Al Akhbar: Jurnal Pendidikan Bahasa Arab

Implementing Arabic Language Learning Strategies to Improve the Competence of Islamic Religious Education Students in Class 2E at STIT Al Urwatul Wutsqo Jombang

Ahmad Sapto Hudoyo
Institut Agama Islam Al-Urwatul Wutsqo Jombang, Indonesia
Correspondence Email: ahmadsaptohudoyo@gmail.com

Abstract

Arabic language learning plays a strategic role in developing the competence of students in Islamic Religious Education (PAI) programmes, as Arabic is the principal language of the sources of Islamic teachings. This study aims to analyse the implementation of Arabic language learning strategies, identify the challenges faced by lecturers and students, and assess their effects on students' language competence. A descriptive qualitative approach was employed, using observation, in-depth interviews, classroom teaching experiments, and documentation. Data were analysed through triangulation and the Miles and Huberman model, encompassing data reduction, data display, and conclusion drawing. The findings indicate that the use of the Al-ʿArabiyyah Bayna Yadayk textbook, the integration of digital learning media, and the implementation of communicative and eclectic strategies can enhance learning motivation, receptive skills (listening and reading), and productive skills (speaking and writing), while strengthening students' understanding of Islamic subject matter. This study emphasises the importance of innovative learning strategies that respond to learners' needs and remain relevant to technological developments.

Keywords: Arabic language; learning strategies; communicative competence.

A. Introduction

Islamic higher education institutions play an important role in integrating Islam and scholarly knowledge. Students attending these institutions are therefore expected to become knowledgeable, capable Muslim graduates with strong moral character. Students of Islamic disciplines should consequently also acquire proficiency in Arabic. During their early development, Islamic disciplines were written in Arabic, which was also used in efforts to spread Islam throughout the world. Understanding Islamic

teachings is inseparable from knowledge of Arabic because the primary sources of Islamic knowledge are in Arabic (Ernawati, 2024) (Edi et al., 2020).

Learning Arabic fundamentally serves the purposes of social communication, while Arabic language instruction focuses on developing language skills. However, some students perceive Arabic as difficult. This perception makes it harder for them to understand course content and use the language in speech and writing. Implementing Arabic instruction therefore requires a range of innovative strategies and methods to address these difficulties and achieve learning objectives (Ulfah et al., n.d.).

Arabic instruction for non-Arab learners began in the seventeenth century, when Arabic started to be taught at the University of Cambridge in England. In the United States, attention to Arabic and its teaching began in 1947 at an American military school. In Egypt, numerous Arabic learning centres emerged through language development projects incorporating the planning and development of teaching materials. Teaching Arabic to non-native speakers has become increasingly necessary because of its considerable importance to both Muslim and non-Muslim communities worldwide. In Indonesia, particularly within Islamic education, Arabic is taught from primary school through higher education (Zuhdi et al., 2024).

Arabic has distinctive characteristics and levels of difficulty that differ from those of other languages. This requires teachers to adopt appropriate strategies for presenting learning materials. The teaching process necessarily involves the implementation of learning strategies. Students are expected to absorb and understand the content, as this affects the objectives to be achieved during instruction. The aim is to attain the intended learning outcomes or exceed minimum standards. Given the importance of strategies and methods, educators should continually update their teaching practices, for example by incorporating current technologies to facilitate access to references or present materials more attractively, thereby encouraging learners' enthusiasm (Warsita, 2008).

Arabic learning strategies should be selected carefully and aligned with the language skills to be developed. Monotonous strategies that do not involve learners can create pressure, reduce motivation, and prevent students from achieving their learning goals. Learning strategies are central to achieving instructional objectives. They should be designed before teaching begins, taking account of the target language skills, classroom conditions, learners' characteristics, and other factors relevant to teaching and learning.

Preliminary observations in Class 2E of the Islamic Religious Education programme at Sekolah Tinggi Ilmu Tarbiyah (STIT) Al-Urwatul Wutsqo Jombang revealed several problems in Arabic instruction, including low student motivation. Although multiple factors contributed to this problem, the researcher's analysis identified excessive fear arising from limited familiarity with and mastery of Arabic as the most significant factor. Such difficulties are common when learning a foreign or second language. Learning Arabic as a second language requires, among other things, a supportive environment, appropriate learning strategies, and motivation. Related research by Munawaroh and Faizin (2025) examines students' interest in Arabic learning, providing a relevant basis for considering learner interest alongside instructional strategies.

