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Implementation of the Al-Arabiyyah Book of Bayna Yadaika in Students of the Arabic Language Education Study Programme STIT Madani Yogyakarta

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Abstract:

In 2021, the Campus of Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta has a new learning program for its students, namely for semester 1 and 2 students must be required to take the l'dad Lughoh (Language preparation) class before all new students attend lectures at the central campus. All students are required to follow a 1-year quarantine period in Ma'had Shaykh Jamilurrahman by using the book *Al-Arabayyah Bayna Yadaika* (ABY) volumes 1-8 with Assatidz alumni of the University of Islamic Madinah, Middle Eastern universities and several local Ma'had-Ma'had alumni in Java with skills in their respective fields. Such as hadith, fiqh, tafsir, Tahfidzul Qur'an, and the like. And during the education period, students are equipped with more than enough knowledge materials before entering the central campus of Ilmnu Tarbiyah Madani High School Yogyakarta. In this case, the qualitative-descriptive approach with field research is the chosen research method. The goal is to have a qualitative method to discover the meaning behind facts, which is nothing but field data collected through natural scientific methods. And data analysis techniques consist of several activities, namely collecting and educating information, drawing conclusions and observations and experiencing learning activities directly. This study is expected to be useful for obtaining more in-depth information and researchers want to describe and explain and implement the learning of the book *Al-Arabiyyah Bayna Yadaika* in Arabic Language Education students at the Madani Tarbiyah College Yogyakarta. Especially for early semester students (1 and 2). The Book of ABY is highly recommended and can improve the ability of every thullab who learns it as well as the other in mastering mufrodat (vocabulary) which has been proven by the evaluation results obtained by students of the Madani Tarbiyah College of Science Yogyakarta.

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Introduction (مقدمة)

Learning Arabic is one of the means of communication used by almost all the people on earth. In everyday life, human beings are social beings who talk to each other when they meet using language in particular. (Fitrianto et al., 2023) These social beings are very identical to hospitality, gentleness, affection, attention and love for one another. Language is considered very important by everybody even by the world even because it is regarded as very necessary at the same time dependency in capturing the understanding spoken together against the speech. (Fitrianto & Aimmah, 2023) For example, in Indonesia, we will find many languages from every island, province, district, even villages whose scope is very small. Because Indonesia is the largest island country in the world with tens of thousands of islands. There has been a lot of progress in the study of Arabic languages, as evidenced by Arabic language studies from early adolescence to university. The various forms we see today in the implementation of Arabic language learning in Islamic educational institutions at least indicate a serious effort to advance the system and its quality. One of the educational institutions of interest to the general public is private education institutions or language courses, where students choose such educational establishments not only by origin, but also by considering the programmes offered in such institutions.

It is a private campus in Yogyakarta, a new campus that focuses on Arabic curricula and Islamic Religion Studies programs. The campus has been operational since 2018 and has a yearly study programme to suit the needs and interests of new students. The campus of Tarbiyah Madani Yogyakarta University of Science has always undergone rapid development to continue to be better. In the past year 2021, the campus of Tarbiyah Madani Yogyakarta University of Science has a new learning program for its students that is for students of semester 1 and 2 must attend the class I'dad Lughoh (Language Preparation) before all the new students take class at the campus Central. Which is where all students are obliged to follow a quarantine period of one year in Ma'had Jamilurrahman with the study activities of the book *Al-arabiyyah Baina Yadaika* (ABY) grade 1-8 with some As-satidz alumni University of Islamic Medinah, Middle Eastern universities and some local ma'had-ma'had alumni in the area of Java island and its surroundings who are a teaching force of many knowledgeable, experienced, and competent in the fields of Hadits, Fiqh, At-tafsir, Tahfidzul Qur'an, tauhid, etc. Which during the education period Students were equipped with more than enough knowledge before entering the central campus of STIT Madani Yogyakarta. According to the Statistical Agency in deposition in 2019, Indonesia has 34 provinces and 17,491 islands spread across Indonesia ("Data Statistika, 'Hasil Survei Data Provinsi Di Indonesia'. Tahun 2019). And this is where the language is placed. It is one of the languages that unites all sorts of races, tribes, religions, and so on. In Indonesia itself, in addition to us as citizens who are aware of the importance of the use of good and correct Indonesian language, (Suryadarma & Fitriyanto, 2020) the unifying language here is the language of Indonesia, there is also the Arabic language that is often called a language of loss, Arabic one of the foreign languages, is widely used as a world-speaking language, especially in the countries of the Middle East. Arabic is also the language of the holy verses of the Qur'an. In the past, Arabic also had a place in the hearts of Muslims. The scholars, even the caliphs, didn't see it by the side of their eyes. Arabic and Islam cannot be separated because the Qur'an is the sacred book of Islam, the largest religion and the most followed in the world, especially the world.

