



## The Effect of Modern Standard Arabic Books on Learning Outcomes of 2nd Semester Students of the Department of Arabic Language Education IAIN Sultan Amai Gorontalo

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### Abstract:

This study aims to determine the effect of using Modern Standard Arabic Book on Learning Outcomes of 2nd Semester Students of Arabic Language Education Department IAIN Sultan Amai Gorontalo. This research uses quantitative research with experimental method and quasi-experimental design as research design. Based on the results of the study, it was found that: a) There is an effect of using Modern Standard Arabic Books on the Learning Outcomes of 2nd Semester Students of Arabic Language Education Department of IAIN Sultan Amai Gorontalo. This is based on the results of the "Statistical Test" above, where the Sig. (2-tailed) for the experimental group is 0.000. Because the value of 0.000 is smaller than 0.05, it can be concluded that there is a difference between the test results before and after for the experimental group. b) There is a positive and significant effect of the use of Modern Standard Arabic Books on the Learning Outcomes of 2nd Semester Students of Arabic Language Education Department IAIN Sultan Amai Gorontalo. This is based on the results of hypothesis testing, which shows that the significance value or Sig. (2-tailed) is 0.000, which is smaller than 0.05. Since the significance value is less than 0.05, the alternative hypothesis is accepted and the null hypothesis is rejected.

**Keywords:** Teaching Materials; Modern Standard Arabic; Learning Outcomes

### Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Buku Modern Standard Arabic Terhadap Hasil Belajar Mahasiswa Semester 2 Jurusan Pendidikan Bahasa Arab IAIN Sultan Amai Gorontalo. Penelitian ini menggunakan jenis penelitian kuantitatif dengan metode eksperimen dan quasi eksperimental design sebagai desain penelitian. Berdasarkan hasil penelitian diperoleh hasil bahwa: a) Terdapat pengaruh penggunaan Buku Modern Standard Arabic Terhadap Hasil Belajar Mahasiswa Semester 2 Jurusan Pendidikan Bahasa Arab IAIN Sultan Amai Gorontalo. b) Terdapat pengaruh positif dan signifikan dari penggunaan penggunaan Buku Modern Standard Arabic Terhadap Hasil Belajar Mahasiswa Semester 2 Jurusan Pendidikan Bahasa Arab IAIN Sultan Amai Gorontalo. Hal ini berdasarkan hasil uji hipotesis, yang menunjukkan bahwa nilai signifikansi atau Sig. (2-tailed) adalah 0,000, yang lebih kecil dari 0,05. Karena nilai signifikansi kurang dari 0,05, hipotesis alternatif diterima dan hipotesis nol ditolak.

**Kata Kunci:** kurikulum merdeka; Project Based Learning; Bahasa Arab



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## INTRODUCTION

The development of Arabic language learning in Indonesia went hand in hand with the spread of Islam there.<sup>1</sup> Arabic is a compulsory subject in all Islamic universities in Indonesia. The interest or desire to learn this beautiful language, comes not only from those who come from boarding schools or those who already have, but also from those who have no foundation at all but have a passion to understand this religion. This type of interest is one of the main factors in which students choose to major in Arabic language education.

Foreign language learning, especially Arabic at the university level, must be a more detailed and in-depth study. so that many problems are faced both from linguistic aspects and non-linguistic aspects. plus the diversity of educational backgrounds has implications for the level of knowledge possessed by each student.<sup>2</sup>

According to Nasruddin Idris Jauhar in his article entitled "Arabic Language Learning in Higher Education in Indonesia", he explained that one of the challenges in learning Arabic in Higher Education is the Selection of Teaching Materials. In general, teaching materials in higher education are more focused on Arabic grammar and literature books, such as Jami' al-Durus al-'Arabiyyah, Al-Nahwu al-Wafi, and Al-Nahwu al-Wadlifi. The weakness of this grammar-centered approach is the lack of emphasis on developing communication skills in Arabic.<sup>3</sup>

In addition, there is a new nuance in learning Arabic in Indonesian universities, namely the use of books used in Arab countries, such as Silsilah al 'Arabiyah li alHayah, Al 'Arabiyah li al-Nasyiin, and Al 'Arabiyah baina Yadaik. However, these books still have weaknesses even though they are specifically devoted to learners other than Arabic speakers, but the content is still global, not referring to specific contexts. So there are difficulties for beginners who still lack vocabulary and some terms that are not understood or unfamiliar in the book. Such as the presentation of images that are still dominated by middle-eastern Arabic culture which may be some learners from Indonesia still feel foreign or not the same. plus the availability of the original book is quite difficult and the price is quite expensive.

