

Contextual Teaching Strategies in Arabic Language Education: Bridging Theory and Practice for Enhanced Learning Outcomes

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Abstract

This study aims to analyze the implementation of the contextual teaching model in Arabic language learning in schools. This model is expected to connect the learning material with students' daily lives, making it easier for them to understand and apply Arabic in real-life situations. The method used in this study is a library research with a descriptive qualitative approach, collecting data from various relevant literatures and documents. The results show that the implementation of the contextual teaching model can increase students' motivation and interest in learning Arabic, as the material taught is more relevant to their lives. The interactive and experiential nature of this learning also facilitates students to become more active in communicating in Arabic, while enhancing their social skills and teamwork. However, the implementation of this model also faces some challenges, such as teachers' difficulties in selecting the appropriate methods and students' limited vocabulary. Recommendations include linking the material with students' real-life experiences, utilizing educational technology, and paying attention to individual learning styles. By doing so, Arabic language learning can become more effective and engaging for students.

Keywords: *Arabic language learning, Contextual teaching model, Educational technology, Student motivation.*

INTRODUCTION

Language is a very important communication tool for humans to interact and convey their intentions to others. Language proficiency is crucial and one of the skills that need to be developed from an early age, considering its strategic role in the learning process and social interaction. As Aljurnani mentioned in Ahsan,¹ language is a means for every individual to express their desires and thoughts. Around the world, there are various languages, and one of the most significant is the Arabic language. Arabic is taught as a foreign language in Madrasah Ibtidaiyah, equivalent to elementary schools, and is introduced as early as Kindergarten through basic vocabulary recognition. At the elementary level, students are taught Arabic language skills, with a focus on vocabulary mastery. Efforts to reform Arabic language teaching in Indonesia have been underway since the 1970s with support from the Ministry of Religious Affairs, including curriculum development and teacher training to improve teaching competencies.² However, the outcomes of Arabic language learning are still not optimal, and various challenges, both from the students' and teachers' perspectives, continue to be the main obstacles.

Language acquisition, particularly in a foreign language like Arabic, requires a continuous effort and a well-structured approach to teaching and learning. The introduction of Arabic at a young age, starting from kindergarten, can significantly contribute to building a solid foundation for students to master the language as they progress through the educational system. This early introduction not only enhances linguistic skills but also helps in cultivating a deeper understanding of the culture and the significance of the language in both religious and global contexts. However, despite these efforts, there are several challenges that still need to be addressed to improve the effectiveness of Arabic language learning in Indonesia. These include the lack of adequate teaching materials, insufficient teacher competencies, and a lack of motivation among students. Teachers need to be equipped with modern pedagogical strategies, interactive teaching methods, and technological tools to make the learning process more engaging and accessible. Additionally, incorporating cultural context and real-life applications of the Arabic language can help students see the relevance of their learning, thereby increasing their interest and motivation to continue mastering the language.³

Moreover, it is essential for schools to create an environment that encourages students to use Arabic beyond the classroom. Extracurricular activities such as language clubs, cultural events, and conversations in Arabic can help students practice

¹ Habib Badawi, "Learning from Japan: Advancing Education in the Arab and Islamic World through Creative Approaches," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 2 (18 Juni 2023): 77, <https://doi.org/10.31538/nzh.v6i2.3516>.

² Ulfa Febriyanti, Maman Abdurrahman, dan Asep Sopian, "Is Historical Study of Nahwu on Madrasah Basra and Kufa Important to Teach? The Analysis of Opinion on Indonesian AFL Students," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (1 Juni 2021): 25–34, <https://doi.org/10.23971/altarib.v9i1.2522>.

³ Haerazi Haerazi, Zukhairatunniswah Prayati, dan Rully May Vikasari, "Practicing Contextual Teaching And Learning (CtL) Approach To Improve Students® Reading Comprehension In Relation To Motivation," *English Review: Journal of English Education* 8, no. 1 (27 Desember 2019): 139, <https://doi.org/10.25134/erjee.v8i1.2011>.

and refine their language skills. By addressing these challenges and integrating effective teaching methods, Arabic language education in Indonesia can be further optimized, helping students gain proficiency and appreciation for this important language. According to Nasruddin Idris Jauhar, there are two main challenges in Arabic language learning. First, many educational institutions still use traditional teaching methods without considering newer methods that better meet the needs of students today. Second, the difficulty in learning Arabic also arises because the language is rarely used in daily life in Indonesia, making students less familiar with its pronunciation.⁴

