

QAWAID ARABIYYAH-ORIENTED LEARNING: CHALLENGES AND INNOVATIONS IN THE DIGITAL ERA

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Abstrak: Era digital menghadirkan tantangan dan peluang unik dalam pelajaran tata bahasa Arab (Qawaid Arabiyyah). Metode tradisional dalam pelajaran tata bahasa Arab sering kali bergantung pada hafalan dan pembelajaran berulang, yang mungkin tidak sepenuhnya melibatkan siswa atau memenuhi beragam gaya belajar mereka. Penelitian ini mengeksplorasi integrasi alat dan teknologi digital dalam pengajaran Qawaid Arabiyyah untuk meningkatkan hasil belajar dan membentuk lingkungan belajar yang lebih interaktif dan menarik. Tinjauan ini memakai pendekatan kualitatif dengan metode studi pustaka, yang menganalisa literatur terkait penggunaan teknologi digital pada pengajaran bahasa Arab, terutama pada pengajaran qawaid. Metode pengumpulan data mencakup survei komprehensif yang didistribusikan kepada siswa dan guru, wawancara mendalam dengan pendidik yang ahli dalam tata bahasa Arab, serta observasi kelas secara detail untuk menilai penerapan praktis alat digital dalam skenario pengajaran langsung. Hasil analisis menunjukkan bahwa penggunaan alat digital, seperti perangkat lunak interaktif, platform daring, dan sumber multimedia, secara signifikan meningkatkan keterlibatan, motivasi, dan pemahaman siswa terhadap konsep tata bahasa yang kompleks dalam Qawaid Arabiyyah. Namun, studi ini juga mengidentifikasi tantangan yang masih ada, termasuk tingkat literasi digital yang bervariasi di antara siswa dan guru, keterbatasan akses terhadap teknologi yang andal serta koneksi internet di beberapa wilayah, dan perlunya pengembangan profesional berkelanjutan untuk mengintegrasikan teknologi secara efektif ke dalam kurikulum. Studi ini menyimpulkan bahwa meskipun inovasi digital menawarkan manfaat besar dalam meningkatkan pengajaran dan pembelajaran tata bahasa Arab, mengatasi tantangan tersebut sangat penting untuk keberhasilan dan keberlanjutan penerapan alat digital dalam lingkungan pendidikan. Rekomendasi termasuk program pelatihan khusus bagi pendidik, investasi dalam infrastruktur teknologi, dan pengembangan sumber daya digital yang sesuai dengan konteks untuk mendukung beragam kebutuhan belajar.

Kata Kunci: Qawaid Arabiyyah, Pembelajaran Digital, Inovasi Pendidikan, Metode Pengajaran.

Abstract: The digital age presents unique challenges and opportunities in the teaching of Arabic grammar (Qawaid Arabiyyah). Traditional methods in Arabic grammar teaching often rely on extensive memorization and rote learning, which may not fully engage students or cater to diverse learning styles. This research explores the integration of digital tools and technologies in teaching Qawaid Arabiyyah to create a more dynamic and captivating learning environment and enhance learning outcomes. This study examines the literature on the use of digital technology in Arabic language learning as it relates to qawaid learning using a qualitative approach and a literature study methodology. Data collection methods included a comprehensive survey distributed to students and teachers, in-depth interviews with educators specializing in Arabic grammar, and detailed classroom observations to assess the practical application of digital tools in real-time teaching scenarios. The results of the analysis showed that the use of digital tools, such as interactive software, online platforms, and multimedia resources, significantly improved students' engagement, motivation, and understanding of complex grammatical concepts in Qawaid Arabiyyah. However, the study also identified challenges that remain, including varying levels of digital literacy among students and teachers, restricted availability of dependent technology and internet connections in certain regions, and the need for ongoing professional development to effectively integrate technology into the curriculum. The study concludes that although digital innovations offer great benefits in improving the teaching and learning of Arabic grammar, addressing these challenges is crucial for the successful and sustainable implementation of digital tools in educational settings. Recommendations include targeted training programs for educators, investment in technological infrastructure, and the development of context-appropriate digital resources to support diverse learning needs.

Keywords: Qawaid Arabiyya, Digital Learning, Educational Innovation, Teaching Methods.