The main purpose of this study is to explore, analyse, and evaluate the effectiveness of Arabic instruction in Class 2E of the Islamic Religious Education programme at STIT Al-Urwatul Wutsqo Jombang. The study focuses on three dimensions: (1) the instructional strategies and methods employed by the lecturer; (2) the implementation of these methods in classroom teaching and learning; and (3) students' learning outcomes, reflecting their mastery of receptive skills (listening and reading) and productive skills (speaking and writing).

The study examines the extent to which the selected learning strategies align with students' characteristics, curricular requirements, and learning objectives. An in-depth analysis identifies factors that support or hinder

successful learning, including the role of instructional media, student engagement, and the effectiveness of classroom interaction.

The findings are expected to make conceptual and practical contributions. Conceptually, the study seeks to enrich the literature on the implementation of Arabic learning strategies in Islamic higher education. Practically, its findings can inform actionable recommendations for lecturers, programme administrators, and institutions seeking to improve Arabic instruction in subsequent semesters. The study thus provides a basis for developing more innovative, adaptive, and efficient learning models that can sustainably strengthen students' motivation, participation, and linguistic competence.

B. Method

This qualitative field study adopts a descriptive analytical approach, presenting data in the form of words and images rather than numerical measurements. Qualitative research draws on primary and secondary data sources, including written materials such as books and documents. In this study, primary data were obtained through the researcher's direct involvement and from respondents, namely the lecturer and students in Class 2E of the Islamic Religious Education programme at STIT Al-Urwatul Wutsqo Jombang, who participated in instruction and answered the researcher's questions. Secondary data consisted of documents, including the semester learning plan (RPS), and other sources relevant to the research topic (Abdussamad, 2021) (Moleong, 2015).

Data were collected through observation, involving direct attention to and examination of particular behaviours. The study also involved classroom teaching experiments, interviews with informants, and documentation. Interviews were used to obtain detailed information on the implementation of Arabic learning strategies in the classroom. Interview data were then validated and corroborated through the researcher's direct observations during instruction, providing a more comprehensive account of how the strategies were implemented (Murdiyanto, 2020).

The collected data were triangulated and analysed using the Miles and Huberman model, which comprises three main stages. First, data reduction involved selecting, simplifying, and organising information from observations of the institutional setting, classroom experiments involving students, interviews with students and the lecturer, and documentation. Second, data display involved arranging the information systematically to provide an overall picture of the findings. Third, conclusions were drawn by comparing the empirical data with the meanings and core concepts underpinning the study, particularly the implementation of Arabic learning strategies in a programme other than Arabic language education. The findings were then organised into subsections addressing Arabic instruction at STIT Al-Urwatul Wutsqo Jombang and the implementation of learning strategies (Siyoto, 2015).

C. Results and Discussion

Under Indonesian Minister of Religious Affairs Regulation No. 02 of 2008, Arabic in formal education is taught at the Madrasah Ibtida'iyah (MI) level in Grades IV–VI. Arabic instruction continues at the secondary level in Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA), and at the tertiary level, both in institutions under the Ministry of Religious Affairs and in Arabic Language Education programmes under the Ministry of Education (Aziza, 2023).

Learning a foreign language, particularly Arabic, requires mastery of four language skills: listening (mahārah al-istimāʿ), speaking (mahārah al-kalām), reading (mahārah al-qirāʾah), and writing (mahārah al-kitābah). Listening and reading are receptive skills because they focus on understanding language input. Speaking and writing are productive skills because they involve actively producing or expressing language (Pamuji, 2021).

CP-MK	
B3	Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Arab dan Inggris dalam perkembangan dunia akademik dan dunia kerja;

Figure 1. Semester learning plan and one Arabic course learning outcome

Arabic is a compulsory course for students in the Islamic Religious Education programme at STIT Al-Urwatul Wutsqo Jombang. It is taught in two stages, during the first and second semesters. Instruction uses Al-ʿArabiyyah Bayna Yadayk (Volume 1), which is considered particularly suitable for students beginning at an elementary level. Written by native Arabic speakers, the book is specifically intended for non-native speakers of Arabic. Its selection follows the principle of relevance: the content corresponds to the competency standards and basic competencies established in the curriculum (Magdalena et al., 2020).