These issues are reflected in the low interest and motivation of students to learn Arabic. Many students perceive Arabic as a complicated and difficult language to master, even though, Arabic is not an impossible language to learn, especially for Muslims who are already accustomed to hearing or reading texts in Arabic. However, in practice, students often require significant time to master and apply Arabic in daily life. The limited ability of students to use Arabic actively also raises concerns about their readiness to face global challenges and the rapidly developing fields of science and technology. In this era of globalization, mastering foreign languages, including Arabic, has become an important asset. Therefore, there is a need to enhance teaching strategies that focus not only on theoretical understanding but also on the practical application of Arabic⁵. With more innovative and relevant strategies, students will be better prepared to use Arabic actively and tackle challenges in the modern world.⁶

Arabic plays an important role in the life of Muslims, especially as the language of worship and the language of the Qur'an. Understanding Arabic is an obligation for Muslims to help them comprehend the content of the Qur'an. In the context of education, Arabic is one of the subjects that requires teachers to be skilled in classroom management, particularly their ability to use effective teaching strategies. These strategies should create a comfortable and engaging learning environment that sparks interest and encourages student participation, both individually and in group activities. To address the challenges mentioned, there is a need for a comprehensive approach to teaching Arabic that goes beyond traditional methods. This can include the incorporation of more modern and interactive methods such as contextual learning, which helps students relate the language to their daily lives. Using real-life scenarios, such as conversations at the market or school, can bridge the gap between classroom learning and practical application. Moreover, integrating technology into

⁴ Muhammad Kamal Abdul Hakim, "Improving Arabic Academic Writing Skills Through Contextual Teaching And Learning Approach," *ALSINATUNA* 3, no. 2 (20 Agustus 2018): 183, <https://doi.org/10.28918/alsinatuna.v3i2.1169>.

⁵ Abdul Hakim.

⁶ Mahrus As'ad, Ahmad Bukhori Muslim, dan Imam Ghozali Budiharjo, "Qur'anic Perspective on Empowering Humanistic Foreign Language Teaching," *Al-Bayān – Journal of Qur'ān and Ḥadīth Studies* 17, no. 2 (17 Desember 2019): 44, <https://doi.org/10.1163/22321969-12340074>.

Arabic language learning, such as interactive apps or multimedia resources, can also make the learning process more engaging and accessible to students.⁷

Another key factor is the importance of building students' confidence in using Arabic. This can be achieved through consistent practice, encouragement, and the creation of a supportive learning environment where students are not afraid to make mistakes. Teachers should also provide opportunities for students to engage in real-world language use, such as through discussions, debates, or cultural activities that allow them to see the value of learning Arabic in a practical context. Finally, recognizing the significance of Arabic in global communication and its central role in Islam, educators must prioritize not only the linguistic aspects of Arabic but also its cultural, religious, and historical contexts. This holistic approach will enrich students' understanding of the language, making it more meaningful and relevant to their lives.

The role of the teacher in Arabic language teaching is crucial as a professional educator responsible for educating, teaching, guiding, and evaluating students at various levels of formal education. However, a common obstacle in Arabic language learning is the teacher-centered method and the use of monotonous strategies, such as lectures. The lecture method is often the primary choice in Arabic language teaching, which unfortunately leads many students to perceive the subject as difficult and uninteresting. This is compounded by the fact that in many schools, Arabic is considered an additional subject, not a core subject, which affects students' perception of the importance of mastering the language.⁸

In practice, students often feel bored and lose interest during the Arabic language learning process⁹. This boredom is often caused by teaching methods that do not align with the learning objectives or material. For example, even though an Arabic teacher may choose the right teaching method, its implementation might not be optimal, thereby reducing the effectiveness of the instruction. As a result, students frequently develop negative perceptions of Arabic, which impacts their motivation and enthusiasm for learning. If this continues, students' vocabulary mastery will decline.