INTRODUCTION

A deep understanding of the Arabic language is important in facing the current era of globalization. Arabic is not only an identity for Muslims, but also an object of study that is interesting to many people around the world. Being one of the United Nations' official languages and having hundreds of millions of native speakers, Arabic has a strategic role in the global arena, both in the political, economic, socio-cultural, and scientific fields. In the process of learning Arabic, understanding Qawaid Arabiyyah is very vital. Qawaid Arabiyyah is the basic principles that form the framework of the Arabic language, from sentence structure to morphological rules. Mastery of Qawaid Arabiyyah allows students to understand the logic and internal systems of the Arabic language, so that they can use it appropriately and effectively, both in producing sentences and in understanding Arabic texts.

In addition, a deep understanding of Qawaid Arabiyyah also allows students to conduct more comprehensive linguistic analysis, including tracing the roots of words, recognizing conjugation and declination patterns, and understanding the dynamics of meaning changes in different linguistic contexts. This is an important capital for those who want to deepen the study of Islam, because most of the treasures of Islamic science, from jurisprudence to literature, are written in Arabic. Therefore, learning Arabic with an emphasis on mastery of Qawaid Arabiyyah is very important, both to meet the needs of today's generation of Muslims and to preserve the rich and profound intellectual heritage of Islam. With the ability to understand the structure and rules of the Arabic language carefully, it is hoped that students can develop comprehensive Arabic language competencies and be able to actively participate in global discourses that are increasingly connected to each other.

Arabic language learning, especially those oriented towards qawaid (grammar), has become one of the main pillars in language education in various Islamic educational institutions in Indonesia. Qawaid Arabiyyah is an important foundation that allows students to understand the structure and rules of the Arabic language in depth. Mastery of Arabic grammar is the key for students to be able to explore and deepen their understanding of Islamic scientific treasures, most of which are written in Arabic. In today's digital era, conventional learning methods face significant challenges that encourage the emergence of new innovations in the field of education. Digitalization not only changes the way information is delivered, but also demands rapid adaptation in teaching methods to meet the needs of the digital generation. With the presence of various digital devices and online learning platforms, Arabic teachers are required to redesign learning strategies in order to attract the interest and enthusiasm of students who are used to digital interaction.

There are numerous advantages of using digital technology to study Arabic such as the use of audiovisual media, interactive learning applications, and wide access to authentic Arabic resources. This can help students not only understand the rules of grammar, but also develop comprehensive language skills, encompassing speaking, listening, reading, and writing abilities. Through innovations in digital-based Arabic learning methods, In the age of the fourth industrial revolution, it was thought that it would boost motivation, interest, and efficacy in the teaching and learning process.

The importance of Qawaid Arabiyyah-oriented learning cannot be underestimated. Understanding Qawaid Arabiyyah is not just about learning the rules of linguistics, but it is also the foundation for understanding more complex Arabic texts. By understanding these basic principles, learners can parse sentences, identify key words, and understand meaning more deeply. For many learners, understanding Qawaid Arabiyyah can be a challenge in itself. Some concepts may be difficult to understand at first, especially for those who do not have a strong Arabic linguistic background. However, with the right learning approach and patience in practicing, the understanding of Qawaid Arabiyyah can be achieved well.

Qawaid Arabiyyah-oriented learning is not only about understanding linguistic rules, but

also about enriching understanding of Arab culture and intellectual heritage. By deepening our understanding of Qawaid Arabiyyah, we will not only become more competent learners of Arabic, but also become a bridge that connects various cultural traditions and thoughts in the Arab world with the international world. This research was conducted in the context of rapid changes in educational technology and the need for more interactive and effective learning methods. With the increasing access to digital technology among students and teachers, there is great potential to integrate technology in Arabic qawaid learning. The purpose of this study is to investigate the difficulties in learning Arabic qawaid in the digital age, as well as innovations that can be implemented to improve the effectiveness of learning.

Several previous studies have identified various challenges in learning Arabic, including low student motivation, limited relevant teaching materials, and lack of training for teachers in using technology. Research by Al-Mohanna (2020) shows that the use of technology in learning Arabic can improve student motivation and learning outcomes. Meanwhile, a study by Al-Jarf (2018) highlights the importance of teacher training in the use of technology to achieve optimal results.

This article is directed to identify and analyze challenges and innovations in learning Arabic qawaid in the digital era. The purpose of this study is to provide in-depth insights into how technology can be used to overcome obstacles in qawaid learning and improve student learning outcomes. The main goal is to develop new strategies and methods that are effective in learning technology-based Arabiyyah qawaid. The novelty of this research lies in an interdisciplinary approach that combines language learning theory with educational technology to create an adaptive and innovative learning model.