The selection of Al-ʿArabiyyah Bayna Yadayk (Volume 1) also reflects the Arabic I curriculum, which focuses on developing general language skills. As the course is intended for first-semester students, its content is adapted to a basic level covering listening, speaking, reading, and writing. The textbook is therefore considered appropriate for a needs-based approach, offering content adapted to and sufficient for supporting the intended learning objectives (Khalimi Romansyah, 2016.). This attention to the alignment of textbooks, teaching arrangements, and learners' backgrounds is also relevant to Faizin's (2020) evaluation of the Arabic curriculum at STAI Attanwir Bojonegoro.

The first level of Al-ʿArabiyyah Bayna Yadayk consists of 16 topics, systematically presented across 383 pages. These topics are:

1. Al-Taḥiyyah wa al-Taʿāruf (Greetings and Introductions)
2. Al-Usrah (Family)
3. Al-Sakan (Housing)
4. Al-Ḥayāh al-Yawmiyyah (Daily Life)
5. Al-Ṭaʿām wa al-Sharāb (Food and Drink)
6. Al-Ṣalāh (Prayer)

7. Al-Dirāsah (Study)
8. Al-ʿAmal (Work)
9. Al-Tasawwuq (Shopping)
10. Al-Jaww (Weather)
11. Al-Nās wa al-Amākin (People and Places)
12. Al-Hiwāyāt (Hobbies)
13. Al-Safar (Travel)
14. Al-Ḥajj wa al-ʿUmrah (Hajj and Umrah)
15. Al-Ṣiḥḥah (Health)
16. Al-ʿUṭlah (Holidays)

As a textbook, Al-ʿArabiyyah Bayna Yadayk appears to have been carefully planned. This is evident in its selection of topics, which are universal, familiar, and relevant to learners' needs. The topics are universal because learners can understand them regardless of their cultural or national backgrounds. They are familiar because the material concerns common experiences and everyday interactions. They also correspond closely to learning needs because their content relates directly to learners' social lives and can be used immediately in authentic communication. For example, the topic of greetings and introductions enables learners to use the language when meeting both new and existing acquaintances. Topics such as work, hobbies, and food similarly reflect situations frequently encountered in real life. Selecting this textbook represents an effort to help learners achieve the intended learning outcomes (Saiful Amien, n.d.).



Figure 2. Learning materials in Al-ʿArabiyyah Bayna Yadayk

In addition to the use of an effective textbook, successful learning depends heavily on the instructional strategies and methods employed by the teacher. These should be selected appropriately and adapted to learners' needs. In general, learning strategies comprise a series of activities undertaken by teachers and students to achieve learning objectives efficiently and effectively. They help create learning experiences that attract students' interest and support the achievement of the objectives established by the teacher (Asmara & Mustofa, 2024).

An important benefit of appropriate learning strategies is that they encourage students to learn systematically through approaches adapted to their individual abilities. The selected strategies can therefore support improvements in learning outcomes at each student's own pace. Effective strategies also help students pursue achievement more efficiently and purposefully. Foreign language proficiency has become an important competence in responding to rapid global developments. The principal aim of foreign language instruction is to develop students' ability to use the target language both orally and in writing. Foreign languages such as English and Arabic are now widely integrated into school curricula (Hidayat, 2019) (Nafisah Mtsn & Timur, 2022) (Sadam Samal, 2020).

A recurring problem in Arabic instruction is its tendency to remain teacher-centred and rely on monotonous strategies, with lecturing often serving as the primary method. This leads some learners to regard Arabic as difficult and uninteresting. Such perceptions are reinforced when schools position Arabic as an additional subject rather than a core subject. These considerations suggest that even engaging content may not be communicated effectively unless educators adopt innovative methods or strategies (Ariyanti & Syaikh Abdurrahman Siddik, 2021).

Each learning strategy has distinctive features, and educators must select those most appropriate to learners' circumstances and needs. According to Sanjaya, as cited in Nasution, educators should consider four general principles when using learning strategies:

1. Goal orientation. Objectives are the central component of an instructional system. All teacher and learner activities should contribute to the established objectives, since the success of a strategy is reflected in learners' achievement of the intended outcomes.
2. Activity. Learning involves more than memorising information; it also entails gaining experiences relevant to the intended objectives.
3. Individuality. Teaching seeks to develop each learner's behaviour and capacities. Although educators teach groups, the intended outcome is change in each individual learner.
4. Integration. Teaching develops not only cognitive abilities but also affective and psychomotor capacities. Learning strategies should therefore address these three domains in an integrated manner (Tentrem Mawati & Arin, 2021).

