

# INTERNALIZING QURANIC VALUES THROUGH ARABIC LANGUAGE TEACHING IN CAMPUS

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Submitted: 13-02-2025    Revised : 28-02-2025    Accepted: 04-03-2025

**ABSTRACT** This study aims to examine how the internalization of Qur'anic values can be achieved through Arabic language teaching in higher education. Arabic, as the language of the Qur'an, plays a strategic role not only as a means of communication but also as a medium for instilling moral, spiritual, and social values in students. The research method used was literature study and observation of the Arabic language learning process in the campus environment. The results show that the integration of Qur'anic values into Arabic language learning materials, such as through the selection of Qur'anic verses and the application of values-based teaching strategies, can increase spiritual awareness and character development in students. The role of lecturers as value mediators is crucial in facilitating this internalization process. Thus, Arabic language teaching in higher education not only develops language competence but also shapes students' personalities with noble morals and based on the teachings of the Qur'an.

**Keywords:** *Internalization, Qur'an Values, Arabic Language, Teaching*

**How to Cite**    Efendi, Y., & Adi., A., (2025). Internalizing Quranic Values Through Arabic Language Teaching in Campus. *IJCRE - International Journal of Culture, Religion, and Education*, Volume 1 ( 1), 12-21.

## INTRODUCTION

The Quran is the primary source of Islamic teachings, containing not only Sharia law but also universal values that guide human life, such as honesty, justice, compassion, and responsibility. These values are not merely normative but also need to be internalized in everyday life, including in education (Pallathadka et al., 2023). One of the main challenges in internalizing Quranic values is bridging the gap between understanding the text and real-life contexts, especially for university students.

The Qur'an serves as the central foundation of Islamic teachings, offering guidance that encompasses legal, ethical, spiritual, and social dimensions. Beyond outlining Sharia regulations, it provides universal principles such as honesty, justice, compassion, discipline, and social responsibility values that are essential for the formation of a balanced and righteous society. These principles are not limited to theoretical constructs; they are intended to shape human attitudes, behavior, and decision-making. In the realm of education, the Qur'an positions knowledge as a pathway to moral refinement, encouraging learners to cultivate both intellectual competence and ethical integrity as they navigate their academic and personal lives.

Despite the richness of its teachings, internalizing Qur'anic values presents significant challenges, particularly in modern educational environments. University students, who often engage with the Qur'an through academic or linguistic frameworks, may understand its literal meanings but struggle to relate them to contemporary realities. This difficulty stems from several factors: the complexity of Qur'anic language, varying levels of religious literacy, and the influence of secular academic culture that tends to separate moral development from intellectual achievement. As a result, the Qur'an may be appreciated as a literary or historical text rather than as a living source of guidance meant to inform attitudes and behavior.

Bridging this gap requires educational approaches that connect Qur'anic teachings directly to students' lived experiences. Instead of focusing solely on textual analysis, educators must highlight the practical relevance of Qur'anic values in addressing modern challenges such as ethical dilemmas, social injustices, academic integrity, and interpersonal relationships. By contextualizing verses within contemporary social and personal issues, students are encouraged to see the Qur'an as a dynamic and applicable guide. This integrative approach not only deepens their comprehension of the text but also fosters meaningful value internalization, enabling them to embody Qur'anic principles in their daily decisions and interactions.

One strategic approach to achieving this goal is through Arabic language learning. As the language of the Quran, Arabic plays a crucial role in deeply understanding the contents of its revelation. A comprehensive understanding of the Quranic text can only be achieved if students possess adequate Arabic language competency (Felsenthal & Agbaria, 2023). Thus, Arabic language learning aims not only to develop linguistic skills but also to instill and internalize Quranic values.

Arabic, as the revealed language of the Quran, plays a crucial role in the process of understanding and appreciating Quranic values. Mastery of Arabic is not merely instrumental but also serves as the primary means for delving deeper into the meanings contained within the Quran (Khoerudin, 2024). Therefore, Arabic language instruction in higher education, particularly in Islamic-based institutions, should not be solely linguistically oriented but should also be directed toward shaping students' character and morality through the internalization of Quranic values.