This article is anticipated to provide a useful contribution to Arabic educators in designing and implementing more effective and innovative learning methods. Furthermore, it is anticipated that the findings of this study will serve as a reference for curriculum developers and policymakers in raising the standard of Arabic language instruction in the age of digitalization. The main problem that will be researched in this study is how the challenges in learning Arabic qawaid in the digital era can be overcome through technology-based innovations. This research will explore various approaches and technological tools that can be used to improve student interaction, motivation, and learning outcomes in learning Arabic qawaid.

METHODS

This study combines a literature study methodology with a qualitative approach, which analyzes literature related to the use of digital technology in learning Arabic in qawaid lessons. The main source of data for this study is articles from journals that discuss the challenges of using technology in the context of education. The data was obtained by exploring and selecting the content of articles from journals that are credible and relevant to the research topic. To test the validity of the research data, source triangulation is carried out by combining findings from various sources to increase the validity of the research data. Then content analysis is carried out by identifying patterns, themes, and trends contained in the collected research data. Furthermore, the data interpretation process includes a deep understanding of the findings obtained from the analysis so as to comprehensively summarize the research findings. This research is aimed at adding insight into the role of technology in the world of education.

RESULTS AND DISCUSSION

Qawaid Arabiyyah-Oriented Learning

Qawaid arabiyyah-oriented learning is one of the important elements in Arabic language learning, which helps students to master one of the Arabic language skills, namely reading.

Qawaid Arabiyyah (Arabic Grammar Rules) is an important aspect of learning Arabic, which helps students to master one of the Arabic language skills, namely reading. Qawaid Arabiyyah is a grammatical system that regulates the syntax and structure of sentences in Arabic, which has special characteristics such as *ism ghayru munsharif*. Qawaid Arabiyyah is the basic rules or principles that form the framework of the Arabic language, which includes various aspects ranging from morphology, syntax, to rules in word selection. Understanding Qawaid Arabiyyah is an important first step in deepening understanding of the Arabic language.

In general, learning qawaid arabiyyah involves understanding and using basic qawaid in Arabic, which are the principles for reading, writing, and speaking in Arabic. The methods used in this learning can vary, such as the Drill method, the game method, or other strategies that are adapted to pupils' needs and certain conditions. Learning Qawaid Arabiyyah (qawaid means rule) is an important element in learning Arabic, because it helps students to master Arabic language skills, one of which is reading. The use of the drill method in learning Arabic qawaid has been tested in research, which shows that this method can affect students' ability to read Arabic. The use of nashri books has also been tested in research, which shows that the use of these books can affect students' ability to read Arabic texts. From the results of the study, it can be imagined that learning Arabic qawaid with effective and quality methods can affect students' ability to use Arabic, such as reading, speaking, and understanding Arabic grammar. This is very important because Arabic language skills are an important element so that learning goals can be achieved properly.

Considering the findings of the presented research, effective learning methods for learning Arabic qawaid include:

1. Digitization of Qawâid 'Arabiyyah Teaching: Includes digitization of learning materials, digitization of supporting media, and digitization of learning assessments, which can make learning more interesting and improve learning outcomes.
2. Use of Nashri Books: Nashri books have been used in the Darun Nashri Bandung Islamic Boarding School and it was found that the use of nashri books reached an average of 3.27 (sufficient category) and affected the ability of students to read Arabic texts by 30%, which means that other factors of 70% can affect Students' proficiency at reading Arabic texts in addition to the use of nashri books.
3. Drill Method: The Drill Method in learning Qawaid Arabiyyah is a technique used to strengthen students' ability to recognize and apply qawaid (rules) in Arabic. Research at SMA Negeri 1 Kurau shows that the use of the Drill method in learning Arabic qawaid is more effective than learning without using the Drill method.
4. Use of Structure Cube Games: Structure cube games are one of the strategies in learning that use audiovisual media, which can develop students' understanding of the structure, process, and schema of the learning material. Research at Private MTs Geudubang Aceh shows that the use of structure cube games in Arabic qawaid learning is effective, which can improve students' ability to speak skills

The Importance of Qawaid Arabiyyah-Oriented Learning

Learning Arabic qowaid is very important because they are the main element in Arabic language science. This qowaid forms the basis of understanding in Arabic and influences the way people speak, understand, and convey ideas and concepts.