A range of methods can be used in language instruction, including the direct method, the audiolingual method, community language learning, total physical response, communicative language teaching, and an eclectic approach. Each has distinctive characteristics, principles, and

implementation procedures. The following brief descriptions provide a theoretical basis for selecting appropriate learning strategies.

1. The Direct Method

The direct method requires the teacher to use the target foreign language directly, without relying on learners' first language or another intermediary language. The meanings of the teacher's utterances are explained in the target language, supported by demonstrations, facial expressions, or pictures. The direct method emerged in response to dissatisfaction with the grammar-translation method, which was considered insufficiently effective in developing productive language use, particularly because it provided inadequate pronunciation practice (Irwan, 2019) (Muh. Arif, 2019).

2. The Audiolingual Method

The audiolingual method is also known as the aural-oral approach because it prioritises listening practice, followed by pronunciation practice and then speaking, reading, and writing. It is regarded as a variation of the mimicry-memorisation method, involving imitation and recall. It is also called the informant-drill method because learning activities consist of demonstrations and drills in grammar, sentence structure, pronunciation, and vocabulary, with learners imitating the teacher or a native-speaker informant acting as the drill leader (Mustafa, 2020).

3. Community Language Learning

Community language learning began to develop around the 1970s, drawing on psychological ideas about the importance of affective factors, including attitudes, emotions, feelings, and motivation, in foreign language learning. It was developed by Charles A. Curran, who was influenced by Carl Rogers. Rogers argued that people in a classroom should be viewed not simply as learners but as a group requiring particular forms of counselling and therapeutic support. Curran adapted psychotherapy concepts to foreign language instruction, viewing learning as both a personal and a social

experience. In this approach, learners, referred to as clients, participate in a non-competitive environment. Entering an unfamiliar setting such as a foreign language classroom may generate feelings of alienation, insecurity, threat, anxiety, and other forms of emotional conflict or pressure that can hinder learning (Ahmadi, 2023).

4. Total Physical Response

Total physical response (TPR) is a language teaching method based on coordinating speech with physical action. Language is taught through bodily movement. James Asher, who developed the method, argued that in first language acquisition, children spend more time listening before they begin speaking. During this listening phase, they naturally respond physically by reaching, holding, moving, looking, and performing other actions. The method prioritises oral over written skills and places verbs at the centre of instruction. Imperative verb forms are considered particularly valuable pedagogically because commands that learners of different ages can respond to directly are thought to accelerate internalisation of the target language (Pane & Darwis Dasopang, 2017).

5. Communicative Language Teaching

Communicative language teaching developed substantially during the 1960s. According to Richards and Rodgers, it rests on the assumption that language functions as a means of communication. Instruction therefore aims to develop communicative competence, as formulated by Hymes: learners' ability to use language functionally for different purposes and in different communicative situations and conditions. Activities are not restricted to a particular format as long as they pursue communicative objectives. They may include exchanging information and expressing intentions for explicit communicative purposes. The emphasis is on meaning rather than linguistic form. The teacher's role is redefined as a facilitator of communication, an analyst of learning needs, a coordinator of group dynamics, a pedagogical

consultant, and a mediator of interaction among learners (Ahmad Rifai, 2021).

6. The Eclectic Method

The eclectic method offers an alternative for language teachers who have not found a definitive answer regarding the effectiveness of existing teaching methods. It is not rooted in a single linguistic or psychological theory and is not intended to replace established methods. As the term eclectic suggests, the approach selects useful elements from different doctrines, methods, or styles and adapts them to classroom needs and conditions. Teachers are therefore able to make adjustments rather than being bound to one method. This reflects the view that no method is universally applicable to all objectives, learners, teachers, or programmes. Every method is also open to criticism because each has strengths and limitations (Mardiyah et al., n.d.).