Arabic is also less popular among the public compared to other foreign languages. A new, more innovative approach to Arabic language teaching is needed to address this issue. The use of varied and interactive teaching strategies is essential so that the learning process is not only enjoyable but also effective in enhancing students' understanding. Contextual education is one such relatively new and increasingly popular approach (Hidayatullah in Jannah, 2021). In this approach, teachers are required to develop innovative teaching strategies to prepare more meaningful

⁷ Letmiros Letmiros, "Arabic: Why Indonesians Have To Learn It?," *International Review of Humanities Studies* 4, no. 2 (30 Juli 2019): 89, <https://doi.org/10.7454/irhs.v4i2.166>.

⁸ Haifaa Majadly dan Aharon Geva-Kleinberger, "Arabic Grammar Curricula for Primary Schools in Middle Eastern Countries: A Comparative Study," *Journal of Educational Media, Memory, and Society* 12, no. 2 (1 September 2020): 1–29, <https://doi.org/10.3167/jemms.2020.120201>.

⁹ Ihwan Mahmudi, Neni Naqiyah, dan Alif Cahya Setiyadi, "The Influence Of High Order Thinking Skill (Hots) Based Questions On Arabic Language Learning Outcomes Of Madrasah Tsanawiyah Student," *At-Ta'dib* 18, no. 2 (2023): 49–70, <https://doi.org/10.21111/attadib.v18i2.10547>.

learning activities. As the primary implementers in the classroom, teachers not only design but also apply these strategies in daily activities to make learning more effective and engaging. Contextual teaching and learning methods aim to help students understand material more deeply by connecting it to real-life experiences or situations they encounter.¹⁰

This contextual approach is highly relevant to Arabic language teaching in schools, where teachers can use this strategy to make lessons more meaningful and connected to students' everyday lives. As a result, students are more motivated to learn Arabic because they can see its direct benefits in familiar contexts. This paper will discuss "Contextual Teaching Model as a Strategy for Teaching Arabic," to make Arabic language learning more effective and enjoyable for students.

RESEARCH METHODS

This research was conducted at MTsN 1 Karawang using a descriptive qualitative approach to describe the implementation of Arabic language learning through the contextual learning model in the madrasah environment. The method used is library research, also known as bibliographic research¹¹. The primary data sources in this study are various literatures such as books, journals, scientific works, and other documents, both printed and digital, that are relevant to contextual learning.

The data analysis technique used in this study follows the steps outlined by Matthew B. Miles and A. Michael Huberman,¹² which consist of four stages: data collection, data reduction, data display, and conclusion drawing.¹³ The first stage, data collection, was carried out by gathering literature related to contextual learning strategies that are suitable for implementation at MTsN 1 Karawang (Ainin in Jannah, 2021). Next, in the data reduction stage, the researcher filtered and reviewed the relevant literature to support the focus of the research in this madrasah. In the data display stage, the data was categorized and organized systematically according to the main topics. The final stage is conclusion drawing, where the categorized data is verified to ensure its accuracy in the context of MTsN 1 Karawang.

Through this approach, the research at MTsN 1 Karawang is expected to provide comprehensive insights into the implementation of the contextual learning model in Arabic language learning at the madrasah level, as well as offer recommendations for contextual strategies that can enrich the learning process to make it more engaging and meaningful for students in that environment.

¹⁰ Basma Ahmad Sedki Dajani, Salwa Mubaideen, dan Fatima Mohammad Amin Omari, "Difficulties of Learning Arabic for Non-Native Speakers," *Procedia - Social and Behavioral Sciences* 114 (Februari 2014): 123, <https://doi.org/10.1016/j.sbspro.2013.12.808>.

¹¹ Siti Hanyfah, Gilang Ryan Fernandes, dan Iwan Budiarto, "Penerapan Metode Kualitatif Deskriptif Untuk Aplikasi Pengolahan Data Pelanggan Pada Car Wash," *Semnas Ristek Seminar Nasional Riset Dan Inovasi Teknologi* 6, no. 1 (2022): 339-44, <https://doi.org/10.30998/semnasristek.v6i1.5697>.

¹² Sugiyono Sugiyon, *Metode penelitian kuantitatif, kualitatif, dan R&D*, 3 ed. (Bandung, Indonesia: Alfabeta, 2021).

¹³ A. Muri Yusuf, *Metode Penelitian: Kuantitatif, dan Penelitian Gabungan*, Edisi Pertama (Jakarta: Kencana, 2017), <https://books.google.co.id/books?id=RnA-DwAAQBAJ&printsec=frontcover&hl=id#v=onepage&q&f=false>.