In the context of Islamic education, Arabic language learning should not be separated from the values contained in the Quran. Through the selection of relevant teaching materials, interactive teaching methods, and a contextual approach, teachers can integrate Quranic values into the learning process (Felsenthal & Agbaria, 2023). This enables students, in this case university students, not only to learn to read and understand Arabic texts but also to absorb their meaning and values.

Internalizing Qur'anic values through Arabic language learning is a character education process that links Arabic language mastery as a means to understand and apply Islamic teachings, ethics, and spirituality more deeply (Ariati et al., 2024). Arabic language learning oriented towards these values builds students' religious, moral, and spiritual awareness and enhances their ability to understand and implement Islamic values in their daily lives.

Universities, as institutions of higher learning, play a strategic role in shaping a generation of Muslim intellectuals who excel not only academically but also possess moral and spiritual integrity. In the context of Islamic education, this role is even more significant given the increasingly complex challenges of the times, including globalization, modernization, and the identity and moral crises facing the younger generation. Therefore, Islamic higher education is required to develop curricula and learning processes that focus not only on mastering knowledge but also on internalizing noble values, particularly those derived from the Quran.

Universities, as centers of advanced knowledge and intellectual development, hold a strategic responsibility in preparing a generation of Muslim scholars and professionals who are not only competent in their fields but also exhibit strong moral and spiritual integrity. In Islamic

educational philosophy, knowledge (*ilm*) is inseparable from ethical conduct (*akhlāq*), meaning that intellectual excellence must be accompanied by personal virtue. As the highest institutions of learning, universities are positioned to cultivate this dual excellence by designing programs that nurture both academic achievement and the formation of ethical, socially responsible individuals grounded in Islamic values.

The urgency of this mission becomes more evident in light of the increasingly complex challenges posed by contemporary developments such as globalization, rapid technological advancement, cultural shifts, and moral relativism. These dynamics often influence the worldview, identity, and behavior of the younger generation, sometimes leading to confusion, value disorientation, or weakened spiritual consciousness. In such a context, Islamic higher education institutions must serve not only as academic training grounds but also as moral fortresses that equip students with a strong ethical compass. By embedding Qur'anic principles into the overall academic environment, universities can help students navigate the complexities of modern life while maintaining a firm commitment to Islamic identity and values.

Therefore, Islamic universities are expected to develop curricula, teaching methods, and campus cultures that go beyond the transfer of knowledge and emphasize the internalization of noble values derived from the Qur'an. (Charles, 2023) This includes designing courses that integrate religious and moral content, fostering reflective learning that links theory to ethical practice, and creating learning experiences that encourage students to embody Qur'anic values such as honesty, justice, discipline, humility, and compassion. Through this holistic educational approach, universities can produce graduates who are not only intellectually capable but also spiritually grounded and morally robust, ready to contribute positively to society in accordance with Islamic teachings.

One course with significant potential for instilling Quranic values is Arabic. As the language of revelation, Arabic is not only a means of communication but also a key to a direct and in-depth understanding of the Quran. Teaching and learning Arabic in universities, particularly in Islamic religious faculties, should not only focus on linguistic aspects such as grammar, grammar, or language skills, but should also be directed at integrating Quranic values into every subject taught.

Internalizing Quranic values through Arabic language instruction in universities is particularly urgent. Students, as young intellectuals, are in a phase of identity discovery, intellectual maturation, and character formation (Khoerudin, 2024). Therefore, a value-infused learning process will be highly effective in shaping their thinking, attitudes, and behavior. Through an understanding of Arabic texts derived from the Quran and classical Islamic literature, students can be guided to explore, reflect on, and practice values such as honesty, trustworthiness, patience, justice, and social responsibility.

However, in practice, Arabic language instruction in universities often remains technical and divorced from the Islamic values that should be inherent in it. The learning process tends to focus on grammatical aspects and translations, while the value dimensions contained in the Quranic text receive insufficient attention. This presents both a challenge and an opportunity for educators to develop an integrative pedagogical approach that emphasizes not only cognitive aspects but also affective and spiritual aspects.

The reality on the ground shows that Arabic language learning in many universities remains theoretical and tends to be divorced from the underlying spiritual values. Students often study Arabic technically, without delving into the depth of meaning contained in Islamic texts, including the Quran. This presents both a challenge and an opportunity for educators and policymakers to design learning models that integrate language and values into a coherent whole.

