



Applying Nativist Theory in Arabic Language Acquisition: Insights from the “Ismu Fil Arabia” Activity in Elementary Schools

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Abstract

Aim: Nativism has been a pessimistic topic when discussing its implementation in the context of children’s education. This happens because the flow of its universal ability, which has been carried since birth, is not influenced by external elements like an Arabic language environment gifted by a teacher’s values. In fact, the understanding of Nativism is not that shallow; there are several indicators that are missed when looking at implicit phenomena in the role of Arabic language acquisition without involving this understanding.

Methodology: Using a phenomenological approach related to the “ISMU fil Arabia” activity, the researcher would explain the Nativism learning method in the Muhammadiyah Elementary environment.

Findings: which has been proven to have produced students who are able to speak Arabic without external limitations from the school environment and teachers, which has become one of the sources of school promotion to gain its accreditation value that can be achieved for free.

Keywords: Nativism; ISMU fil Arabia; Language acquisition device

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INTRODUCTION

As if it had become a Mecca to implement an absolute educational philosophy, she was the Behavioral school Dominant One of the main foundations for explaining the different processes of language teaching and learning at the primary school level. This is reinforced by many public views that state that the role of the environment, in this case, the implementation of the behavioral school, largely determines the success of language learning for students from an early age (Munawwarah & Maemonah, 2021; Scott, 1992). Although these claims cannot be separated from cognitive bias indicators.

In fact, if we look at the diversity of models generated from the results of the revision of the language acquisition process, there will be a lot of thesis gaps to question the effectiveness of behaviorism. One of them is the national view that has critical questions about how behaviorists are 100% sure that the environment and her sisters determine the linguistic success of an individual (Burton, Moore, & Magliaro, 1996). How does this school that prioritizes the community process respond to the different outcomes of uneven implementation? For example is the distant difference in students’ intelligence results —Some get very good grades, and there are those who get very bad grades (Mahmudatunnisa & Mawardi, 2023).

Probably Chomsky Hasanah (2006) created the phenomenon that every child —A phenomenon that was—he was provided with an adequate and universal ability to learn a language, so that the role of the teacher, education, and environment is not needed or even hindered in his learning development. This Chomsky statement is known, in general, as the Innate theory (Mahmudatunnisa & Mawardi, 2023). This theory Priority is given to various determinism and impossibility in all forms of the learning process, both behavioral and cognitive. The fulcrum of patriotism is rooted in the human capacity inherited from their parents; if they have Arab blood, learning Arabic will be one of the easiest things they can learn, even if they live in a foreign country like Indonesia. Attend schools

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that do not require Indonesian as a language of instruction, or even just have friends from different ethnic and ethnic backgrounds.

If we notice Duration, as if we cannot reach the logical thinking of this view, because analogy really opposes the validity of the concept of behavior by eliminating all the effects of language acquisition that come from environmental conditions and the transformation of science. In fact, there are those who believe that nationalism is pessimistic thinking in education and should not be presented as a theory (Hasanah, 2006).

This one It is the negative stigma of anti-immigrant stigma that encourages researchers to review the school's implementation in the world of education. Through this approach, one of the very common activities in the Muhammadiyah basic education environment in Surabaya: the implementation of "ISMU fil Arabia". This activity is one of the extracurricular activities of the school that strives to apply the achievements of the curriculum of Islam and Muhammadiyah through the Arabic language learning curriculum (Yuniarti, Fauzi, & Widodo, 2020). If some research results are indicated in the relevant activities, the direction of analysis is always at the level of evaluating the results and implementing the Islam, Muhammadiyah, and Arabic Language (ISMUBA) curriculum (Astutik & Nurdin, 2023; Rahman et al., 2019; Rohimah, Maimunah, & Samiha, 2020), so that the general public does not consider this activity as the realization of the interests and talents of students with more intelligence in the field of ISMUBA (Rohimah et al., 2020). In fact, the learning theory applied to this activity is one of the most needed things to confirm one of Chomsky's conceptions of patriotism. That each student is ostensibly equipped with world-class language skills (Hasanah, 2006; Reiss & Volenec, 2021).

So the researcher wants to study the activity "ISMU fil Arabia" As one of the success indicators of Fungal movement in teaching and learning activities in Mohammedia primary schools. Everything related to the documentary implementation process related to this activity will be collected as a guide for researchers to explain that Innate theory has not yet been Used As one of the theoretical reforms in Language learning. Chomsky's purpose in creating this proposal is to critique the practice of behavior as one of the theories of learning Arabic (Palmer, 2000; Holloway, 2020; Reiss & Volenec, 2021).

