

DIGITALIZATION OF ARABIC LANGUAGE TEXTBOOK BASED ON COMMUNICATIVE LEARNING TO IMPROVE THE LINGUISTIC COMPETENCE OF MADRASAH TSANAWIYAH STUDENTS

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Abstract

Boredom in learning Arabic often occurs among students due to the lack of variety in teaching methods. This phenomenon must be answered immediately by creating contemporary learning variations. This research aimed to develop a digital Arabic book for class VIII Madrasah Tsanawiyah based on communicative learning. This research is of the Research and Development (R&D) type with Borg and Gall development steps. After conducting a survey of student needs and carrying out the steps of development research, the researchers developed a digital Arabic book, available at <https://amba.my.id/login>. This digital book has been validated for suitability by two subject matter experts and one media design expert. In its implementation, this digital book is very interesting and easy for students to use, effectively reducing students' boredom while learning Arabic. Moreover, this digital book also effectively improves students' Arabic language skills.

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Keywords:

Digitalization; Books; Arabic; Communicative Learning; Madrasah Tsanawiyah.

مستخلص البحث

الملل في تعلم اللغة العربية غالباً ما يحدث بين الطلاب بسبب قلة التنوع في أساليب التدريس. يجب التصدي لهذا الظاهرة فوراً من خلال إنشاء تنوعات معاصرة في التعلم. هدف هذا البحث إلى تطوير كتاب رقمي للغة العربية للصف الثامن في المدرسة المتوسطة بناءً على التعلم التواصلي. هذا البحث من نوع البحث والتطوير بخطوات تطوير بوج وجال. بعد إجراء مسح لاحتياجات الطلاب وتنفيذ خطوات البحث والتطوير، نجح الباحث في تطوير كتاب رقمي للغة العربية المتوفر على الرابط <https://amba.my.id/login>. تم التحقق من الصحة هذا الكتاب الرقمي من قبل اثنين من خبراء المادة وخبير في تصميم الوسائط. في تطبيقه، هذا الكتاب الرقمي ممتع جداً وسهل الاستخدام للطلاب، لذا فهو فعال في تقليل ملل الطلاب أثناء تعلم اللغة العربية. علاوة على ذلك، فإن هذا الكتاب الرقمي فعال أيضاً في تحسين مهارات اللغة العربية لدى الطلاب.

كلمات أساسية: الرقمنة؛ كتب؛ عربي؛ التعلم التواصلي؛ المدرسة المتوسطة.

Introduction

Various learning variations can be developed to increase students' interest in learning, one of which is using digital technology-based learning variations.¹ Technological developments have opened a new paradigm towards more innovative and effective learning methods and made learning more open, interactive and adaptive. This transformation allows practitioners to develop learning variations, especially in Arabic. Learning Arabic requires unique strategies to understand the four basic skills of language learning, namely listening skills (*maharah istima'*), speaking skills (*maharah kalam*), reading skills (*maharah qira'ah*) and writing skills (*maharah kitabah*).²

Arabic language learning at the secondary school level often encounters several challenges. One prominent issue is the scarcity and difficulty in accessing high-quality learning materials. While the established curriculum demands comprehensive and top-tier textbooks, these resources frequently lack interactivity or fail to align with the learning preferences of modern students, who are accustomed to technology. This requires exceptional innovation to Provide students with more exciting and effective learning materials.³

Based on the results of a questionnaire that was distributed in class VIII of Madrasah Tsanawiyah State 1 Surabaya, it was found that 44.1% of students felt bored when learning Arabic. Boredom occurred due to a lack of variety in learning and minimal use of digital media in learning Arabic. Therefore, the development of digital textbook innovation is essential to learning. One platform that can be used for developing digital books is the Postman platform, which can support web-based student learning. This platform allows Arabic textbooks for class VIII students to be presented in a more dynamic and interactive format, allowing students to study independently whenever and wherever they are.