Therefore, internalizing Quranic values through Arabic language instruction is a necessity in order to develop academics who are not only intellectually intelligent but also spiritually strong and possess noble character. This urgency is increasingly apparent in the context of the moral challenges and values crisis facing today's young generation. Through a holistic approach to Arabic language learning, it is hoped that students will be able to use the Quran as a source of inspiration for their thinking, attitudes, and actions in their daily lives.

Against this backdrop, it is crucial to examine how the internalization of Quranic values can be effectively integrated into Arabic language teaching in universities, as well as the strategies that can be used to optimally achieve this goal.

## **METHOD**

This study employed a qualitative research method with a library research approach. This method was chosen because the focus of the study is on a theoretical and conceptual understanding of how Quranic values can be internalized through Arabic language learning, particularly in the context of Islamic higher education. This study did not collect data directly from the field, but rather analyzed relevant and authoritative written sources.

Data analysis was conducted using a content analysis approach, examining the content and meaning of various references. Grouping data based on themes of Quranic values, internalization methods, and learning strategies, and synthesizing various expert opinions to identify patterns, relationships, or ideal models for internalizing values through Arabic language teaching.

## **FINDINGS AND DISCUSSION**

Teaching Arabic in higher education holds great potential as a medium for internalizing Quranic values. With the right approach, Arabic can serve not only as a bridge to understanding the Quran but also as a means of shaping the character and noble morals of students as a Quranic generation. Therefore, the integration of language and values must be a primary focus in the design and implementation of Arabic language learning.

Based on the literature review conducted, it was found that the internalization of Quranic values through Arabic language learning in higher education can be seen from several important aspects, namely:

### **The Relationship Between Arabic and the Quran**

Arabic is not only a means of communication, but also a language of revelation (لغة الوحي), which is the key to understanding the Quran. Understanding Arabic structures, such as grammar, grammar, and logic, facilitates students' deeper understanding of the meaning of Quranic verses. This makes learning Arabic a highly effective medium for internalizing Quranic values.

Arabic is not only a tool of verbal interaction but also the primary language through which divine revelation was delivered to humanity. As لغة الوحي (the language of revelation), Arabic holds a unique sacred status because its linguistic structure closely mirrors the depth and precision of Qur'anic messages. Every phoneme, word pattern, and syntactic arrangement in the Arabic language carries layers of meaning that cannot be fully conveyed through translation alone. This sacred linguistic nature positions Arabic as an essential medium for accessing the core teachings of Islam.

Understanding Arabic at a structural and conceptual level—particularly its grammar (النحو), morphology (الصرف), and linguistic logic (البلاغة والمنطق) provides students with the analytical tools needed to interpret Qur'anic concepts with clarity and accuracy. The Qur'an employs intricate grammatical patterns, eloquent rhetorical devices, and precise morphological forms that shape the doctrinal, ethical, and spiritual messages it conveys. Without this linguistic awareness, students risk

overlooking or misinterpreting key elements of divine guidance. Thus, Arabic proficiency becomes a gateway to uncovering the deeper layers of Qur'anic meaning.

Furthermore, learning Arabic strengthens students' ability to connect Qur'anic teachings with broader Islamic sciences, such as tafsir, hadith, fiqh, and kalam. All classical Islamic scholarship was originally produced in Arabic, meaning that mastery of the language allows students to engage directly with authoritative sources rather than relying solely on secondary translations. This direct engagement encourages critical thinking, strengthens intellectual independence, and preserves the authenticity of the interpretive process. In this way, Arabic functions not merely as a subject of study, but as a foundational instrument for accessing Islamic intellectual heritage. (Sutiyo, 2024)

The process of internalizing Qur'anic values is also greatly enhanced through the study of Arabic. When students understand the linguistic nuances of Qur'anic verses such as the emotional tone of certain rhetorical structures or the moral emphasis conveyed through specific word choices they develop a more intimate relationship with the text. This intimacy nurtures spiritual consciousness (*taqwa*), strengthens moral awareness, and fosters a deeper appreciation of Islamic ethical teachings. Thus, language learning becomes intertwined with character development and spiritual growth. (Rosmala Ibrahim, 2023)

In educational practice, teaching Arabic therefore plays a transformative role. It provides students not only with linguistic competence but also with the capacity to internalize, apply, and embody Qur'anic principles in their daily lives. Through structured learning, reflective interpretation, and repeated engagement with the Qur'an in its original form, students develop a holistic understanding of Islam that integrates intellect, emotion, and faith. Consequently, the study of Arabic becomes a powerful medium for shaping well-rounded individuals who can navigate modern challenges while remaining anchored in the values of divine revelation.

