

THE SYSTEM OF ARABIC LANGUAGE LEARNING IN CONSTRUCTIVE PERSPECTIVE LANGUAGE

Syamsul Hadi

Sekolah Tinggi Agama Islam (STAI) Al-Anwar Sarang,

Email: hadeesamsuel@gmail.com

Abstract : *The principal issues are analyzed in this study are to determine the Learning System of Arabic Language Proficiency on Constructive Perspective at MTs N 1 Bantul and MTs Al Falaah Bantul. This research is a descriptive qualitative research through participatory observation. The sample of this research data is 7th grade. The results showed the system and practice of learning Arabic skills in MTs N 1 Bantul and MTs Al Falaah Bantul with a constructive perspective already practiced in each Arabic language proficiency. However, in the Arabic language learning process there are several obstacles, including the lack of student ability to read and wrote Arabic. In addition, the use of existing learning media has not yet been maximized. This obstacle can be overcome by extracurricular reading of the Koran, which is held every Friday at afternoon. As for the optimization of the use of instructional media, the teacher will try even harder to procure learning media.*

Keywords: Systems, Arabic Language Proficiency, Constructivism.

Introduction

Arabic as one of the major languages in the world has a heap of features that are distinct from other languages.¹ Arabic in reality has an important and quite unique position in the Islamic world. There are several things that underlie that Arabic has an important position in Islam, including one of the most glorious revelations revealed to the Prophet Muhammad, namely the Koran which is used as the source of Islamic law in Arabic, as well as al-Hadiṣ also speak Arab. Even in international relations, the Arabic language has become one of the official languages used by UN international agencies.

The world of education in Indonesia, Arabic is taught in formal education, such as Islamic-based schools, madrassas, Islamic tertiary institutions, or non-formal education, namely Islamic boarding schools, TPQ, madrasa diniyyah. In teaching each has its own method. Learning Arabic in formal education is still considered a difficult subject. This can be understood, because Arabic is the second language, not native language or mother tongue. However, these problems will be solved if the teaching system is created and designed properly, in accordance with the learning objectives. So that in the implementation of teaching and learning activities will be carried out smoothly and learning objectives can be achieved.

In any subject, the school certainly has its own problems, including Arabic lessons. According to researchers, the problems of learning Arabic so far include; the teacher lacks mastery of the theory (limited teacher references delivered in the KBM) the method of the teacher delivered less precisely, the source of teaching materials that are not well targeted, the learning environment is less representative, or things that cause a decrease in learning motivation.² So that student learning goals can be achieved, it is necessary to have a good learning system and curriculum that is appropriate to the needs and relevant to be applied.

Learning Arabic has a very high goal which is to have language competence. So someone can use that language to meet their needs and needs. For example, to communicate in order to express and convey messages to others or ask for help in achieving their desires. In

¹ Azhar Arsyad, *Bahasa Arab dan Metode Pengajarannya, Beberapa Pokok Pikiran*. (Fak. Tarbiyah IAIN Alauddin Ujung Pandang, 1997), 1-2.

² Observation at MTs N 1 Bantul on March 16, 2019.

this case, language can be a medium for someone to improve their standard of living and happiness in society.³

Learning Arabic should not only be based on the desire to be able to read the Qur'an. However, learning Arabic must be returned to the original function of language learning as a means of communication, both in oral and written communication such as to read the Qur'an while understanding the meaning or meaning. Oral communication includes two aspects, namely *istimā'* and *kalām*, while written communication can include two aspects of language skills, namely *kitābah* and *qirā'ah*. Thus learning Arabic is learning to develop professional Arabic competency in all languages. Whereas language competency itself is not only on one aspect of the elements of *mahugrah lugāwiyah* but includes four overall skills (*istimā'*, *kalām*, *qirā'ah*, and *kitābah*).⁴

Learning is basically the goal of educators in teaching that is to make the desired changes in the behavior of students. The changes made by these educators by using various teaching methods to achieve goals by choosing the right strategies and approaches in order to motivate students. Thus educators in learning are as mediators and facilitators in the formation and understanding of students so that the learning process is centered on students (student center learning).⁵ This is in line with the view of constructivist language theory, namely learning oriented towards students (student centered learning or active learning). This theory says that language learning can be done with a communicative approach, students are invited to use language to communicate both verbally and in writing in real contexts.⁶

Teaching and learning activities in schools are inseparable from the role of the teacher, students, environment, facilities and infrastructure, learning methods, and full support from parents or guardians of students. As we know that in contrast to advanced learning, as in college the learning process in schools is generally more focused on character building. Students will be trained to play an

³ Suja'i, *Inovasi Pembelajaran Bahasa Arab* (Semarang: Walisongo Press, 2008), 13.

⁴ Ibid,,14

⁵ Paul Suparno, *Filsafat Konstruktivisme dalam Pendidikan* (Yogyakarta: Kanisius, 1997), 65.

⁶ Ummi Machmudah dan Abdul Wahab R., *Active Learning dalam Pembelajaran Bahasa Arab*, cet. 1 (Malang: UIN Malang Press, 2008), 47.

active role in learning, although it will not be able to be as active in learning on the lecture bench.