Therefore, the selection of appropriate teaching materials has a very important role in learning Arabic. One factor that has a significant effect on Arabic learning outcomes is the teaching materials used during the learning process. These teaching

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<sup>1</sup> Mukhtar I Miolo, "المعجم في المصطلحات التعليمية و تطويره في تعليم اللغة العربية" 9, No. 1 (2020): 153–163.

<sup>2</sup> Zelika Afaria, "Pengaruh Program Matrikulasi Terhadap Kemampuan Berbahasa Arab Mahasiswa Baru Pendidikan Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 1, No. 2 (2020): 101.

<sup>3</sup> r Taufikurrahman, "Bahasa Arab Baku Dan Modern / Al-'Arabiyah Al-Mu'ashirah (Sebuah Alternatif)," *Okara* 2 (2015): 182.

materials have a very important role in facilitating understanding, mastery of vocabulary, grammar, and other aspects of the Arabic language.

Teaching materials have an important role in the teaching and learning process and affect the quality of education. With the existence of teaching materials, the role of educators and students in the teaching and learning process has changed. Educators are no longer the only source of information about learning materials, because learning materials can be obtained from various sources available to students, such as mass media, textbooks, tapes, CDs, VCDs, and so on. These sources can be used as teaching materials or as aids in learning.<sup>4</sup> *Al-mawaddah al-dirasiyah (teaching materials) as a medium and source of information in learning is very important in adding and improving Arabic Learning Outcomes.*

The above is a challenge and concern for the Department of Arabic Language Education at the Sultan Amai Gorontalo State Islamic Institute, considering that this department has an A accreditation status from 2020 to 2025. Based on the researcher's observation, the Department of Arabic Language Education at IAIN Sultan Amai Gorontalo is very selective in paying attention to the use of Arabic teaching materials which have an impact on the learning outcomes achieved by students. There have been several teaching materials used in Arabic language learning intended for beginner students in the Department of Arabic Language Education IAIN Gorontalo. However, student learning outcomes are still quite low, this is based on the results of the learning evaluation test. One of the factors that cause it is the use of boring learning materials, where the learning materials used by teachers still have some weaknesses, the content is still general and does not refer to specific contexts. Therefore, beginners face difficulties in understanding words and some unfamiliar or unfamiliar terms in the given book. So that the researcher provides a solution to the problem with the use of modern Arabic language books.

The book entitled "Al Arabiyyah Mu'ashirah" written by Prof. Dr. Eckehard Schulz is an intensive basic Arabic course guide aimed at beginner students at the Oriental Institute of Leipzig University in Germany. The book is designed for learning standard and modern Arabic, both in written and spoken form. This Arabic textbook includes detailed steps for understanding both spoken and written Arabic, practicing speaking, reading, and writing texts in Arabic. The book also provides an Arabic-Indonesian vocabulary list with over 2,500 words, as well as up-to-date texts on the Middle East and North Africa, information on customs, and current topics. Grammar

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<sup>4</sup> Abdul Hamid, Ddk, *Pembelajaran Bahasa Arab* (Malang: Uin Malang Press, 2008).

terms are presented in both Indonesian and Arabic, and the book also provides a variety of grammar exercises, conversations, and diverse vocabulary.<sup>5</sup>

Its use is suitable for beginners so it makes this Modern Arabic (Al Arabiyyah Mu'ashirah) book common and popular in use in several universities in Indonesia including IAIN Sultan Amai Gorontalo. However, although this use is quite common and popular. Researchers have not found a study that specifically explores the effect of using this book on the learning outcomes of Arabic Language Education students. In fact, such research can help determine the impact of using this book on students' understanding and Arabic language skills.

Therefore, this study aims to fill the gap by investigating the effect of using the Modern Arabic book (Al Arabiyyah Mu'ashirah) on the learning outcomes of students of the Arabic Language Education Department of IAIN Gorontalo. The results of this study can provide a better understanding of the effectiveness of this book in improving student learning outcomes, as well as provide guidance for teachers in selecting and developing effective learning resources. This can contribute to improving the quality of Arabic language learning and preparing students to face academic and professional challenges involving Arabic.

## RESEARCH METHODOLOGY

The approach used in this research is a quantitative approach. This approach is based on the philosophy of positivism which emphasizes objective phenomena and conducts quantitative research. Researchers used this approach to determine the effect of Contemporary Arabic Language books on the learning outcomes of second-year students of the Arabic Language Education study program at Sultan Amai University Gorontalo. This research is included in the type of experimental research. The research method used is the experimental method. This quantitative research defines the measurement of objective quantitative and statistical data through the use of scientific calculations obtained from a sample of people or respondents who are asked to answer a number of questions in a questionnaire to determine the frequency and percentage. Therefore, Contemporary Arabic books were used to improve learning outcomes in the experimental group and were not used in the control group.