Arabic was chosen not only for its geographical location, but also for its rich vocabulary, strong root system, and expressive capacity, which captures the depth of the Quran's meaning, ensuring that its meaning is not degraded when translated. Learning Arabic is an act of worship and a prerequisite for understanding religious texts, developing Islamic knowledge, and strengthening one's spiritual connection with God (Pramesti, 2025). The relationship between Arabic and the Quran is fundamental, as Arabic is the language in which the Quran was revealed, making it a sacred language and the primary key to deeply understanding, interpreting, and practicing Islamic teachings.

The relationship between Arabic and the Quran is particularly strong because Arabic is the language of revelation revealed to the Prophet Muhammad (peace be upon him). Therefore, it is the primary key to understanding and practicing Islamic teachings, particularly reading, memorizing, comprehending, and interpreting the Quran. The beauty, richness of meaning, and grammatical system of the Quran have also significantly influenced the development and standardization of modern Arabic.

The principle of Arabic and the Quran in the context of education is that Arabic is the language of revelation. Therefore, mastery of Arabic is crucial for a deep understanding of the Quran, from its meaning and grammar (*nahwu* and *sharaf*), to the beauty of the rhetoric. Quranic-based Arabic language instruction not only teaches grammar but also instills Islamic moral, spiritual, and cultural values, shaping students' character into individuals of faith and noble character. Arabic and the Quran have a close, reciprocal relationship. Studying Arabic in depth is not only about mastering its grammar, but also about attaining an authentic understanding of God's word and internalizing Islamic values in everyday life.

### **Integrating Quranic Values into Arabic Language Material**

Many curricula at Islamic universities have incorporated selected texts from the Quran or hadith as teaching materials in Arabic language courses. For example, verses on moral, educational, and social themes are utilized in reading or translation exercises. This indirectly introduces students to Quranic values, such as honesty, trustworthiness, responsibility, and brotherhood.

The integration of Quranic values into Arabic language learning materials is an educational strategy that aims to make the learning process not only cognitive-linguistic, but also affective and spiritual. Arabic language learning in universities, particularly in Islamic-based institutions, provides ample scope for incorporating Quranic values, as Arabic is the primary language of the Quran. The concept of integration in this context means combining two main elements: linguistic aspects (nahwu, sharaf, mufradat, qira'ah, insya', and tarjamah) and values (akhlak, tauhid, social studies, honesty, tolerance, justice, and responsibility) contained in the Qur'an (Elang & Dedeh, 2025). In other words, students are not only taught how to understand Arabic texts grammatically, but are also encouraged to reflect on and absorb the values contained within them.

Many curricula at Islamic universities have incorporated selected texts from the Qur'an or hadith as core teaching materials in Arabic language courses. Verses related to moral conduct, education, social relations, and personal discipline are often integrated into reading comprehension, grammar analysis, or translation exercises. Through this approach, students engage with authentic linguistic materials while simultaneously being exposed to the ethical and spiritual dimensions of Islam. As a result, values such as honesty, trustworthiness, responsibility, brotherhood, and compassion become naturally embedded in the learning process, shaping not only linguistic competence but also personal character.

The integration of Qur'anic values into Arabic language learning is a deliberate educational strategy aimed at enriching the learning experience far beyond cognitive and linguistic domains. By blending linguistic training with moral-spiritual content, educators create a holistic learning environment that nurtures both the mind and the heart. This is particularly relevant in Islamic-based higher education institutions, where Arabic serves not only as an academic subject but also as a gateway to religious understanding. Thus, students develop a meaningful connection between language skills and the values that guide Islamic civilization.

In this context, integration refers to harmonizing two fundamental components: the linguistic elements of Arabic such as nahwu (syntax), sharaf (morphology), mufradat (vocabulary), qira'ah (reading), insya' (composition), and tarjamah (translation with Qur'anic values like akhlak, tauhid, justice, tolerance, social responsibility, and honesty). This dual-focus approach ensures that Arabic language learning does not remain a technical exercise but becomes a transformative educational process. Students learn to analyze sentence structures while simultaneously reflecting on the ethical messages embedded in the texts they study.