Beyond the methods described above, educators can adopt various other approaches to Arabic instruction. Selection should take account of learners' educational level, the characteristics of the teaching materials, and the intended learning objectives. Methods should also be aligned with the target skill: listening, speaking, reading, or writing. Each skill requires an appropriate methodological approach. To teach speaking, for example, teachers may use the direct method, debate, or other activities that encourage active verbal participation. The same principle applies to the other skills. In the digital era, educators also need to integrate teaching methods with information and communication technologies to make Arabic learning more interactive and relevant to contemporary developments (Samsuar A. Rani, 2017). Two studies from virtual Arabic instruction offer relevant methodological examples: Faizin and Akmalia (2021) investigated discovery learning, while Akmalia and Faizin (2021) examined the recitation or assignment method for virtual nahwu learning. These studies provide additional reference points for selecting methods in technology-mediated instruction, although their settings differ from the present classroom context.

D. Conclusion

The findings suggest that Arabic instruction in Class 2E of the Islamic Religious Education programme at STIT Al-Urwatul Wutsqo Jombang is more effective when supported by varied, contextually appropriate learning strategies. The use of communicative language teaching, total physical response, and an eclectic approach, combined with digital media, was found to increase student participation, motivate active engagement in learning, and strengthen mastery of listening, speaking, reading, and writing. The lecturer plays an important role as a facilitator, motivator, and coordinator of classroom dynamics, making learning more interactive and student-centred. Adaptive instructional innovation and technology integration should therefore continue to be developed to improve students' Arabic language competence sustainably.

References

Abdussamad, Z. (2021). *Metode Penelitian Kualitatif* (P. Rapanna, Ed.; 1st ed.). CV. Syakir Media Press.

Ahmadi, A. (2023). Menumbuhkan Kemandirian Belajar Bahasa Arab Remaja: Pendampingan Komunitas Rohis SMA di Pacitan dalam Pembelajaran Kolaboratif. *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, *4*(4), 3627–3643. https://doi.org/10.31949/jb.v4i4.6843

Akmalia, F., & Faizin, K. (2021). Recitation: An alternative method for virtual nahwu learning. Ta'lim al-ʿArabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban, 5(1), 97–110. https://doi.org/10.15575/jpba.v5i1.12435

Ariyanti, H., & Syaikh Abdurrahman Siddik Bangka Belitung, I. (2021). *Al-Mu'arrib: Jurnal Pendidikan Bahasa Arab Strategi Pembelajaran Bahasa Arab dalam Meningkatkan Minat Belajar Bahasa Arab Siswa Kelas VII MTs Nurul Muttaqin Simpang Tiga: Vol. I* (Issue 1). Hal. https://jurnal.lp2msasbabel.ac.id/index.php/AL-MUARRIB

Asmara, L., & Mustofa, T. A. (2024). Strategi Guru Bahasa Arab dalam Meningkatkan Maharotul Kalam di MTs. Husnul Khotimah Kuningan. In *Bahasa dan Sastra* (Vol. 10, Issue 2). Pendidikan. https://e-journal.my.id/onoma

Aziza, L. F. , & M. A. (2023). Optimalisasi pembelajaran bahasa arab berbasis proyek pada mahasiswa. *ALiF (Arabic Language in Focus)*, *1*(1), 26–31.

Edi, C. S., Anwar, K., & Edi Setyawan, C. (2020). *Jurnal Bahasa Arab dan Pendidikan Bahasa Arab Januari*. *1*(1).

Ernawati, E. (2024). Penerapan Model Pembelajaran Kooperatif Tipe Group Investigation dalam Pembelajaran Bahasa Arab di Program Studi Pendidikan Agama Islam (PAI) STAI Syekh Manshur Pandeglang. *Attractive: Innovative Education Journal*, *6*(2). https://www.attractivejournal.com/index.php/aj/

Faizin, K. (2020). Evaluasi kurikulum pembelajaran bahasa Arab di STAI Attanwir Bojonegoro [Evaluation of the Arabic language learning curriculum at STAI Attanwir Bojonegoro]. Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam, 4(1), 74–85. https://doi.org/10.54437/alidaroh.v4i1.139

Faizin, K., & Akmalia, F. (2021). Metode discovery dalam pembelajaran bahasa Arab virtual [The discovery method in virtual Arabic language learning]. Syaikhuna: Jurnal Pendidikan dan Pranata Islam, 12(1), 52–59. https://doi.org/10.36835/syaikhuna.v12i1.4369

Hidayat, I. (2019). *Strategi Pembelajaran Populer*. Diva Press.