METHODOLOGY

Using qualitative descriptive research, the researcher will explain in detail the different data obtained from the phenomenon of "ISMU fil Arabia" activities that occurred in one of the Mohammedan primary schools in Surabaya. The target informants in this study are people who are directly involved in the implementation of activities such as home classroom teachers, teachers of Islam, Muhammadiyah, and Arabic language. (ISMUBA) and teachers who are members of the Student Work Unit from relevant schools. The researcher will not mention in detail the identity of the informant or the place where he works in the educational environment of the Muhammadiyah Primary School Surabaya to maintain the confidentiality and impartiality of the informant in providing the required data.

Instead, the researcher will present himself as one of the informants who were directly involved in the development of ISMU fil Arabia. According to the Code of Educational Phenomena of Ethics, researchers try to explain what a person personally experienced in carrying out one of the teaching and learning activities in a certain period of time (DeHart, 2020; Friesen, 2023) - In the course of research, it will be taken in the 2020-2021 school year.

The research process will use Noam Chomsky's concept of theory Innate Related to the Language Acquisition Device (LAD) — With Will come The basic concept of this thinking and summarize it in the results of the data. Next, many other concepts of secondary thinking will be added - such as the concept of discrimination and arena (Bourdieu, 2019) the concept of pedagogy (Van Manen, 1982) and the concept of human nature (Madkur, 2002) - To facilitate the researchers' vision of the phenomena taken in the study as part of the indicators of the scientific state of the person in passing through the process of language acquisition through the path Innate theory, although some exceptions will be offered Solitary search on interaction Theory Innate in the world of education so that it can be read as a consideration for the next researcher if he wants to excite with a similar topic.

RESULTS AND DISCUSSION

A. Biography of the Innate Theory: From Cartesian to Chomsky

On the one hand, cognitive, the theory of nationalism is one of the proofs of the evolution of the philosophy of rationalism by René Descartes. This philosophy places the human mind as an absolute determinant in judging the truth. By unleashing all the experimental experiences and sensory stimuli of man, Descartes tried to doubt and question them all using the human mind (Falaqi, 2020; Yanti & Hambali, 2023). Referring to one of his most popular sayings: "Cogito, ergo sum" (read: I think, so I am).

The frame of mind formulated by Descartes was eventually known as rational philosophy. A simple analogy about this philosophy, presented by Descartes Right away It is to give an analogy to the state of rotten apples. That is, if humans want to get good apples from a pile of apples that are considered rotten, the first thing to do is to get rid of all the rotten apples to get good apples (Yanti & Hambali, 2023).

From this case of rotten apples, it can be understood that rationality emphasizes the position of reason as a determinant of truth. Not based on empirical experience, let alone Plato's perception, as if Descartes were trying to reuse Plato's cave analogy in seeing the hallucinations of reality (Effendi, 2017; Mahfud & Patsun, 2019). This idea then inspired Arthur Schopenhauer to use the term Nativism as part of the human will. To live with the ability to see the world. Schopenhauer explained that Nativism is the most reasonable assumption to explain that humans are always born with the ability to understand the world around them, without having to be distracted by their experiences during life or representations that others have built around the world (Arthur, 2016). Based on this understanding, some researchers consider that the definition of Nativism is not far from a pessimistic or skeptical understanding of the human life process in the world. (Reiss & Volenec, 2021).

It is here, the researcher sees that there is an abnormality in thinking directed at Nativism. In fact, if we consider theory as part of the development of rationality, there will be a post-positivist understanding that the ability to find truth has long been in every human mind, as long as they are willing to try or not to seek the truth (Rahardjo, 2017). This hypothesis is the basis of Noam Chomsky's thinking in creating a new theory in looking at the process of language acquisition called Language acquisition device (LAD) (Hasanah, 2006; Palmer, 2000).

The Language Acquisition Device (LAD) is a virtual mechanism initiated by Chomsky to explain how humans can learn language naturally. According to Chomsky, LAD is an innate organ of the human brain that allows us to quickly understand the structure and grammar of language, although the exposure to language (linguistic input) that children receive is usually incomplete or incomplete (Adiwijaya, 2011).