Research on developing digital-based Arabic language learning media has been widely studied, such as by Ali, Setiawan and A'yuni. This research produces digital-based Arabic language learning media for students. The digital media design aims to increase interest in learning and improve the outcomes of Arabic language learning for Madrasah Aliyah level students.⁴ Meanwhile, Ghazali and

¹ Dita Elha RimahDani, "Variasi Metode Dan Media Pembelajaran Dalam Kegiatan Belajar Mengajar," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 7, no. 2 (2023): 681, <https://doi.org/10.35931/am.v7i2.1828>.

² Miftachul Taubah, "Maharah Dan Kafa'ah Dalam Pembelajaran Bahasa Arab," *Studi Arab* 10, no. 1 (2019): 31–38, <https://doi.org/10.35891/sa.v10i1.1765>.

³ Wirda Yuliana, Abdul Hamid, and Firdaus Ainul Yaqin, "Study Analisis : Tantangan Orang Tua Dalam Mendidik Anak Dan Mengatasi Kemalasan Belajar Anak Di Era Smart Society 5.0," *ENGGANG: Jurnal Pendidikan, Bahasa, Sastra, Seni, Dan Budaya* 3, no. 1 (2022), <https://ejournal.upr.ac.id/index.php/enggang/article/view/8443>.

⁴ Jauhar Ali et al., "Developing Arabic Language Learning Media Based on Lectora Inspire 17 Applications for Junior High School," *Alsinatuna* 9, no. 1 (2023): 41–50, <https://doi.org/10.28918/alsinatuna.v9i1.2064>; Ud Ulana Setiawan, Atiqoh Atiqoh, and Hari Karyono,

Thoma also conducted research on the development of digital-based Arabic language tests, which aim to measure students' overall Arabic language skills.⁵ On the other hand, Research by Hanifah shows that using digital media to learn Arabic positively impacts students, significantly increasing their Arabic proficiency.⁶

The similarity between this research and previous research is that this research is similar in the type of development research. At the same time, the difference lies in the focus of the research, which is developing digital books for class VIII at the Madrasah Tsanawiyah level. This research aimed to answer the problems of millennial students, and through this research, the researcher hopes to create an Arabic language learning experience that is fun and efficient for teachers and students so that they will achieve their learning goals well.

Method

This research is conducted in research and development to produce products and determine their effectiveness. The product developed in this research is an Arabic digital book based on communicative learning for class VIII with learning material sourced from the Arabic language book for class VIII, Madrasah Tsanawiyah, which has been published by the Ministry of Religion of the Republic of Indonesia, 1st printing in 2020. This research uses the Borg and Gall research and development model. with the stages of analyzing students' potential and problems, then collecting data from potential and problem analysis, product design, product validation, trials and product use tests.⁷

The data collection technique in this research uses a questionnaire distribution technique by giving weight to each question answer based on a Likert scale.⁸ This technique was employed to understand Arabic language learning in the classroom, analyze student needs, validate expert assessments, and evaluate the ease of use of the developed product. Furthermore, the researcher used a pretest and posttest pattern with 36 eighth-grade students at Madrasah Tsanawiyah State

"Development of An Arabic E-Magazine on Jumla Ismiah Learning Topics," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2023): 177, <https://doi.org/10.32699/liar.v7i2.5674>; Qurrotul A'yuni et al., "Creative Arabic Learning Based On Quizizz: Model And Impact," *An Nabighoh* 24, no. 1 (2022): 47, <https://doi.org/10.32332/an-nabighoh.v24i1.4537>.

⁵ Erfan Gazali and Hasan Saefuloh, "Development of an Arabic Receptive Proficiency Test Instrument Based on the Common European Framework of Reference for Languages," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, no. 2 (2023): 293–308, <https://doi.org/10.23971/altarib.v11i2.6721>; Ralia Thoma, "Developing the 'Language Profile Test' for Greek Students Aged 11-15 Years.," *L1-Educational Studies in Language and Literature* 23 (2023): 1–29, <https://doi.org/10.21248/l1esll.2023.23.1.422>.

⁶ Dewi Umi Hanifah, Imam Makruf, and Moh. Abdul Kholiq Hasan, "Fa'aliyah Instagram Fi Itqan Al-Mufradat Al-Arabiyyah Fi Jil Al-Alfiyah," *An Nabighoh* 25, no. 1 (2023): 41, <https://doi.org/10.32332/an-nabighoh.v25i1.6440>.