Institut Agama Islam Negeri Palopo, M., & Selatan, S. (2020). *Loghat Arabi: Jurnal Bahasa Arab & Pendidikan Bahasa Arab Dinamika Metode Pembelajaran Bahasa Arab*. *1*(2).

Irwan, M. (2019). *Perkampungan Bahasa Arab dalam Mendukung Pembelajaran Mahasiswa di IAIN Parepare*. *7*(1).

http://ejournal.mandalanursa.org/index.php/JIME/indexterakreditasiPeringkat4

Journal Bahasa, A.-L., Arif, M., & Sultan Amai Gorontalo, I. (n.d.). *METODE LANGSUNG (DIRECT METHOD) DALAM PEMBELAJARAN BAHASA ARAB*. http://journal.iaingorontalo.ac.id/index.php/al

Magdalena, I., Sundari, T., Nurkamilah, S., Ayu Amalia, D., & Muhammadiyah Tangerang, U. (2020). ANALISIS BAHAN AJAR. In *Jurnal Pendidikan dan Ilmu Sosial* (Vol. 2, Issue 2). https://ejournal.stitpn.ac.id/index.php/nusantara

Mardiyah, S. M., Tinggi, S., Tarbiyah, I., & Malang, I. S. (n.d.). METODE EKLEKTIK DALAM PEMBELAJARAN BAHASA ARAB. In *Jurnal Pendidikan Ilmiah* (Vol. 5, Issue 1).

Moleong, L. J. (2015). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.

Munawaroh, B., & Faizin, K. (2025). Analysis of student learning interest in Arabic language subjects at MTs Manba'ul Huda Sekaran-Balen. Assuthur: Jurnal Pendidikan Bahasa Arab, 4(1), 36–44. https://doi.org/10.58194/as.v4i1.1763

Murdiyanto, E. (2020). *Metode penelitian kualitatif*. UPN" Veteran" Yogyakarta Press.

Nafisah Mtsn, Z., & Timur, J. J. (2022). *PENINGKATAN KETERAMPILAN BERBICARA (MAHARAH KALAM) BAHASA ARAB MELALUI MEDIA GAMBAR*. *2*(4).

Pamuji, S. S. , & S. I. (2021). *Keterampilan Berbahasa*. Guepedia.

Pane, A., & Darwis Dasopang, M. (2017). BELAJAR DAN PEMBELAJARAN. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, *3*(2), 333–352. https://doi.org/10.24952/fitrah.v3i2.945

PEDOMAN PEMILIHAN DAN PENYAJIAN BAHAN AJAR MATA PELAJARAN BAHASA DAN SASTRA. (n.d.).

Rifa, A., & Kediri, I. (n.d.). *Kajian Filosofi Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab*. http://ejournal-revorma.sch.id

Saiful Amien. (n.d.).

Samal Sadam. (2020). *K u t t a b: J u r n a l I l m i a h M a h a s i s w a*. https://doi.org/https://doi.org/10.33477/kjim.v2i1.2069

Samsuar, A. R. (2017). 14-Article Text-19-1-10-20180123. *At-Ta'dib*, *IX* (No. 2), 163. https://www.ejournal.staindirundeng.ac.id/index.php/tadib/article/view/14

Siyoto, S. , & S. M. A. (2015). *Dasar Metodologi Penelitian*. Literasi media. Publishing, Yogyakarta.

Tentrem Mawati, & Arin. (2021). *Strategi Pembelajaran*. Yayasan Kita Menulis.

Ulfah, Y., Lathifatul Insaniyah, A., Islam Zainul Hasan Genggong Probolinggo, U., & Agama Islam Darussalam Blokagung Banyuwangi, I. (n.d.). Kesulitan Belajar Bahasa Arab Mahasiswa Program Studi Pendidikan Agama Islam Universitas Islam Zainul Hasan Genggong. In *Jurnal Kajian Ilmu Pendidikan Bahasa Arab* (Vol. 3, Issue 1). Online.

Warsita, B. (2008). *Teknologi Pembelajaran Landasan & Aplikasinya*. Reneka Cipta.

Zuhdi, B., Widya, Z., Ning Tyas, R., & Hikmawati, H. (2024). Strategi Pembelajaran Lembaga Kursus Bahasa Arab Al Azhar Pare Kediri dengan Penerapan Metode Inovatif. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, *5*, 541–548. https://jurnaledukasia.org