Through the application of LAD, Chomsky stated that humans can only learn a language based on a universal device that is formed abstractly in the brain (Hasanah, 2006). The position of LAD, according to Chomsky, is between the process of human interaction and the implementation of the use of universal grammar. That is, language interactions freely accepted by humans can be automatically customized as part of language learning, without building learning or creating environment (Falaqi, 2020; Mahmudatunnisa & Mawardi, 2023) Therefore, Chomsky seeks to provide an alternative to language learning theories that are freer from the rules and according to the innate will of humans to understand the world around them.

Although this theory does not have a specific place in the process of language education in Arabic, it does not mean that this theory has never been discussed in the world of Islamic education. A scientist from the Middle East named Ali Madkour once presented a hypothesis similar to the theory of immigration, which was later called the method of human nature. This method emphasizes that each learner has been provided with a basic understanding of the One God, or known as the doctrine of monotheism, and is given the innate ability to determine what is good and what is bad (Thu'aimah, Madkur, & Haridi, 2010). This can be demonstrated by the thought process of pre-teenage children who facilitate the understanding of the concept of divinity in Islam from the age of 1st grade of primary school. Moreover, it offers important terms and conditions in understanding this method:

Human nature must be based on a set of rules. The most important of these are the following: (1) Man was created to believe in God's divinity and oneness. (2) Human nature has a dual composition. (3) Creating human beings with the same character between good and evil. (3) Man is equipped with inherent conscious ability Are there Able to freely choose good and evil. (4) Human Hot weather So that the responsibility for his actions and responsibilities becomes his own. (5) The human psyche is a set of human personalities. From these rules, there

is no doubt that human beings were created by the nature of faith and love of goodness - as stated in the Qur'an, Surah At-Tin : 4-6 (Madkur, 2002).

Based on this understanding Theoretical The researcher positions himself as a figure who wants to seek confirmation of effectiveness in applying the theory of patriotism as one of the theoretical currents of language learning. Apart from the various criticisms and refutations related to the controversial understanding of these theory, Researchers hypothesize that Nativism can actually be used as one of the theories that help explain many language learning processes that correspond to human thinking and external nature.

B. Definition of ISMU Fil Arabia Activities, Their Cycle, and Effectiveness

ISMU fil Arabia — abbreviated as Islam and Muhammadiyah in Arabic — is one of the main programs formed by the educational institutions of the Muhammadiyah Organization to absorb students' talents and interests to obtain Arabic language proficiency medals. This activity is included in the category of extracurricular school so that its implementation does not fall into the field of compulsory education of students, or is usually determined alone according to the policy of each school.

In general, educational materials for ISMU fil Arabia It is all the articles of Islam and Muhammadiyah modified into Arabic. Using the ISMUBA curriculum, this educational material has been periodically introduced to students since they were in primary school, so that some subjects are modified according to the cognitive abilities of the children while they are in the Muhammadan educational environment according to the development of the decision of the Council of the Muhammadan Sequence of Islam Lessons. And the decision of the Muhammadiyah Organization as a community organization for Muhammadan lessons (Mardhatillah, Fitriani, Ma'rifah, & Adiyono, 2022; Rahman et al., 2019). In the context of primary education, ISMU fil Arabia is carried out in two branches of specialization: (1) speech arts, i.e., public speaking, and (2) Olympic participants.

In the Art of Speech branch, students are introduced to different speech techniques in Arabic that adapt to understanding related to Islam such as strengthening faith in monotheism. The rules of jurisprudence are from the guidance of the Muhammadan Marjia sect. The practice of ethics according to the Sunnah of the Prophet; the practice of interpreting the Qur'an for daily life. This process is actually not as complicated as imagined, because the facts in the field state that every child declared to be included in the Speech Arts branch of ISMU fil Arabia has at least certain qualifications required to master speech techniques and has good grades in Islam and Muhammadiyah, so that the child's help is only to accommodate and prepare the external needs of the student for the needs of the competition. Moreover, this was reported by a student affairs informant at one of the Mohammedia primary schools in Surabaya:

"The student members of the Speech Arts branch of ISMU fil Arabia were secretly selected in advance by the class teacher representative who assigned us the task of monitoring the activities of students from grade 1 in a competent elementary school while they were in class. "If many indicators are collected, we will engineer events like Bolan Bahasa or Milad Mohammedia to prove these indicators."