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<sup>5</sup> muhammad Ediyani, "Analisis Materi Pembelajaran Bahasa Arab Pada Buku Al-Lughah Al-'Arabiyyah Al-Mu'âshirah Dengan Pendekatan Asas Pengembangan Materi," *Al Mahāra Jurnal Pendidikan Bahasa Arab* 2, No. 1 (2016): 129.

## RESULTS AND DISCUSSION

### Research Results

#### 1. Descriptive Analysis of Learning Outcomes of Control and Experimental Classes

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Kontrol	15	31.72	79.17	60.4773	14.57276
Post Test Kontrol	15	36.46	84.87	68.4140	13.47324
Valid N (listwise)	15				

The output above shows the results of the descriptive statistical summary of the control class pre-test and post-test data. For the control class pre-test data, there were 15 samples with a minimum value of 31.72, a maximum value of 79.17, an average value of 60.4773 and a standard deviation of 14.57276. As for the control class post test data, there were 15 samples with a minimum value of 36.46, a maximum value of 84.87, an average value of 68.4140 and a standard deviation of 13.47324.

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Eksperimen	15	42.11	78.15	58.8993	12.16704
Post Test Eksperimen	15	79.83	94.96	87.1353	4.63126
Valid N (listwise)	15				

The output above shows the results of the descriptive statistical summary of the experimental class pre-test and post-test data. For the experimental class pre-test data, there were 15 samples with a minimum value of 42.11, a maximum value of 78.15, an average value of 58.8993 and a standard deviation of 12.16704. As for the experimental class post test data, there were 15 samples with a minimum value of 79.83, a maximum value of 94.96, an average value of 87.1353 and a standard deviation of 4.63126.

#### 2. Uji Normalitas

The normality test is conducted to evaluate whether a data distribution follows a normal distribution pattern or not. This test is often used to test data with ordinal, interval, or ratio scales. The importance of the normality test in quantitative research is because the results of the normality test will affect the selection of appropriate statistical analysis methods. If the data is normally distributed, then the appropriate statistical analysis method is a parametric method. However, if the data is not normally distributed, the analysis method used is a nonparametric method. To state that the data is normally distributed, the significance value obtained must be greater than 5% or 0.05.

In this study, normality was tested using the Shapiro-Wilk test with a significance level of 0.05 through SPSS version 26.0 software. The following are the results of the normality test:

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Kontrol	.155	15	.200*	.937	15	.346
Post Test Kontrol	.165	15	.200*	.903	15	.107
Pre Test Eksperimen	.189	15	.156	.919	15	.186
Post Test Eksperimen	.149	15	.200*	.944	15	.439

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The output above shows the results of the normality test of the Pre test and Post test data of the control class and experimental class. Because the number of samples is below 50, we use the Shapiro-Wilk normality test.

#### Basis for Decision Making:

- 1) If the Significance value  $\bar{e}$  0.05, then the research data is normally distributed.
- 2) If the Significance value  $\bar{e}$  0.05, then the research data is not normally distributed.

#### Decision Making:

It is known that the significance value (2-tailed) of the pre test and post test of the control class and experimental class is 0.346, 0.107, 0.186 and 0.439 which is greater than 0.05. Based on the decision-making criteria, the pre and post test values of the control and experimental classes are normally distributed because they are greater than 0.05. Therefore, it can be concluded that the data analysis method in this study continues with parametric analysis because the data is normally distributed. Therefore, the next test uses the Paired Sample T Test (parametric).

### 3. Paired Sample T Test

The Paired Sample T Test is part of a comparative hypothesis test or comparison test. The data used in this test is generally ratio or interval scale data. This test aims to determine whether there is a difference in the average of two samples that are paired or related. Meanwhile, if the research conducted to determine the average difference between two samples that are not paired or related to each other then we use the Independent Sample T Test.

The Paired Sample T Test is part of parametric statistical analysis. Therefore, as in the basic rules in parametric statistical analysis, the main requirement is that the research data must be normally distributed. To find out whether the data used in this

test is normally distributed or not, of course, it is necessary to test for normality first. Meanwhile, if the data in the study is not normally distributed, an alternative analysis is used or what is commonly referred to as non-parametric analysis, namely the Wilcoxon test. As for the data variance in the Paired Sample T Test, it may be homogeneous or inhomogeneous, it is not a problem. This means that the variance homogeneity test is not an absolute requirement in the Paired Sample T Test to analyze research data.