⁷ Joyce P. Gall, Meredith D. Gall, and Walter R. Borg, *Applying Educational Research: A Practical Guide* (Longman, 1999).

⁸ Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2017).

1 Surabaya to determine the product's effectiveness. These 36 students had filled out a consent form to participate in the pretest and posttest administered by the researcher.

Data analysis in this research uses data analysis with a formula: $P = \frac{f}{n} \times 100\%$. With explanation P: percentage of questionnaire results, f: questionnaire answers, n: collection of results from all questionnaire samples.⁹ By using the percentage interpretation by Nugraha.¹⁰

Table 1. Percentage Interpretation

Assessment Percentage	Information
90%-100%	Very good
80%-89%	Good
70%-79%	Good enough
60%-69%	Medium
50%-59%	Not good
49%-Down	Very not good

The table above interprets the percentages obtained from the tabulated results of the data analysis formula so that the data results can be accepted accurately. Next, researchers use the T-test (SPSS Statistics) to measure and determine the effectiveness of the product that has been developed.

Result and Discussion

Digitalization of Arabic Textbooks

Analysis of the potential and problems in Arabic language learning in the digital era at the Madrasah Tsanawiyah level. Researchers carried out problem analysis and needs analysis for students during Arabic language learning by distributing questionnaires to students regarding their responses when carrying out Arabic language learning in the classroom. Next, the researcher prepared questionnaire questions and distributed the questionnaire to 34 class VIII students randomly at Madrasah Tsanawiyah State 1 Surabaya.

With detailed questionnaire questions as follows: 1. I feel bored with learning Arabic, 2. Learning Arabic only uses printed books from the Ministry of Religion, 3. Learning Arabic in class uses digital media, 4. I often listen to vocabulary and conversations in Arabic, 5. I can listen to Arabic vocabulary and conversation well, 6. The teacher uses digital media in teaching *maharah istima'*, 7. I feel I can't speak Arabic well, 8. The quality of my speaking Arabic can be improved if you look at

⁹ Suharsimi Arikunto, *Metode Penelitian Kualitatif Dan Kuantitatif* (Bandung: Alfabeta, 2006).

¹⁰ Ianatut Thoifah, *Statistika Pendidikan Dan Metode Penelitian Kuantitatif* (Malang: Madani, 2015).

examples of Arabic conversations, 9. Teachers use digital media in teaching *Maharah Kalam*, 10. I often see and hear Arabic conversations on YouTube.

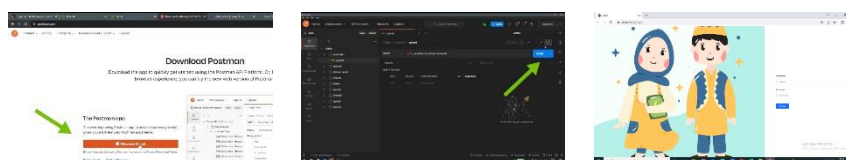
Potential and Problem Analysis Data

After randomly distributing questionnaires to 34 grade VIII students at Madrasah Tsanawiyah State 1 Surabaya, researchers found that 44.1% of students felt bored when learning Arabic. 73% of students answered that learning Arabic in class only uses printed books from the Ministry of Religion. 58% of students answered that there was no digital-based Arabic language learning during the lesson. 67.6% of students think they can listen to Arabic vocabulary and conversation well. 70.5% of students answered that no digital media was used in learning maharah *istima'*. 61.7% of students feel they do not speak Arabic fluently. Furthermore, 70.5% of students felt that speaking Arabic could improve if there were examples of Arabic conversations. However, 67.6% of students answered that the teacher did not use digital media. 58.8% of students answered that they often see and hear Arabic conversations on YouTube.

From the results of the questionnaire explained above, the researcher concluded that there is a need to develop digital books for class VIII students of Madrasah Tsanawiyah State 1 Surabaya, with the aim of reducing boredom and attracting students' interest in learning Arabic. Through digital media, it is hoped that students can be stimulated to improve four basic Arabic language learning skills, especially maharah *istima* and *maharah kalam*.