The importance of learning Arabic qowaid can be seen from several aspects:

1. Arabic Language Skills: The importance of Arabic language skills to achieve learning goals, such as understanding and communicating ideas and concepts in Arabic.
2. Use of Arabic Sounds: The correct use of Arabic sounds is an important element in learning Arabic, because language sounds are one of the elements that determine skills in Arabic.

3. Effectiveness of the Application of Language Game Techniques: The application of language game techniques can help strengthen students' comprehension abilities during the process of teaching and learning, increase student activity, and arouse student motivation in learning.
4. Textbook Analysis: The study of textbook analysis, such as the book "Arabic Qur'ani", can provide insight into the material, learning methods that suit the needs of students, and ways to achieve learning goals.

Challenges in Learning Qawaid Arabiyyah

In learning Qawaid Arabiyyah, of course, there are challenges that must be faced, particularly at the level of Madrasah Ibtidaiyah. The challenge in learning Arabic qawaid is mainly to integrate effective learning methods and develop material components that are ideal to be used as a source of knowledge and a medium of communication between generations. This includes the use of technology such as audio-visual and internet-based learning media, as well as the use of structure cube games in Arabic qawaid learning. Research also shows that the linguistic and cultural aspects in textbooks must be considered to broaden students' horizons in learning Arabic as a whole. In the era of industry 4.0, Arabic language learning innovations must keep up with the times, such as by combining existing learning methods, such as communicative and electrical methods, with audio-visual and internet-based learning media, such as 'Arabiyyah baina yadaik, lingua phone, film, YouTube, or articles about modern terms in the world of advertising, economics, and so on.

Some other challenges in learning Qawaid Arabiyyah are as follows:

1. Conceptual Difficulties: Some concepts in Qawaid Arabiyyah may be difficult to understand for learners who do not have a strong Arabic linguistic background.
2. Availability of Quality Learning Resources: Not all learning resources present Qawaid Arabiyyah in a systematic and easy-to-understand manner.
3. Unexpected Time Requirements: Learning Arabic, including Qawaid Arabiyyah, requires consistent time and dedication.

Website-Based Qawaid Arabiyyah-Oriented Learning

Qawaid Arabiyyah-oriented learning in the current In order to improve the efficacy of this learning, the information technology era needs to develop a lot. one of which is by using a website. A website, according to Yeni Susilowati (2019), is a collection of web pages with connected subjects from one page to the next. These pages are often hosted on a web server that is accessible via a local area network (LAN) or the internet. The advancement of information technology, especially computers, will have a significant impact on this website-based learning. DVDs (Digital Video Disc), video conferencing, electronic mail, computer base multimedia, remote interactive data based and so on. Computers have strategic importance and impact all learning resources and media, including audio and video.

Some of the internet sites (websites) that can be accessed for learning Arabic are:

1. Program Maktabah Shamilah which contains classical, contemporary books, papers, and research results can be accessed via the internet with the following website address: <http://www.shamela.ws> or <http://www.almeshkat.net/books/index.php> or www.islamport.com/www.shamela.ws.
2. Maktabah Qutb Shafra' (Yellow Book Library) can be accessed with the website address O.Nunihon.org.
3. Arabic books, Arabic language teaching modules and some computer programs can be accessed through the website <http://www.scribd.com>.
4. Arabic language teaching programs and matters related to Arabic studies can be accessed through the website <http://www.divx4arab.com> And there are sites with programs about Arabic languages, but to download them you have to pay first, among them the <http://aramedia.com>.