In the field of Olympic participants, students will be prepared to participate in one of the competitions at the national level organized by the Muhammadiyah Organization called the Muhammadiyah Education Awards (ME-Awards). The contest in question is ISM thread Arabia Olympics - which was more familiar with the term ISMU in Arab Olympic Games. The design of the competition is similar to a competency-based national competency event, where each participant will face a series of exam questions related to Islam and Muhammadiyah that have been modified to become double questions in Arabic. The additional explanation was conveyed by a laboratory teaching ISMUBA for grades 4, 5 and 6 at a Mohammedan primary school in Surabaya:

"The ISMU Arabic Olympiad, in essence, is a competition between students with above-average intelligence in the lessons of Islam and Muhammadiyah. As for the format of the competition, which requires participants to understand Arabic, it can be passed by converting the relevant materials into Arabic. Therefore, it is not uncommon for us to teach them Arabic language skills to these participants. Moreover, the committee always gets a network of questions and materials that will be tested from the committee. Of course, in order to practice problem solving, you still have to run to prepare the mindset of the participants."

There is something that attracts the attention of researchers when paying attention to the initial process of determining which participants will be included in the ISMU activity, Arabia Yarn. In case the researcher's

experience as a student assistant in 2022 is indicated 2023 Admission is selected in a structured manner from the various reports submitted by gifted students, especially in the field of ISMUBA - from each teacher in the class according to the criteria needed by the student body. Then after collecting Data A selection test will be conducted. The stages of this selection test can be formal by bringing the selected students at a certain time to work on the questions that have been determined by the student body with a time period certain; Or it is held implicitly through the school's annual activities – such as a month language, and a month Ramadan Student Orientation Week New and so on. Go away That Go away Check Student Affairs will place the names of ISMU fil Arabia participants in two different branches (Speech Arts and Olympiad Participants). There is no provision regarding the minimum number of participants who must They pass, Because it adapts to the basic abilities of students. therefore, If there is no suitable person to enter One of the branches of ISMU fil Arabia, there will be no such activity until the next school year.

If we look at the implementation of activities, It can be remarkably explained that ISMU fil Arabia is trying to adapt to the active activities of Mohammedia primary school students. Moreover, most of the institutions located in Surabaya apply a system Full day school - Schools where the teaching and learning process continues throughout the day, starting from morning to evening (Abidin, Asy'ari, Hasanah, et al., 2019). From the observation of a researcher from a school agency, the implementation of this activity is always scheduled once a week, taking 1 hour of learning on Friday. it can be established when the extracurricular schedule is free for students or takes time to reflect with the class teacher after Friday prayers.

Implementation can generally be changed at any time by the student body if the time of the competition, especially for the ME Awards event — is only close to a month or 3 weeks. Usually, the Student Affairs Department will give special notice to the class teacher and the student's parent concerned to change the main lesson hours at the school to prepare for the competition – this can be done, especially in the morning around 8 to 9 a.m. Furthermore, regarding the engineering of the ISMU fil Arabia scheduling process, an informant on the student side explained:

"In essence, the implementation of ISMU fil Arabia activities does not have to be every Friday. As long as there are no restrictions on teaching hours from supervisors and students, we can arrange schedules other than Friday. However, the story is different if we were to hold a D-14 event (read: only 14 days or two weeks to be implemented), we would need to help with activities every day after school. We have certainly informed parents of the students concerned about this beforehand."

This activity is one of the important programs for the students of the Mohammedia School primary, Implementation assessment is therefore routinely conducted once a month with the student body as the principal evaluator. The most important thing that the Student Affairs Department always warns about in every evaluation meeting is to seek the best service to support all the preparations of the participants of ISMU fil Arabia in the face of competitions related to the specializations of the participants. in Fact The relationship with the parents of the participating students is one of the signs of success that every accompanying teacher should achieve.

The most visible impact of the assessment process, which is carried out periodically once a month, creates a personal relationship between the participants and the supervisor so that the results achieved are more satisfying – some participants have won several awards in the ME Award in the Speech Arts category and the ISMU Olympiad in Arabia in the same year. In addition to receiving symbolic prizes from school, They also get more opportunities to develop their talents in their Arabic language skills to participate in local Muhammadiyah events such as becoming a Friday preacher in many Muhammadiyah mosques and hosting events at every school activity. in Fact It is not uncommon for parents to give special recognition – such as souvenirs, gifts, thanksgiving, etc. – to supervisors if their children become finalists for contest winners from During the process of activity ISMU fil Arabia.

