction on Psycholinguistic Abilities of Children with Learning Disabilities'. *PSYCHOLINGUISTICS* 32 (1): 143–62. <https://doi.org/10.31470/2309-1797-2022-32-1-143-162>.
- Saracho, Olivia N. 2023. 'Theories of Child Development and Their Impact on Early Childhood Education and Care'. *Early Childhood Education Journal* 51 (1): 15–30. <https://doi.org/10.1007/s10643-021-01271-5>.
- Shadiev, Rustam, and Xun Wang. 2022. 'A Review of Research on Technology-Supported Language Learning and 21st Century Skills'. *Frontiers in Psychology* 13 (July):897689. <https://doi.org/10.3389/fpsyg.2022.897689>.
- Sokip, Sokip, Ahmad Nurcholis, Kojin Kojin, Muhammad Zaenal Faizin, and Abu Hanifa. 2023. 'The Contribution to Understanding the Study of Psycholinguistics in Facilitating Balaghah Learning'. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15 (1): 133–50. <https://doi.org/10.24042/albayan.v15i1.14462>.
- Solehudin, Muhamad. 2024. 'Barnāmij Ba'thah al-Ṭullāb 'alā Ṭabīq al-Tadrīs (SPM): Ta'zīz Kafā'ah al-Ṭullāb wa-Da'm Intisyār al-Lughah al-'Arabiyyah fī al-Mujtama'āt al-Ta'līmiyyah al-'Ālamiyyah'. In *PROSIDING KONIPBSA: Konferensi Nasional Inovasi Pembelajaran Bahasa Dan Sastra Arab*. Vol. 4. 1. Yogyakarta: Faculty of Tarbiyah

and Education State Islamic University (UIN) Sunan Kalijaga Yogyakarta.
<https://conference.uin-suka.ac.id/index.php/konipbsa/article/view/1558>.

Solehudin, Muhamad and Nur Hanifansyah. 2024. 'Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics'. *International Journal of Arabic Language Teaching* 6 (02): 143–56.
<https://doi.org/10.32332/ijalt.v6i02.9920>.

Tao, Jian, and Xuesong(Andy) Gao. 2022. 'Teaching and Learning Languages Online: Challenges and Responses'. *System* 107 (July):102819.
<https://doi.org/10.1016/j.system.2022.102819>.

Uccelli, Paola. 2023. 'Midadolescents' Language Learning at School: Toward More Just and Scientifically Rigorous Practices in Research and Education'. *Language Learning* 73 (S2): 182–221. <https://doi.org/10.1111/lang.12558>.

Van Der Burght, Constantijn L., Angela D. Friederici, Matteo Maran, Giorgio Papitto, Elena Pyatigorskaya, Joëlle A. M. Schroën, Patrick C. Trettenbrein, and Emiliano Zaccarella. 2023. 'Cleaning up the Brickyard: How Theory and Methodology Shape Experiments in Cognitive Neuroscience of Language'. *Journal of Cognitive Neuroscience* 35 (12): 2067–88. https://doi.org/10.1162/jocn_a_02058.

Weng, Xiaojing, and Thomas K.F. Chiu. 2023. 'Instructional Design and Learning Outcomes of Intelligent Computer Assisted Language Learning: Systematic Review in the Field'. *Computers and Education: Artificial Intelligence* 4:100117.
<https://doi.org/10.1016/j.caeai.2022.100117>.

Yusuf, Muhammad. 2019. 'PSIKOLINGUISTIK DALAM METODOLOGI PEMBELAJARAN BAHASA ARAB DI ERA POSTMETODE'. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 2 (2): 183.
<https://doi.org/10.35931/am.v2i2.123>.

Zhai, Chunpeng, and Santoso Wibowo. 2023. 'A Systematic Review on Artificial Intelligence Dialogue Systems for Enhancing English as Foreign Language Students' Interactional Competence in the University'. *Computers and Education: Artificial Intelligence* 4:100134. <https://doi.org/10.1016/j.caeai.2023.100134>.