Al-Arobiyyah Bayna Yadaika is an Arabic language curriculum for all levels, based on extensive research on the teaching of Arabic by highly qualified Arabic speakers in their fields. The first Maharaj is Maharotul Kalam (Speaking), then Maharaja Bookah (Writing), maharaja 'istima' (hearing) and maharaj Qiroah (membaca). The book is very much in support of the Mahasantri learning program, the book package "Arabiyya | Yadaika" was initially launched with only 4 teaching packages for both the santri (Thalabul 'ilm) and the ustadz-ustadz (teachers) that are accompanied by CDs of teaching in each book, evaluations and development results as well as teaching improvements. Easier Currently, this book has the latest edition of 4 manuals and each manual contains 2-8 sections that are accompanied by 4 manual for each book).

This research aims to enhance the understanding of the Tholabul 'ilm in all marhalah (level) specialized students-master students of Tarbiyah Madani Yogyakarta College of Science that Arabic is important to learn. Besides the Arabic Quran, Arabic is not inferior to other international languages. Learning Arabic can be done on various platforms that can be accessed through many media such as: On Youtube Channel, Instagram, Facebook, Twitter, GC Whatsapp, etc. And one of the discussions that will be discussed here is the learning of Arabic through the book *AL-Arobiyyah Bayna Yadaika* of an Arabic Education student at Tarbiyah University of Science Madani Yogyakarta, who can be expected to teach back and explain back whatever will be prepared before studying the sciences of Syar'i in class. The book of *Al-Arobiyyah Bayna Yadaika* also has one of the advantages of introducing modern theory in the teaching of Arabic, as well as in teaching matters suitable for all levels (Ma'had-ma'had, elementary, secondary, or college) using a way or method that is easy to understand gradually applying Lughoh's abilities.

Method (منهج)

As a qualitative method, the aim is to find meaning behind facts that are no more than field data collected through natural scientific methods. As well as data analysis techniques consisting of several functions. Data collection and reduction, drawing conclusions as well as observing and experiencing the learning activities on a routine basis (Husna Nashihin, 2023). Qualitative research is research used to describe and analyse phenomena, events, social activities, attitudes, beliefs, perceptions, and people individually or in groups (Nana Syaodih, 2009). Preparation) for students to learn Arabic at Tarbiyah Madani Yogyakarta College. It is hoped that this research will be useful in obtaining more comprehensive information and researchers want to describe and explain the implementation of *Al-Arabiyyah Baiyna Yadaika* (ABY) Bible Learning in students of Arabic Language Education at Tarbiyah Madani Yogyakarta College of Science specialized for students-students of early semester (1 dan 2). Based on the above techniques and data analysis, the truth and accuracy of the data can be safeguarded by always performing additional observations. It can be understood that the data processing and analysis is actually carried out during the research process, where improvements can always be made to maintain and improve the validity of this material.

Research Design

In this study, the authors used the following data:

1. Primary Data

Primary data is data that is directly from the subject of research using a measuring instrument or a data retriever instrument directly (Saifudin Azwar, 2004). Primary data can also be called original data or new data that includes the current property. In this study are leaders, curriculum wakes, student council teachers, teachers of Arabic education and subjects trained in public high schools.

2. Secondary Data

Secondary data is data that has normally been compiled in the form of documents, e.g. data on the demographic situation of a region, data on productivity of a college, data about food supplies in a region and so on (Sumadi Suryabrata, 1998). econdary data on this research is supporting data in order to obtain a general picture of STIT Madani Yogyakarta.

Data Gathering Techniques

The use of data collection methods is aimed at making the data in the research valid, accurate in accordance with the problem studied and not engineered :

1. Interview

According to Slamet, interviews are a way of obtaining information through social interaction activities between researchers and the subjects (Fandi Rosi Sarwo Edi, 2016). Interviews are used when the number of respondents is relatively small. Physically,

interviews can be distinguished into structured and unstructured interviews. The interviews the author uses are the lead interviews.

2. Documentation

Documentation is the activity of gathering documents, and the data required in a research issue is then thoroughly examined so that it can support and add credibility and proof of an event (Suharsimi Arikunto, 2013). In this study the author uses documentation methods to know the history of STIT Madani Yogyakarta and Ma'had Sheikh Jamilurrahman As salafy.