Although at first glance this activity is not included in the compulsory curriculum – aka an extracurricular category that accommodates certain interests and talents – the researcher sees that the effect of this implementation is actually a free promotion event to increase the reputation of Muhammadiyah primary schools in Surabaya. Moreover That There are 25 branches of Mohammedia Primary Schools spread throughout the city of Surabaya that are well aware of the potential of implementing this activity as part of improving the quality and accreditation of schools.

C. Innate Movement in ISMU fil Arabia

According to the researcher, the various narrative data attached to ISMU fil Arabia's activities cannot be seen as a normal extracurricular activity. However, through an in-depth interpretation of the results of interviews and field observations, the researchers found many indicators of the national movement that were not systematically sustained through this activity. At the very least, the researchers will give three main compelling factors about it. Among them are as follows:

First, proven moan ISMU fil Arabia Depends on Language acquisition device capability (LAD) in learning Arabic as a second language for participants. This can be reviewed by the lack of an ethical obligation on the trainers to teach participants Arabic grammar as it is usually taught in class. Although it is possible that there is a shift in Arabic language subjects during Guidance However, it is not the main priority recommended by students. Moreover, questions about the Arabic language that come automatically from participants can be answered instantly – either through moderator interaction. Independent research of students using universal grammar techniques based on Islam materials and Muhammadiyah; Or recently recent, Participants can independently or under the guidance of adults search for content found in the online world.

secondly The researcher does not see negative help in Activities ISMU fil Arabia , in fact there are other aspects that are prioritized in the process of these activities. Another aspect of the question is to meet external needs For the participant, Like giving him special time to give him a focus space to study in a way independent; Provide integrated aspects of digital technology to facilitate participants in learning; Musharraf coordinates with the parents of the students involved to produce different motivations that match the feelings of the participants. This is similar to some conditions that can be socially constructed to form one of Pierre Bourdieu's conceptions of habitus – a space for social interaction that is exclusive and not constrained by external distractions (Turner & Edmunds, 2002).

Thirdly, the results of the achievements obtained through the activities are one of the sources of a good image of the school in the eyes of the parents of students. To borrow the terms Bourdieu and Van Manen, this condition will be referred to as pedagogical discrimination (Bourdieu, 2019; Van Manen, 1982). That is, in addition to matters of academic effectiveness, the college also has the right to create a good image to leave its reputation as an educational institution, even if the process is achieved through an informal process, or tends to rely on a passive approach between companions and ISMU participants. Arabia Yarn. As for this aspect, it does not aim to enhance weaknesses in the implementation of primary education; on the contrary, the researcher believes that this is one of the academic possibilities that should be considered as one of the arts of language learning at the primary level.

CONCLUSION

Based on the researcher's presentation on the national movement-oriented activities within ISMU fil Arabia at Muhammadiyah Elementary School, it can be concluded that the application of Chomsky's Language Acquisition Device (LAD) plays a central role in facilitating more autonomous and dynamic Arabic learning processes. This framework enables learners to construct linguistic competence beyond the rigid dependence on teachers or companions as sole sources of knowledge, thereby fostering a more learner-centered and natural acquisition process.

However, the effectiveness of LAD in the ISMU fil Arabia context is not merely dependent on its theoretical foundation, but also significantly influenced by socio-affective factors such as learner motivation, emotional support, and interactive communication, particularly with parents and the immediate social environment. These aspects are crucial in reinforcing the child's internal language processing mechanisms and ensuring the sustainability of language acquisition outcomes.

Furthermore, the potential of Chomsky's theory can be greatly enhanced when integrated with complementary educational philosophies. For example, Van Manen's pedagogical ethics offers a humanistic dimension that emphasizes relational pedagogy and meaningful engagement, while Bourdieu's concept of habitus sheds light on the internalized dispositions shaped by cultural and institutional contexts that influence students' language behaviors.

Therefore, the research affirms that a hybrid approach—merging linguistic theory with educational and sociological insights—provides a more comprehensive understanding of Arabic language acquisition in elementary Islamic education settings. This synthesis not only enriches the pedagogical practice in programs such as ISMU fil

Arabia, but also contributes to the broader discourse on the intersection between language acquisition, educational identity, and cultural formation in Islamic schooling.

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