If we look at learning systems in schools, especially junior high schools or equivalent, basically they aim to be able to master the subject matter. In Arabic subject matter students are required to be able to master the four Arabic skills, even at the most basic level. Thus, a teacher should be able to design learning according to the level of student ability, so that learning objectives will be achieved properly. Here, researchers will focus their research on MTs N 1 Bantul and MTs Al Falaah Bantul which are the research subjects of the research. More focused subjects of this research are class VII in the even semester.

The learning system in madrasas focuses more on developing the ability to capture or understand lessons with active and fun learning methods. Currently there are many models or learning methods developed and organized for the beginner level. With the right approach, model, strategy and learning method, in order to be able to master language proficiency, especially Arabic students will be more receptive to learning while simultaneously mastering the four Arabic proficiency well even at the level of basic mastery abilities.

This research is a field research, which is a research that aims to carry out in-depth study of a social unit in such a way as to produce a well-organized and complete picture of the social unit.⁷ This research approach is descriptive qualitative, meaning that the researcher analyzes and describes the research objectively and in detail to get accurate results.

Descriptive research is research that seeks to describe research activities clearly and systematically. In this study, researchers explore, describe in order to be able to explore and predict a phenomenon that applies on the basis of data obtained from the field.⁸ Therefore, this research belongs to the descriptive qualitative research category because it is through participatory observation with the aim of describing what it is and revealing how the Arabic language proficiency learning process in MTs N 1 Bantul and MTs Al Falaah Bantul from the perspective of constructivist theory.

⁷ Syarifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 1990), 8.

⁸ Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara, 2009), 14.

Sources of data in this study were collected, so as to obtain valid and reliable data. In this case the researchers will make the data source is the head of the madrasa, Arabic subject teachers, students, and parties involved in learning Arabic skills in MTs N 1 Bantul and MTs Al Falaah Bantul. While the object of this research is "Arabic Language Proficiency Perspective Constructivism Learning System" in MTs N 1 Bantul and MTs Al Falaah Bantul.

Data collection techniques are the method of observation, interviews and documentation. While the qualitative research data analysis begins with compiling the facts of research results in the field. Then the researchers make tables, diagrams, and pictures. The results of data analysis, diagrams, chart tables, and figures are interpreted, developed into propositions and principles.⁹

Discussion

Arabic Language Proficiency Learning System in MTs N 1 Bantul

The learning system has elements that are related to one another. As for the elements contained in the learning system there are 2 types, namely intrinsic and extrinsic systems.

Learning objectives, materials, methods, and evaluation of learning are intrinsic elements of the learning system. The extrinsic element is the teacher, students, media, facilities and other factors that support learning. Each element will be explained in detail as follows:

1. Intrinsic Element

- a. The objectives to be achieved in the process of learning Arabic language skills in MTs N 1 Bantul

The aim of learning Arabic language skills at MTs N 1 Bantul is that students are able to master, practice and apply each Arabic language proficiency correctly. Besides mastering each Arabic language proficiency, it can also take on the functions and benefits of learning Arabic which will then be applied in the daily lives of students. The main purpose of learning Arabic language skills, namely making it easier for students to obtain the expected learning outcomes.

- b. Arabic language learning materials in MTs N 1 Bantul

⁹ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya, 2008), 115.

Arabic language learning materials available in MTs N 1 Bantul can be sourced from teachers, books, papers, papers, articles, journals, as well as research results related to Arabic. The teacher's role in determining learning material is very large. As for material sourced from the book, MTs N 1 Bantul uses the Arabic Language Package of the 2013 Curriculum Approach produced by the Ministry of Religion of the Republic of Indonesia and a companion book by the Arabic book by HD Hidayat.

c. Methods of learning Arabic language skills at MTs N 1 Bantul

A learning will be carried out effectively and efficiently if there are learning methods that are relevant to the subject matter. Likewise in MTs N 1 Bantul in every Arabic learning a teacher or teacher uses the learning method.

The kinds of learning methods used in MTs N 1 Bantul include: scientific method, contextual teaching and learning, question and answer method, cooperative learning, sam'iyah syafawiyah, and so forth.

d. Evaluation of Arabic language learning skills in MTs N 1 Bantul

Evaluation of Arabic language learning skills in MTs N 1 Bantul is carried out with tests and non-tests. The assessment with the test is divided into two, namely a written test and an unwritten test. Written tests such as Assignments, Daily Tests, Mid-Term Exam, and Final Exam. And unwritten tests such as observation of student attitudes, active questions and answers, and ,iwar (conversations using Arabic). The non-test assessment is an assessment technique to get a picture, especially about the characteristics, attitudes or personality of students.

2. Extrinsic Elements

a. Arabic Subject Teacher in MTs N 1 Bantul

In connection with learning Arabic in MTs N 1 Bantul has two teachers who support Arabic subjects. And two Arabic teachers at MTs N 1 Bantul are Bachelor in Arabic Education.