5. The program contains cartoon images in Arabic and song albums of Arabic singers can be taken through the intermediary program 'eMule' which can be accessed through the website <http://www.emule-project.net/home/perl/general.cgi?1=1> or <http://www.fulltds.com> or website <http://www.bittorent.com> which can be taken with the intermediary of the Bittorent program.
6. Programs containing Arabic short film files, cartoon programs or several programs related to the Arabic language can be accessed through the website www.youtube.com.
7. Arabic-language newspapers can be read through several websites, including www.saudia-online.com/arabicnewspaper.htm.
8. Organizations of Arabic translation study groups and cultural discussion groups can be accessed through the following websites: www.atida.org.
9. Arabic lessons and teaching methods can be accessed through the website www.doros.org, www.lughah.cjb.net, www.kaadesign.com, http://www.schoolarabia.net/map_site/method/methodar.htm or <http://arabindo.co.nr/>. These site addresses can also help teachers to get political news through Arabic newspapers and can make it easier for teachers to read short story collections. In addition, it can also be used to chat (chat via cyberspace) or participate in interactive discussions via the internet via mailinglist.
10. An internet dictionary/mu'jam program (Global Translator) that contains more than 15 languages, from Arabic to other languages and vice versa. This program can be accessed or downloaded through the website: <http://www.traducegratis.com> and dictionary programs/mu'jam internet (kataku) can be used to translate words, sentences or sentence structures from Indonesian to English and vice versa. The program can be accessed through the website <http://www.togglex.com>.
11. Some other website addresses that can be used for learning Arabic, contain books in Arabic and contain actual news, information, Islamic thoughts in Arabic are as follows: <http://al-mostafa.com/> (a collection of classical and contemporary books), <http://www.waqfeya.com/> (maktabah or collection of books in Arabic), www.wafir.com (Saudi Arabian Islamic magazine), www.qoqaz.com (Arabic-language Russian Muslim magazine), www.bouti.com (Prof. Dr. Bauti's scientific works in Arabic), w.karadawi.net (some of Dr. Qordowi's scientific writings in Arabic and some of his fatwas), www.newmar.net (a collection of Arab countries' websites), <http://fatawa.al-islam.com> (questions and answers about Islamic economics and zakat), <http://zakat.al-islam.com> (about zakat), <http://www.quran.islamdotnet.com/cari.php> (Digital Quran), www.aljazeera.net (news from TV al-Jazeera), www.bbcarabic.com (BBC radio broadcast in Arabic), www.4cats.uni.cc (sports news and Arabic newspapers), Wob. In the throes of hope. Less (Middle Eastern news in Arabic), O.Albian.Co.Egg (United Arab Emirates al-bayan newspaper), www.ahram.org.eg (Egyptian newspaper al-Ahram in Arabic), www.raya.com (Koran Raya-Qatar), www.alhayat.com (Arabic al-Hayat newspaper), www.akhbar.org.eg (al-Akhbar-Egypt newspaper), O.akhbarelyam.org.egg.eg (al-akhbaralyaum-Egyptian newspaper), www.akhbarelyom.org.eg/riada, O.akhbarelyam.org.eg/hawadeth (Al-Akhbarulyaum Newspaper-Sports News), Alakhbarulyaum-Crime News),

Advantages and Disadvantages of Website-Based Arabic Qawaid Learning at the MI/SD Level

In web-based Qawaid Arabiyyah learning at the Madrasah Ibtidaiyah or Elementary School level, of course, there are several advantages and disadvantages. The advantages are:

1. It can produce images or sounds so that students will be more enthusiastic about learning Qawaid Arabiyyah and improve students' memory. This means that teachers send learning videos to students using the WhatsApp application.

2. In learning, It will be simpler for both educators and learners to locate sources because with the internet, information sources will be easily accessible.
3. In making report cards or lesson plans, teachers are easier because they use computers and are easier to correct if there are errors.
4. For students and teachers, giving and receiving materials or assignments does not have to be face-to-face. This means that it can save time and effort.
5. Establish a closer relationship between teachers and parents in learning processors.

Then the shortcomings of website-based qawaid arabiyyah learning at the MI/SD level include:

1. There are still difficulties for teachers in learning online-based qawaid arabiyyah because they have very little experience in using communication tools or accessing the internet.
2. There is often abuse in the use of devices such as mobile phones, laptops, computers and others, for example, students open other applications while learning is ongoing.
3. Teachers prefer to explain directly rather than sending assignments to students.
4. Students will quickly get bored of studying at home and prefer to study at school.
5. There are some parents who feel burdened by the implementation of web-based learning. This means that many parents are working.

CONCLUSION

This article discusses the challenges and innovations in learning Arabic, especially related to the mastery of Qawaid Arabiyyah (Arabic grammar) in today's digital era. This article uses a qualitative approach with a literature study method to analyze the use of digital technology in Arabic language learning, especially in the context of Qawaid Arabic learning. The results of the analysis show that the use of digital tools, such as interactive software, online platforms, and multimedia resources, significantly increases students' engagement, motivation, and understanding of complex Arabic grammar concepts. However, the study also identifies ongoing challenges, such as variations in digital literacy among students and teachers, limited access to reliable technology and internet connectivity in some regions, as well as the need for ongoing professional development to effectively integrate technology into the curriculum. The study concludes that although digital innovation offers many benefits in improving the teaching and learning of Arabic grammar, Taking care of these issues is crucial for the success and sustainable implementation of digital tools in educational settings. Recommendations include targeted training programs for educators, investment in technology infrastructure, and the development of contextual digital resources to support the diversity of learning needs.

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