Moreover, the incorporation of Qur'anic content helps students cultivate a deeper appreciation for the linguistic beauty and rhetorical power of the Qur'an. When students encounter verses that highlight moral principles, they not only practice linguistic skills but also explore how specific word choices, grammatical patterns, and rhetorical devices reinforce the intended values. This exposure enhances their understanding of Qur'anic discourse and strengthens their ability to internalize its teachings. Hence, language lessons become moments of spiritual reflection and intellectual growth.

The integration of values also encourages critical thinking and personal interpretation. As students analyze Qur'anic texts, they are invited to discuss the relevance of these values in contemporary life, including issues of social justice, ethical leadership, and interpersonal relations. These discussions help students contextualize Qur'anic teachings within modern realities, fostering a learning atmosphere that promotes reflective dialogue and the development of moral reasoning.

Such an approach prepares students to become morally conscious individuals who can contribute positively to society.

Ultimately, the integration of Qur'anic values into Arabic language learning embodies the essence of Islamic education: the pursuit of knowledge that leads to personal refinement and spiritual elevation. When linguistic instruction is combined with ethical formation, students develop not only proficiency in the Arabic language but also a strong moral compass rooted in divine guidance. This comprehensive educational model aligns with the broader goal of Islamic higher education, which is to produce graduates who are intellectually capable, spiritually grounded, and socially responsible. Through this integrated approach, Arabic learning becomes a transformative process that enriches both linguistic mastery and moral character.

To integrate Qur'anic values into Arabic language materials, several strategies that lecturers can implement include: Selecting Texts with Islamic Values; Using quotations from the Qur'an or classical Arabic literary texts that contain moral messages and Islamic values. Reflective Questions: After studying the text or grammar, students are invited to discuss: "What is the moral message of this text?" and "What values can we take from this verse?" Values-Inspired Assignments: Students are tasked with writing an Arabic article about Islamic values such as trustworthiness, sincerity, or brotherhood, based on verses from the Quran. Islamic audio-visual media, such as Arabic lecture videos or animated Quranic stories, are used to support understanding of meaning and values.

According to Value Education Theory, the instillation of values is essential as an integral part of the educational process (Yaqin & Saudin, 2024). In the context of Arabic language learning, this theory teaches that language is not only a means of communication but also a means of conveying socio-cultural values and norms derived from the Quran. Through Arabic language instruction that incorporates Quranic messages, students can develop a deeper awareness and appreciation of Islamic values.

Similarly, Contextual Learning Theory states that learning will be more effective if the material taught is connected to the students' real-life contexts (Mustapa, 2025). In this case, Arabic language materials containing Qur'anic values are presented in situations relevant to students' lives, making them easy to understand, internalize, and apply.

Integrating Qur'anic values into Arabic language materials is a crucial effort to transform language learning not only as an academic tool but also as a medium for internalizing values and developing character. With the right approach, Arabic language materials can serve as a gateway to bringing students closer to the teachings of the Qur'an and Islamic values in their lives.

### **The Role of Lecturers as Values Mediators**

Lecturers play a crucial role in transforming Arabic language learning into a meaningful medium for character development. Their responsibility extends far beyond delivering linguistic material; they serve as facilitators who connect language instruction with moral and spiritual values embedded in Arabic texts. When lecturers are able to emphasize the ethical dimensions of the verses or hadith being studied, students become more aware that language is not merely a technical tool but also a conduit for divine guidance. This approach transforms Arabic learning into an integrative process that shapes students' intellect and character simultaneously.

A lecturer who can effectively explain the moral values contained in Arabic texts such as honesty, patience, humility, and responsibility helps students understand the deeper messages conveyed behind linguistic forms. For example, when analyzing a verse about social justice or ethical conduct, the lecturer can highlight how specific grammatical structures, vocabulary choices, and rhetorical devices reinforce the intended moral meaning. Through this method, students do not only learn how to parse sentences or identify morphological patterns, but they also gain insight into the spiritual and ethical teachings that underpin Islamic discourse. This dual focus strengthens both linguistic awareness and moral sensitivity.