Product Design

The product that will be developed is a web-based digital book. The digital book will contain Arabic language learning material based on communicative learning, namely sound, image and video visualization. The primary material in the digital book comes from a class VIII Arabic language book at the Madrasah Tsanawiyah level published by the Ministry of Religion of the Republic of Indonesia, 1st printing in 2020. With the steps for creating and designing the product as follows:

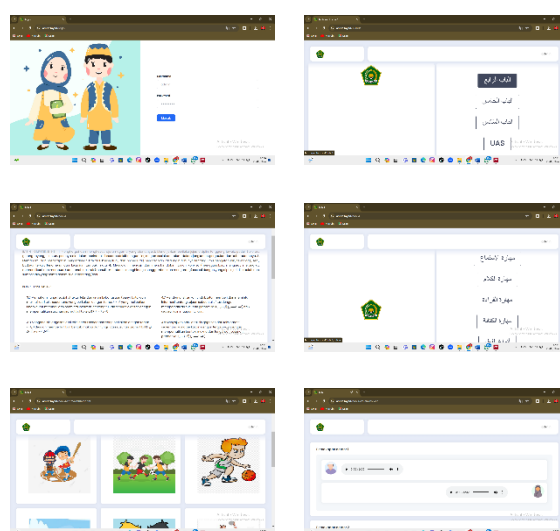


Picture 1. Stages of product creation

The first step in developing this digital book was for the researcher to download and install the Postman web for Windows on Google. After installing the Postman web, the researcher prepared images, audio, and video appropriate for developing the learning material. After preparing the images, audio, and video, the researcher uploaded the images, audio, and video to the web postman according to

the location of each maharah. After all the material has been uploaded, the next step is to save the data that has been uploaded. After ensuring that all the material was stored correctly, the researcher purchased the Postman web domain, aiming for teachers and students to be able to open the material on the web wherever and whenever they were. The Arabic digital book for class VIII was ready to be used with a login link: <https://amba.my.id/login>.

The digital book's design follows the communicative-based learning pattern, which is considered effective in increasing students' interest in learning.¹¹ It is used while still paying attention to the four basic language skills in Arabic learning. Below is the design of the Arabic digital book for Grade VIII at the Madrasah Tsanawiyah level.



Picture 2. Arabic digital book design

The table above shows the content design of the eighth-grade Arabic digital book. It starts with a cover featuring male and female students ready to learn. After entering their username and code, students are directed to the digital book page they wish to study. Then, students are guided to a page outlining the learning objectives, core competencies, and essential competencies, with a menu below for selecting the skill they want to learn.

The content of each skill varies depending on the learning objectives. In the *maharah istima'*, students learn to listen to short vocabulary and sentences by clicking on the available images. This learning pattern aims to train students' listening skills. According to Hamdan Ibrahim, this pattern is essential in learning

¹¹ Endang Wahyuningsi, "Pendekatan Komunikatif dalam Pembelajaran," *Lingua Franca: Jurnal Bahasa, Sastra, dan Pengajarannya* 3, no. 2 (2019), <https://journal.um-surabaya.ac.id/lingua/article/view/3102>.

maharah istima' to accustom students' ears to Arabic vocabulary.¹² In the *maharah kalam* section, the digital book presents examples of Arabic conversations that can be played repeatedly. Afterwards, students mimicked the conversations and uploaded their recordings to the digital book. This pattern is used periodically to train students' Arabic speaking skills. The repetition of conversations is considered adequate for practising students' *maharah kalam*.¹³ Furthermore, in the *maharah qiraah* section, students can read and comprehend the texts available in the digital book. After reading and understanding the texts, students write them correctly in their own books. This pattern is used to hone students' writing skills. Khailullah also used this method in his research, and it proved effective in enhancing students' reading and writing skills.¹⁴ After thoroughly and systematically learning all the skills, students then study *qawaid al-lughah* to strengthen their understanding and ability to comprehend and write Arabic texts.¹⁵