RESULTS AND DISCUSSION

This study aims to describe the implementation of the contextual learning model in Arabic language learning at MTsN 1 Karawang. The following is an explanation of contextual learning and Arabic language learning:

Contextual Learning

Contextual learning is an approach that connects the material being studied by students with their real-life experiences, making the learning process more relevant and meaningful. This type of learning aims to help students reach their potential by linking the knowledge they acquire to the experiences and conditions around them. In contextual learning, students not only gain theoretical knowledge but are also trained to apply it in everyday situations, making the learning process easier to understand and more useful in their lives. According to John Dewey, who developed this model, effective learning involves students' experiences and the relevance of the material to their interests. This concept suggests that students learn better when they can relate what they are learning to the knowledge and experiences they already have. Contextual Teaching and Learning (CTL) is a method that focuses on the connection between the learning material and students' real lives, encouraging them to actively engage in the learning process. In this approach, learning becomes more dynamic and encourages students to develop critical and creative thinking skills.¹⁴

Contextual learning utilizes various components or principles that bridge theory and practice. One of its main principles is constructivism, which holds that knowledge is built based on students' experiences. Additionally, this method encourages students to learn through inquiry and discovery, using questioning techniques to stimulate curiosity, and prioritizing collaboration among students in a learning community. Characteristics of contextual learning include meaningful and relevant activities that involve students in direct experiences that enrich their knowledge. This approach also encourages students to collaborate, think critically and creatively, and meet high standards. These components aim to ensure that students are not just passive learners, but actively engaged in the learning process.

In contextual learning, assessment differs from traditional learning. It focuses more on authenticity, where students are evaluated based on their ability to apply knowledge in real-life situations. This can be done through various types of assessments, such as performance assessments, portfolios, systematic observations, and journals. Thus, contextual learning aims to create a more comprehensive and applicable learning experience for students, which extends beyond cognitive aspects to also include the development of social and emotional skills.¹⁵

¹⁴ Hazuar Hazuar, "Konsep I'rab Dalam Pandangan Ibrahim Musthafa dan Ibrahim Anis," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (14 Mei 2019): 78, <https://doi.org/10.29240/jba.v3i1.796>.

¹⁵ Abdul Hakim, "Improving Arabic Academic Writing Skills Through Contextual Teaching And Learning Approach," 22.

Arabic Language Learning

The learning of Arabic is a process involving various elements, such as people, facilities, equipment, and procedures, that influence each other to achieve educational goals. According to Oemar Hamalik in Jannah (2021), learning is a combination of various elements working together to achieve the desired results, while the learning process, which involves interaction between teachers and students, determines the success of education itself. In this regard, the primary goal of Arabic learning is for students to be able to use Arabic for social communication, as stated by Imam Asrori. In Arabic language learning, there are several skills that must be mastered, including listening, speaking, reading, and writing. Listening (Al-Istima') is a fundamental skill that allows students to acquire vocabulary, understand language structure, and recognize the style of language used in communication. Speaking (Kalam) is an active skill that requires the ability to express thoughts orally, while reading (Al-Qiro'ah) enables students to recognize written symbols and understand their meaning.¹⁶ Writing (Al-Kitabah) is also crucial as it allows students to convey ideas in writing using correct and structured language. In the context of Arabic language learning, the learning model plays a crucial role. There is a distinction between approach, method, technique, and model in language learning. An approach provides a theoretical foundation on the nature of language, a method is a procedure for delivering the language based on the chosen approach, and technique refers to the practical steps in implementing the method in the classroom. The learning model, as a combination of approach, method, and technique, provides a clear structure for the entire learning process from start to finish. Through this model, teachers can design more focused and effective learning activities to achieve the goals of Arabic language education.

Based on the analysis of literature and the collected data, several important findings were made regarding the implementation of this model and the challenges faced by teachers and students. The research results on the implementation of contextual learning models in Arabic language learning in schools show that this approach successfully links the learning material with students' everyday lives, making it easier for them to understand and apply Arabic in real-life situations. In practice, learning is not only focused on theory but also involves various practical activities that allow students to interact directly with the Arabic language. For example, Arabic conversations related to everyday themes, such as in the market, at school, or at home, are used to help students connect the language they learn with their lives.¹⁷

¹⁶ Abdul Hakim, "Improving Arabic Academic Writing Skills Through Contextual Teaching And Learning Approach"; Dajani, Mubaideen, dan Omari, "Difficulties of Learning Arabic for Non-Native Speakers."