3. Observed

Observation is a method of collecting data by direct and systematic observation of phenomena present on the object of research (Sutrisno Hadi, 1990). Observation or observation can be done in a variety of ways between participatory and non-participatory observations. Partitional observation is an observation performed by an observer in which the observer himself enters or follows the activities of the group being observed (Tomoliyus, 2020). In this study the author used non-participant observations to observe the application of Al-Arabiyyah Bayna Yadaika Bible learning to students of the Arabic Language Education Study Programme STIT Madani Yogyakarta.

Result (نتائج)

1. Profile of STIT Madani Yogyakarta

STIT Madani Yogyakarta is an Islamic college under the auspices of the At-Turots Al-Islamy Yogyakarta Assembly Foundation. The purpose of this campus is to produce Islamic scholars who are competent, knowledgeable, religious and very committed to the commandments of the Qur'an and Sunnah as understood by the predecessors of the righteous people. As an internship-based upper secondary school, STIT Madani Yogyakarta continues to follow the educational system of internships, with the superiority of teaching with scholars. With the help of the classical books sent down by the Salafi scholars, the centri are trained and prepared to be community educators, caders da'i and spiritual scientists. STIT Madani Yogyakarta campus is located in Ma'had Islamic Center Complex Bin Baz Jalan Wonosari Km. 10 Karanggayam, Sitimulyo, Piyungan, Bantul, Yogyakarta.

STIT Madani Yogyakarta has a classroom and separate activities between students and students. This gives tranquility to student guardians about gender relationships. STIT Madani Yogyakarta has two study programmes, namely Arabic Language Education and Islamic Religious Education. This makes the Madani Yogyakarta STIT one of the campus that exists in the PTKIN Se-Daerah Special Yogyakarta today. The young age of the campus makes STITMA Yogyakarta campus to always be able to carry out the evaluation stage in every area of learning and its curriculum. Learning Arabic is one of the highlights of this campus. The teaching of the disciples is not without the scripture of the scribes.

2. Profile of Ma'had Syaikh Jamilurrahman As salafy

Ma'had Sheikh Jamulurrahman As salafy The first was a du'at special for boys and girls. Ma'had stands under the foundation of the assembly at turots al islamy. Ma'had is initially started to be built in 1994. Then in 1996 the foundations of the Assembly of Turots al Islamy also founded the Sheikh bin Baz in the territory of the ma'had Sheikh Jamilurrahman. Along with the continuous expansion of publicity and development activities, the foundation began to build a new venue in Sitimulyo Piyungan Bantul which completed its construction process in 2000,

since 2000 until now. Bin Baz is located in the new site. While Ma'had Sheikh Jamilurrahman continued to occupy the abandoned building of Sheikh bin Bas, until now there have been many changes in the ma'had. The location really turned into a salaf complex.

3. Al-Arobyyah Bayna Yadaika

An in-depth study of Arabic lessons was able to produce various Arabic learning books to support the importance of the Arabic language teaching activities. Although there are too many different kinds of methods and curricula in Arabic language learning, the development of new methods to enrich this study. Among the many Arabic books, one of them is the book of Jaik. This book was written by Dr. Abdurrahman Bin Ibrahim Al Fauzan, Mukhtar Attahir Husein and Muhammad Abdul Kholiq Muhammad Fadl. Three of these authors were teachers at the Arabic language institute of King Saudi Riyadh University of Saudi Arabia. This book is published by the Riyadh Islamic Waqaf Foundation. The book of Al Arabiyyah Bayna yadaik gives color and pattern to the process of Arabic language development throughout the world, especially in Indonesia. One of the characteristics of the Al-Arabiyyah Bible is that it is structured with the aim that every student who takes an Arabic language class can master three skills: communication skills, language skills, and cultural skills. The book Al-Arabiyyah Bayna Yadaik is written for adult education. To this goal, teachers can use one of two learning models: a curriculum model in government-monitored official schools and a course model. Every teacher is required to present the book Al-Arabiyyah Bayna Yadaik in a fluent (standard) Arabic, avoid speaking with market Arabic ('amiyyah), and do not use translation as a tool for teaching. In the book Al-Arabiyyah baina Yadaik, a modern learning model and a teaching model that emphasizes the unique Arabic language. As a result, the characteristics of the Arabic language are clearly visible even though modern learning methods have been adapted to teach it (Muhammad Syafii Tampubolon, 2022).