Design Validation

After the design stage was completed, the next step was the expert validation stage. First, to measure the validity of the content in the digital book, the researcher distributed questionnaires to two content experts. The questionnaire contained assessments of the alignment of the content with the objectives of Arabic language learning. It consisted of 10 questions using a scale of 1 to 5 for content validity assessment. The details are as follows:

Table 2. Results of the material validation questionnaire assessment

Material Validation	Validator I					Validator II				
	SL	L	CL	KL	TL	SL	L	CL	KL	TL
Learning materials are core competencies and essential competencies.	✓					✓				
The objectives of the material in learning media are core competencies and essential competencies.	✓					✓				
The material presented contains elements of core competencies and essential competencies.	✓					✓				
The material is presented coherently.		✓					✓			

¹² Hamadah Ibrahim, *Al-Ittijahat al-Mu'ashirah Fi Tadris Al-Lughah Al-Arabiyyah Wa Al-Lughah Al-Hayyah Al-Ukhra Li Ghair An-Nathiqina Biha* (Cairo: Dar Al-Fikr Al-Arabi, 1987).

¹³ Darwati Nalole, "Meningkatkan Keterampilan Berbicara (Maharah al-Kalam) Melalui Metode Muhadtsah Dalam Pembelajaran Bahasa Arab," *Al-Minhaj: Jurnal Pendidikan Islam* 1, no. 1 (2018), <https://journal.iaingorontalo.ac.id/index.php/alminhaj/article/view/1027>.

¹⁴ M. Khalilullah, "Strategi Pembelajaran Bahasa Arab Aktif (Kemahiran Qira'ah Dan Kitabah)," *Sosial Budaya* 8, no. 1 (2011), <https://ejournal.uin-suska.ac.id/index.php/SosialBudaya/article/view/354>.

¹⁵ Megawati, "Efektivitas Penerapan Metode Qawaid Wa Tarjamah Dalam Meningkatkan Maharah Qira'ah Siswa Kelas VIII-B MTs Muallimin Muhammadiyah Makassar," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2022), <https://journal.unismuh.ac.id/index.php/al-maraji/article/view/10762>.

The material presented is easy to understand	✓	✓
The language used in digital books is easy to understand	✓	✓
The vocabulary presented is appropriate to the student's abilities.	✓	✓
The material in digital books is based on developments in science and technology.	✓	✓
The material in digital books can be accessed easily.	✓	✓
Overall suitability of the material used with digital book development	✓	✓

SL: Very Worth It, L: Worthy, CL: Decent enough, KL: Not Worth It, TL: Not feasible

After assessing the content validity, Content Expert 1 stated that the material in the digital book is appropriate and highly suitable, giving it a score of 47 out of 50, or 94% of the maximum score. Subsequently, Content Expert 2 scored 48 out of 50, or 96%, indicating that the material is appropriate and highly suitable. From these two assessments, it can be concluded that the material in the digital book is appropriate and highly suitable for Arabic language learning.

Secondly, to measure the digital book's design suitability, the researcher distributed questionnaires to a design expert. The questionnaires assessed the suitability of the digital book design with the Arabic language learning materials and objectives.¹⁶ It consisted of 10 questions using a scale of 1 to 5 to evaluate the validity of the design. The details are as follows:

Table 3. Results of the media design validation questionnaire assessment

Design Validation	Validator				
	SL	L	CL	KL	TL
Suitability of application layout for digital book development		✓			
Suitability of digital books with learning materials		✓			
Attractive digital book cover		✓			
The arrangement of the material content is based on the digital book development pattern.		✓			
The layout elements of the material content are easy to understand		✓			
The color elements of the digital book display are reasonable.		✓			
Digital book designs do not use many font combinations.		✓			
The font used is appropriate to the type of letter for learning.		✓			
The font used is easy to understand		✓			
The overall layout of the digital book is attractive.		✓			

SL: Very Worth It, L: Worthy, CL: Decent enough, KL: Not Worth It, TL: Not feasible

¹⁶ Fazri Nur Insan and Acep Hermawan, "Perkembangan Teknologi Media Pembelajaran Bahasa Arab," *Al-Fakkaar* 4, no. 2 (2023), <https://e-jurnal.unisda.ac.id/index.php/ALF/article/view/4795>.