¹⁷ Ahmad Sehri, "Metode Pengajaran Nahwu dalam Pengajaran Bahasa Arab," *HUNAFA: Jurnal Studia Islamika* 7, no. 1 (15 Juni 2010): 66, <https://doi.org/10.24239/jsi.v7i1.108.47-60>.

The benefits of this contextual learning model are clearly evident, one of which is the increased interest and motivation of students in learning Arabic. Learning that connects the material with students' direct experiences makes Arabic feel more relevant and useful in their lives. Additionally, this approach encourages students to be more active in the learning process. Through interactive activities such as group discussions and collaboration, students not only improve their language skills but also their social and teamwork abilities. This experience-based learning helps students understand Arabic in a more enjoyable and practical way, making them feel more confident in using the language.

However, despite the many advantages of the contextual model, there are several challenges in its implementation. From the teachers' side, the main challenge is selecting and applying the appropriate methods according to the needs of the students. Although teachers have been trained in the use of contextual learning, they often face difficulties in effectively implementing these strategies, especially if the material taught is too complex or not easily linked to students' daily lives. Additionally, while this model can reduce boredom in learning, some students still find Arabic difficult to learn. This is often due to a limited vocabulary and a lack of opportunities to use Arabic in daily life.¹⁸

To overcome these challenges, several improvements are needed. One solution is to more frequently link learning material with students' real-life experiences. In this way, students will feel more motivated to learn and apply Arabic in their daily lives. Furthermore, the use of technology in learning can enrich students' learning experiences. For example, using Arabic learning apps or interactive videos can make learning more engaging and effective. It is also important for teachers to pay attention to individual students' needs, as each student has a different learning style. Some students may find it easier to understand material through visual approaches, while others may prefer audio or hands-on practice. Therefore, using a variety of learning strategies, such as language games, group discussions, or project-based learning,¹⁹ can help accommodate various learning styles and make the learning process more effective and enjoyable for students.²⁰

CONCLUSION

The contextual learning model has proven effective in connecting Arabic language learning with students' daily lives. This approach makes the learning material more relevant and easier to understand by linking language concepts to real-life situations, such as daily conversations. Students become more engaged and

¹⁸ Hakmi Wahyudi, Hakmi Hidayat, dan Sri Wahyuni Hakim, "Pemikiran Gramatikal Bahasa Arab Oleh Linguistik Arab (Studi Tokoh Lintas Madzhab Nahwu)," *Al-Fikra : Jurnal Ilmiah Keislaman* 19, no. 1 (7 Agustus 2020): 79, <https://doi.org/10.24014/af.v19i1.10235>.

¹⁹ Abdul Muid dan Firman Afrian Pratama, "Project-Based Learning Model in Improving Student's Writing Skills in the Department of Arabic Language Education in Higher Education," *Studi Arab* 15, no. 1 (30 Juni 2024): 1–8, <https://doi.org/10.35891/sa.v15i1.4333>.

²⁰ Sehri, "Metode Pengajaran Nahwu Dalam Pengajaran Bahasa Arab," 33.

interested in the learning process, as this method encourages active participation and helps them apply Arabic in meaningful contexts, ultimately enhancing their motivation and retention.

Arabic language learning using a contextual approach also offers various advantages. By relating learning materials to real-life experiences, students are more motivated and actively involved, which improves their speaking and listening skills. Additionally, this approach fosters social and teamwork skills through discussion and group activities. Its interactive nature enables students to apply Arabic in practical situations, further supporting their comprehensive language mastery.

As a recommendation, teachers are encouraged to more frequently connect the learning materials with students' real-life experiences, utilize learning technologies, and adopt diverse methods suited to students' learning styles, such as group discussions, language games, and project-based learning. This study contributes significantly to enhancing the effectiveness of Arabic language learning by making it more relevant and interactive. Further research is recommended to explore the implementation of the contextual learning model in other educational contexts and subjects to strengthen the validity of these findings.

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