4. Study of the Book of Al-Arobyyah Bayna Yadaika

Learning Arabic for Students of STIT Madani Yogyakarta using the book Arabiyyah Bayna Yadaik. This book was studied at the muhadatsah class. This book is also taught to Students of the Arabic Education Program and Islamic Religious Education at the beginning of semester 1 and 2 which is a language preparation class at Ma'had Sheikh Jamilurrahman As-Salafy. It is very supportive for students of Arabic Language Education at STIT Madani Yogyakarta to be able to take Arabic language courses or Diniyyah at the campus of STIT Yogyakarta well after the completion of the l'dad Lughoh (Language Preparation) time at Ma'had SheikhJamilurrahman As-salafy.

The book Al-Arobyyah Bayna Yadaika is one of the solutions in facilitating students of Arabic Language Education STIT Madani Yogyakarta to learn Arabic from scratch. The topics in the Al-Arobyyah Book of Bayna Yadaika are also very relevant to the day-to-day activities of students so that learning Arabic is easier because it can be applied directly. Ustadzuna Zaenuddin Hafidzahullah Ta'la, one of Ma'had Jamilurrahman's teachers, said: "This book of Al-Arobyyah Bayna Yadaika uses the Arabic language of Kampah, does not use amiyah (market language) or middle language as an appropriate way to teach Tawa." The terms of this book are divided into three levels of study, namely basic, intermediate and advanced. This book also comes with an audio guide for each piece of this book. This book is printed in two different forms, the first as a guidance for students (the Ath-thalib Book) and the second as a teacher (the Mu'allim Book). Each variation consists of three levels of learning according to the mastery of the student's knowledge. First level for basic level (basic level), second level for intermediate level (mutawassith level) and third level for advanced level (mustawa mutaqoddim). The first level of the Thullab manual consists of 16 topics spread over 383 pages.

These topics are:

- a. At-tahiyyah wat ta'aruf (Salute and Introduction)
- b. Al-'usroh (Family)
- c. As-sakan (residence)
- d. Al-Hayat al-Yumiyyah (Daily Activities)
- e. Ath-tho'am wasy-sirob (food and drink)
- f. As-Sholah (Sholat)
- g. Ad-dirosah
- h. Al-'amal (work)
- i. At-tasawuq (Shopping)
- j. Al-jaww (weather)
- k. An-Nas Wal amakin (Man & place of origin)
- l. Al-History
- m. As-safar (Going)
- n. Al-haj wal-umrah
- o. Ash-shihhah (health)
- p. Al-'uthlah (holidays)

As a learning medium, this book has been prepared and designed very easily. We can see from the subtitles that are discussed in it are universal, popular or familiar. Universal, because anyone can learn it easily, both Arab and non-Arab. Popular in nature because what is discussed in it is often used in everyday life. Learning Arabic for students of Arabic education in semesters 1 and 2 is carried out by focusing on one of these books in accordance with the policy of STIT Madani Yogyakarta that has been made on its curriculum. Students in semesters 1 and 2 are really focused only on language preparation so that the next semester's transfer to the center campus can adapt to attending lectures alongside lecturers from the Middle East. And the lessons are done every day except on Sundays. The training is from 07.30 – 12.00 and the Muroja'ah continues from 19.45 – 21.00 (Ba'da isya' time – 21:00).

At the beginning of the class, all students and students are required to read the instructions of your all that are in the book Al-Arabiyyah Bayna Yadaika. Then, at the start of the study, students are obliged to read and observe a mufrodah (cossacata) who does not understand the meaning to be asked, after students understand fully of all mufrodah (kosakata). Then you will be able to hear the truth and the content of the dialogue in your hearing, and then the student will call him, and if the student still has a question that he does not understand, he will be asked to the muallim. If there is no question the student is asked to interpret the Hiwar.

In this book is actually a lot filled with exercises, students are always asked to complete the exercise. It is used to make students more familiar with the new vocabulary that is discussed in each chapter. Here are some examples of the exercise in this book:



Picture. 1 Example of Tadribat on the book ABY jilid 1



Picture. 2 Examples of training/exercise in the book ABY jilid 2

In this book there are four majas that can be studied by students, among them the maharah istima, kalam, qiro'at and kitabah.

a. Maharah Istima'

The ability of a person to understand and digest a word or sentence taught by a reader or facilitator is known as the Maharah al-istima'. Learning to learn is divided into two categories, says Hamidah. First and foremost, every student or Thullab studying this book of Arabic Bayna Yadaik should listen to become accustomed to the situation or conditions of the language environment. Second, it is important to grasp the text to understand it fully so that Thullab (students) can understand the text well, distinguish between major and additional ideas, understand the course of the story, and much more (Hamidah Marsiah, 2020).