Furthermore, lecturers who model good character in their teaching practices provide an essential example for students. Their attitudes, communication style, fairness in assessment, and sincerity in delivering lessons become implicit lessons in character formation. When students see that their lecturer embodies the values being taught such as integrity, respect, and compassion they are more likely to internalize those values themselves. In this way, the lecturer's role becomes not only academic but also inspirational, guiding students toward becoming linguistically competent individuals who are grounded in strong moral and spiritual principles.

According to (Rahayu et al., 2023), the role of lecturers as values mediators is to facilitate students' understanding, internalization, and application of noble values, integrity, and ethics through role models, guidance, and creating an academic environment conducive to character development that aligns with academic norms and the nation's character. Lecturers act as mediators or facilitators to help students develop critical thinking, demonstrate good attitudes and behavior, and build a campus culture that values positive values.

Lecturers serve as translators of the abstract values contained in the Quranic text into concrete and applicable understandings for students. For example, when teaching a verse emphasizing honesty, lecturers explain the literal meaning while instilling the importance of honesty in everyday life. Furthermore, according to (Sari et al., 2025), through an inspirational approach, lecturers can motivate students not only to memorize or understand Arabic but also to make these values the foundation of their attitudes and behavior. Lecturers facilitate students' reflection on the values they learn, for example by providing reflective questions or case studies related to the application of Quranic values in real-life contexts.

The lecturer's role as a mediator of values is crucial for the successful internalization of Quranic values in Arabic language learning in higher education. Lecturers who are able to connect linguistic aspects with moral-spiritual values will make a significant contribution to shaping students' character based on Islamic teachings.

In the process of internalizing Quranic values through Arabic language learning, lecturers play a central role as mediators of values, connecting academic content with moral-spiritual aspects. Lecturers are not only technical instructors of Arabic but also facilitators who help students understand and internalize the Quranic values contained in the learning materials.

### **Values-Based Learning Strategies**

Several learning strategies found effective in internalizing Quranic values through Arabic include contextual learning, an integrative approach, and verse-based thematic discussions. Contextual learning links Arabic language material to the realities of life and Islamic values. An integrative approach combines linguistic aspects with moral instillation. Verse-based thematic discussions, in which students not only analyze language structure but also discuss the values contained within the Quranic text.

(Khoiriyah & Hakimuddin, 2024) states that a values-based teaching strategy integrates the instillation of moral and spiritual values into the teaching process so that students not only acquire knowledge but also internalize and practice these values in their daily lives. In the context of Arabic language learning at Islamic universities, this strategy aims to link linguistic aspects with Quranic values to make learning meaningful and transformative. According to (Sanusi & Albantani, 2021), teaching begins with selecting Arabic language materials, whether texts, vocabulary, or conversations, that convey moral and spiritual messages from the Quran. For example, verses that discuss honesty, patience, or justice. Lecturers connect the Arabic language material to students' real-life contexts. For example, they use everyday situations to illustrate Quranic values so that students can understand and feel their importance in life.

Furthermore, according to research (Tlale-mkhize & Liebenberg, 2024), students are invited to discuss the meaning and application of the values contained in the material being

studied. This method encourages students to actively think critically and reflectively about the values being learned. A study by Napisah suggests that educators can present cases relevant to Quranic values for collaborative analysis. For example, a case study on honesty in academic life linked to relevant Quranic verses.

A values-based teaching strategy is an essential approach to Arabic language learning in Islamic higher education. By systematically integrating the values of the Qur'an, teaching not only improves language skills but also shapes students' personalities in accordance with Islamic teachings.

## CONCLUSION

Internalizing Quranic values through Arabic language instruction in higher education is a crucial strategic effort in shaping students' character and personality in accordance with Islamic teachings. Arabic language learning focuses not only on linguistic aspects but also serves as an effective medium for instilling the moral, spiritual, and social values contained in the Quran. The role of lecturers as value mediators is crucial to the success of this process, utilizing various contextual, integrative, and reflective value-based teaching strategies. The integration of Quranic values into Arabic language materials, such as selecting verses from the Quran rich in moral messages and applying discussion and reflection methods, can encourage students to internalize and practice these values in their daily lives. Thus, Arabic language instruction on campus is not merely a transfer of linguistic knowledge but also a means of developing Muslim character based on Quranic values, which ultimately supports the creation of a knowledgeable and noble generation.

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