In this study, the Paired Sample T Test was conducted through SPSS software version 26.0. The following are the results of the test:

#### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Eksperimen	58.8993	15	12.16704	3.14152
	Post Test Eksperimen	87.1353	15	4.63126	1.19579

Based on the first "Paired Samples Statistic" output above, a summary of the descriptive statistical results of the two samples studied, namely the Pre test and Post test scores, is shown. For the experimental class pre-test data, there were 15 samples with an average value of 58.8993 and a standard deviation of 12.16704. As for the experimental class post test data, there were 15 samples with an average value of 87.1353 and a standard deviation of 4.63126.

Because the average learning outcomes in the pre test are smaller than the post test 58.899387.1353, it means that descriptively there is a difference in the average learning outcomes between the pre test and post test. Furthermore, to prove whether the difference is really real (significant), then we need to interpret the results of the paired sample t test contained in the "Paired Sample Test" output table.

#### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Mean	Lower			
Pair 1	Pre Test Eksperimen - Post Test Eksperimen	-28.23600	11.18547	2.88808	-34.43031	-22.04169	-9.777	14	.000

In testing the hypothesis, researchers used the second SPSS output, namely the "Paired Samples Test" output. But before entering the output analysis above, first know the basis for decision making used in the Paired Sample T Test. The following is the basis for making these decisions:

- If the Sig value. (2-tailed)  $\leq$  0.05 then there is a difference between the results of the pre-test and post-test of the experimental class.
- If the Sig value. (2-tailed)  $>$  0.05 then there is no difference between the pre and post test results of the experimental class.

#### Decision Making:

Based on the "Test Statistic" output above, the Sig. (2-tailed) for the experimental class is 0.000. Because the value of 0.000 is smaller than 0.05, it can be concluded that there is a difference between the pre-test and post-test results of the experimental class. In other words, there is an effect of using MSA books on Arabic Language Learning Outcomes of 2nd Semester Students of PBA Department of IAIN Sultan Amai Gorontalo.

#### 4. Homogeneity Test

The homogeneity test aims to determine whether the variance (diversity) of data from two or more groups is homogeneous (the same) or heterogeneous (not the same). The homogeneity test is generally used as a requirement in tests of differences in means, such as the anova test, mann whitney test, and independent sample t-test (homogeneity is not an absolute requirement in the independent sample t-test). Because, if the variance between these groups is homogeneous, it will be able to produce accurate measurements in the difference test.

In this study, researchers conducted a homogeneity test through SPSS version 26.0 software. The following are the results of the homogeneity test:

#### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai Siswa	Based on Mean	14.589	1	28	.001
	Based on Median	7.992	1	28	.009
	Based on Median and with adjusted df	7.992	1	16.083	.012
	Based on trimmed mean	12.775	1	28	.001

Before entering the data analysis process, first know the basis for decision making used in the homogeneity test. The following is the basis for making the decision:

- If the significance value (Sig.) based on  $\bar{mean} < 0.05$  then the data variance is homogeneous.
- If the significance value (Sig.) based on  $\bar{mean} > 0.05$  then the data variance is not homogeneous.

Based on the "Test Of Homogeneity of Variance" output above, it is known that the significance value (Sig.) based on mean is 0.001 which is smaller than 0.05. So it can be concluded that the variance of the experimental class post test group and the control class post test is not the same or not homogeneous.

### 5. Independent Sample T Test

The independent sample t-test test, if translated into Indonesian, means an unrelated or unpaired sample t-test (free sample). Note the word "independent" or "free" means that there is no relationship or relationship between the two samples to be analyzed using this independent sample t-test. Thus, we can formulate a general definition that the independent sample t-test is a statistical analysis that aims to compare two unpaired samples. Meanwhile, if your research aims to compare two paired samples (such as the comparison between pre-test and post-test scores), then hypothesis testing is done with the paired sample t-test as well as the independent sample t-test.

The independent sample t-test is part of parametric inferential statistics (difference test or comparison test). We need to understand together that in parametric statistics there are conditions that must be met before we can test the hypothesis (in this case the hypothesis test uses the independent sample t-test). The five assumptions of the requirements for using the independent sample t-test are as follows:

- The two samples are not paired with each other. If the samples are paired, the hypothesis test is carried out using the Paired Sample t Test.
- The amount of data for each sample is less than 30 pieces. Meanwhile, if the amount of data is more than 30 pieces, then the hypothesis test should be done with the z test.
- The data used in this test is quantitative data (real numbers) on an interval or ratio scale.
- Data for both samples are normally distributed. If the data for one or both samples are not normally distributed, then the comparison hypothesis test is carried out using non-parametric statistical methods using the Mann Whitney Test.
- The existence of equal variance or homogeneous for both samples of research data (not an absolute requirement). If it turns out that the data variance for the two samples is not homogeneous, then the independent sample t test can still be

carried out. However, decision making is based on the results found in the SPSS output table "Equal variances not assumed".