One of the receptive skills is the ability to grasp, which must first be mastered by the student. Naturally, humans use hearing to understand other people's language. Therefore, from this perspective, the ability to speak is the most important foreign language ability. The ability to understand built in the next stage is also an additional skill. In its implementation at the Madani Yogyakarta STIT that students can master the Maharah istima 'because the learning of the Arabic book is taught in Arabic as its introductory language (Fung & Lo, 2023). So that students become accustomed to listening and listening to Arabic sentences. It is also very helpful for students to get new vocabulary every time they meet.

b. Maharah Kalam

The word Kalam comes from the Arabic (al-kalam) which means word or speech. Speaking (al-kalam) is a means of creating understanding, mutual understanding, using language as a tool. The ability to speak (maharat al-kalam) is one of many important aspects of learning Arabic. Verbal ability refers to the ability of students to express and express their thoughts orally (verbally) to others. It's important to teach these skills because it's the first step in reading and writing. This ability also enables two-way communication or mutual communication between the speaker and the listener (Mughtar Ilham, 2015).

It's very important for teachers to understand the great material of pen for students who are still in the beginner's phase. First, teachers begin to practice speech by asking students questions to answer. Then, they are asked to learn how to pronounce words, compile sentences, and express their thoughts. Then teachers ask students to answer the exercise of dialectics, memorize conversations, or answer unclear questions (Hastang Nur, 2017). Looks like the magnificent results of al-kalam in the middle of this step have been improved. Some students are already able to pronounce some words well especially words that often appear in sentences although not too smoothly even encountered by some students repeated pronouncements related to lessons at previous meetings. Some couples have already spoken with a good intonation, though not smoothly.

c. Maharah Qiro'ah

Students of the Arabic Education Study Program at STIT Madani in Yogyakarta are taught reading skills (Maharat Al-Qira'ah), i.e. to recognize and understand every type and speed of reading. They are taught to read the text of Qira'ah in a foreign language without trying to translate it into Indonesian, and to understand its meaning correctly. To help students understand the text well, it is important for them to use the language structure orally (using it heart) before reading loudly (Harianto, 2017).

One of the four majas that students learn while learning Arabic is the defence of the majas of qira'ah. The purpose of learning the maharas is not only to teach students to read Arabic texts smoothly and follow the principle of nahwu sharaf, but also to teach them to understand the text and understand the meaning of the main thinking, so that they can apply it in everyday life (Ritonga, 2020).

Master learning of qira'ah means that one must not only read the text smoothly and smoothlessly, but must also understand the text so that they can speak to the author indirectly to acquire knowledge of what they read. Besides, in case the reader wants to pass it back to the third person through translation. It also applies to trying to understand other people's speech (Dede Gozali, 2013). This is what is considered STIT Madani Yogyakarta applied Arabic language learning using the book Arabiyyah Bayna Yadaik, because it is considered very appropriate in improving student reading skills.

d. Maharah Kitabah

Magnificent literature is one of the most complex skills. Many factors are the peculiarity of the aspect of writing in Arabic which at the same time becomes problematic in achieving such skills, such as the direction of writing and different forms of letters with writing in Indonesian. These factors become a special problem for students who begin to study Arabic. The way the Arabic language is written is different from the Indonesian language. The first very apparent difference is the direction of writing. In Indonesian, writing begins from left to right. In the language (Ahmad Rathomi, 2020). The many exercises in this book make it possible for students to master writing skills because writing needs to be repeated often.

The Arabic Scriptures of Bayna Yadaik are also taught in the next semester. However, for semesters 1 and 2 are actually completed in the ma'had Jamilurrahman first as material for the next semester. In the third semester, students will take courses that use Arabic as an introductory language. Therefore, the preparation is mature as a student support in the face of the next semester.



Conclusion (خاتمة)

The conclusion of this study is that researchers can divide the implementation of Arabic learning into two stages of learning. First, that the study of this book is done for the students of semester 1 and 2 who are in Ma'had Sheikh Jamilurrahman. The aim of the study is to ensure that the students of STIT Madani Yogyakarta have a good and correct basis of Arabic. So that when they enter the next step they can take classes in Arabic. Second, that the study of this book is also taught in the following semester but as a repetition phase.

he hope of STIT Madani Yogyakarta that this book is able as a tool in improving 4 Arabic language skills for students

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