After the validity assessment, the design expert gave the digital book's design a 40 out of 50, or 80% of the maximum score, indicating that the digital book is suitable and meets the criteria for digital design appropriateness for learning.

Product Trial and Test Use

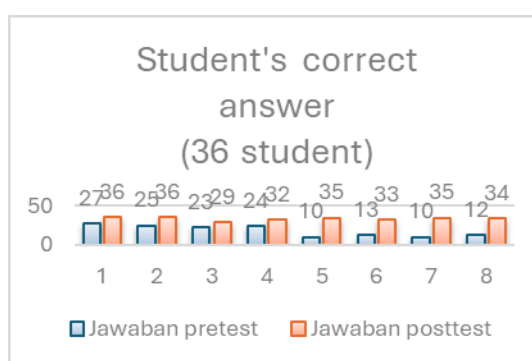
Product trials are carried out after going through the product validation stages from the validators. This digital book product trial was carried out in class VIII of Madrasah Tsanawiyah Negeri 1 Surabaya for five meetings, with details: the first meeting was a *maharah istima'* learning trial, the second meeting was a *maharah kalam* learning trial, the third meeting was a *maharah qiraah* learning trial, a meeting the fourth is a trial of learning *maharah kitabah* and *qawaid al-lughah* and the fifth meeting is learning evaluation.

After conducting product trials, the researchers conducted product use tests on class VIII students of Madrasah Tsanawiyah State 1 Surabaya. After carrying out the usage test, the researcher distributed questionnaires to students to find out how students felt and assessed the product that had been used. The results of the questionnaire showed that 80% of students answered that when using Arabic digital books, they increased their enthusiasm and did not feel bored during learning, 80% answered that when using digital books, their learning motivation increased, 66% of students answered that the appearance of digital books was beautiful, 80 % of students answered that digital books can be easily accessed whenever and wherever they are, and 74% answered that with digital books, Arabic learning material is easier to understand.

Effectiveness of Digitizing Arabic Textbooks

After testing and using the product, the researchers wanted to determine the effectiveness of digital books in improving students' linguistic competence. The effectiveness measurement uses pretest and posttest questions consisting of 8 questions; these eight questions represent the four basic Arabic language skills. The pretest and posttest samples were taken from class VIIIB of Madrasah Tsanawiyah State 1 Surabaya because students in class VIIIB were heterogeneous, with a total of 36 students. After carrying out the pretest and posttest, the researcher obtained the following results:

Figure 1. Student pretest and posttest scores



The table above shows that students' correct answers increased after using digital book products. Apart from that, researchers also measured the level of effectiveness using the T-Test by entering each student's score during the pretest and posttest into the SPSS application. After all, values are input into the SPSS application with the following details:

T-Test

Paired Samples Statistics									
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	PRE-TEST	53.6111	36	6.16570	1.02762				
	POST-TEST	86.1111	36	8.46093	1.41015				

Paired Samples Correlations									
		N	Correlation	Sig.					
Pair 1	PRE TEST & POST TEST	36	-.024	.888					

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-32.50000	10.58975	1.76496	-36.08306	-28.91694	-18.414	35	.000

T-test data processing table (paired sample t-test) shows the results of sig (2-Tailed) = 0.00. If the T-test significance result value is less than 0.05 then there is a significant difference in the pretest and posttest results. which means, the student's posttest score is better than the student's pretest score. From these results it can be concluded that the digitization of class VIII Arabic books is effective in improving students' Arabic language competence.

Conclusion

This research produced a digital Arabic book for eighth-grade students at Madrasah Tsanawiyah. The resulting product aligns with the principles of digital book development, both in terms of content and design. Furthermore, this digital book is ready to be used in Arabic language learning for eighth-grade students at Madrasah Tsanawiyah. This research is still limited to the development of a web-based digital book with a simple design. Therefore, further research is needed in digital Arabic book development to enhance student motivation and ensure the learning materials are well-delivered, achieving the best possible outcomes.

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