In this study, the Independent Sample T Test was conducted through SPSS version 26.0 software. The following are the results of the test:

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai Siswa	Equal variances assumed	14.589	.001	-5.089	28	.000	-18.72133	3.67856	-26.25651	-11.18615
	Equal variances not assumed			-5.089	17.263	.000	-18.72133	3.67856	-26.47342	-10.96925

Before entering the data analysis process, first find out the basis for decision making used in the Independent Sample T Test test. The following is the basis for making this decision:

- If the significance value. Sig. (2-tailed)  $\bar{>}$  0.05 then there is a difference between the difference in Arabic Language Learning Outcomes of Students with MSA Books and Conventional Books.
- If the significance value Sig. (2-tailed)  $\bar{<}$  0.05 then there is no difference in Arabic Language Learning Outcomes of Students with MSA Books and Conventional Books..

Based on the "Independent Sample T Test" output above, it is known that the significance value or Asymp. Sig. (2-tailed) is 0.000 which is smaller than 0.05. So it can be concluded that there are differences in Arabic Language Learning Outcomes of Students with MSA Books and Conventional Books. In other words, MSA Book has a significant effect on Arabic Language Learning Outcomes of 2nd Semester Students of PBA Department of IAIN Sultan Amai Gorontalo.

## Discussion

In carrying out this research, researchers took several steps, both in the experimental and control classes. The following is an explanation of each step:

This research began on May 04 to June 27, 2023. The implementation of learning in this study was carried out on June 18 to June 23, 2023. The research was conducted to examine the effect of the use of Modern Standard Arabic Books on the

Learning Outcomes of 2nd Semester Students of Arabic Language Education Study Program of IAIN Sultan Amai Gorontalo.

The data in this research was obtained through experiments. The experimental design used was Quasi Experimental. Experiments were conducted on two groups, namely the control group and the experimental group. An initial test and a final test were given to the group. The first step taken in collecting data in this study was through an initial test (pretest) to the experimental class group and the control class group. This test was conducted to determine the score of the student's initial ability before being given treatment using the Modern Standard Arabic book. After the initial test, the next step is to give treatment or action to the experimental class and control class. The experimental class went through the learning process with the Modern Standard Arabic book according to the Learning Implementation Plan (RPP) made. While for the control class the researcher took action conventionally.

Before carrying out the learning, everything that is needed in learning activities is first prepared. These preparations include lesson plans (RPP), laptops, and evaluation tools in the form of tests.

The implementation of learning was carried out as much as each group 1 meeting and added with 2 meetings for pretest and posttest. So, this research was conducted 4 times a meeting. After finishing giving treatment to the experimental group and control group, the final test (posttest) was given to both groups.

Based on the results of hypothesis testing, it is known that the significance value or Asymp. Sig. (2-tailed) is 0.000 which is smaller than 0.05. Because the significance value is smaller than 0.05, the alternative hypothesis ( $H_a$ ) is accepted and  $H_0$  is rejected. So it can be seen that there is a positive and significant influence with the use of MSA books on Arabic Language Learning Outcomes of 2nd Semester Students of PBA Department IAIN Sultan Amai Gorontalo. Thus it can be said that the use of MSA books in Arabic language learning can improve student learning outcomes. Because when using this book students are more active in participating in the learning process and wisdom in students.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that: 1) There is an effect of using Contemporary Arabic Language books on the learning outcomes of sophomore students in the Arabic Language Education study program at Sultan Amai University Gorontalo. This can be seen from the results of the "statistical test" above, where the Sig. (2-tailed) for the experimental group is 0.000. Since the value is smaller than 0.05, it can be concluded that there is a difference between the pre

and post test results for the experimental group. 2) There is a positive and significant effect of using Contemporary Arabic books on the learning outcomes of sophomore students in the Arabic Language Education study program at Sultan Amai University Gorontalo. This can be seen from the results of hypothesis testing, where the significance value or Sig. (2-tailed) is 0.000 which is smaller than 0.05. Thus, the alternative hypothesis is acceptable and the null hypothesis is rejected

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