Besides having experience in the field, the Arabic language teacher at MTs N 1 Bantul also has high integrity and progressiveness, as evidenced by one of the Arabic language

teachers at MTs who completed his master's program two years ago.

b. Students of Class VII MTs N 1 Bantul

Students in MTs N 1 Bantul, especially those who are the object of the author's research are grade VII. At grade VII there are 6 classes. The number of VII grade students is 197 students. Based on the status of this madrasa with the status of the country and its strategic location, it is not surprising that there are many interested people.

Regarding Arabic learning, MTs N 1 Bantul students are enthusiastic and active in the process of learning and teaching activities, although there are some students who are still unfamiliar in learning Arabic, especially reading and writing Arabic. This has become a problem in learning Arabic, given the different input from students, some have graduated from Madrasah Ibtidaiyah (MI) and not a few from Elementary Schools (SD).

But this can be overcome by having an extracurricular hour to read the Koran every Friday afternoon to evening. So that the problem of reading and writing Arabic gradually can be overcome.

c. Learning media used in MTs N 1 Bantul

Learning Arabic language skills at MTs N 1 Bantul uses learning media in the form of blackboards, laptops, projectors, power point slides, and active speakers. With this learning media it is hoped that the teacher can more easily convey learning material so that students are helped in understanding the explanation of the material taught by the teacher.

Related to learning Arabic language skills, teachers are expected to be able to choose and sort media according to the material to be taught and easily understood by students. Choosing the appropriate media, for example when learning listening skills, the teacher uses an active speaker in the form of mp3 as a listening medium. Another example, writing skills using visual or audio visual media in the form of examples of images or videos of writing Arabic that is good and right. And many other examples. With this learning media can make learning more fun without reducing the purpose of learning itself.

d. Facilities available at MTs N 1 Bantul

Facilities are skills that can support student learning at school. Facilities available at MTs N gondowulung Bantul, for example libraries, language and science laboratories, learning media or learning aids, textbooks for subject matter and other facilities that can support lessons. With the availability of existing facilities can complement and learning will take place effectively and in accordance with learning objectives.

Learning Arabic language skills in MTs N 1 Bantul uses an integrated system approach or All in one system (Nazariyyah al-wahdah), a learning system which views that language is an interrelated unit, not into several separate parts. Language learning is carried out by presenting a topic, then from that topic is taught *istimā'* (listening), *hiwār* (conversation), *qirā'ah* (reading), *qowā'id* (grammar / grammar), *kitābah* (writing), and aspects other languages without specific time to study each aspect of the language.

Arabic Language Proficiency Learning System in MTs Al Falaah Bantul

The intrinsic and extrinsic elements at MTs Al Falaah Bantul are as follows:

1. Intrinsic Element

- a. The objectives to be achieved in the process of learning Arabic language skills at MTs Al Falaah Bantul

Every process of learning Arabic language proficiency certainly has a goal to be achieved. Likewise, learning Arabic skills at MTs Al Falaah, Bantul. This madrasa has the aim of students being able to master and apply Arabic language skills, both in the form of exams or tests and to be able to communicate directly even though they are still in the beginner level. In addition, students are expected to be able to apply Arabic language skills both inside and outside of school.

- b. Arabic language learning materials at MTs Al Falaah, Bantul

Arabic language learning materials available at MTs Al Falaah Bantul for grades 7 and 8 use the 2013 Curriculum package book from the Ministry of Religion of the Republic of Indonesia, while grade 9 still KTSP uses a "triad" publisher based on MGMP agreement.

- c. Methods of learning Arabic language skills at MTs Al Falaah Bantul

The learning methods used by teachers at MTs Al Falaah Bantul are scientific methods, Contextual Teaching and Learning (CTL), Cooperative Learning, and so on.

- d. Evaluation of learning Arabic language skills at MTs Al Falaah Bantul

Learning Arabic we recognize that there are 4 Arabic language skills that are used as the goal of Arabic learning. Related to these objectives, evaluation of Arabic learning is certainly expected in accordance with the expected objectives. The four skills are listening skills (مهارة الإستماع), speaking skills (مهارة الكلام), reading skills (مهارة القراءة), writing skills (مهارة الكتابة).

Evaluation of learning Arabic language skills at MTs Al Falaah Bantul was carried out with written tests and unwritten tests. Written tests such as assignments and practice answering questions, Daily Tests, midterm, and final exam And unwritten tests such as observation of student attitudes, student activeness in learning, ḥiwār (conversations using Arabic).

2. Extrinsic Elements

- a. Arabic Subject Teacher at MTs Al Falaah Bantul

There are two Arabic teachers in this madrasa. Arabic subject teachers at MTs Al Falaah Bantul are experienced and competent teachers in their fields.

- b. Students of Class VII MTs Al Falaah Bantul

Students at MTs Al Falaah Bantul, especially those who are the object of research by the author, are Grade VII. At grade VII there are 5 classes. And the number of class VII students is 148 students. With its strategic location, this madrasa is also close to Islamic boarding schools. So the majority of students are students in the closest pesantren to the location of the madrasa. The name of the pesantren is Al-Imdad Islamic Boarding School Pandak Bantul.

Because the majority of students are santri, learning Arabic at MTs Al Falaah Bantul is certainly more easily accepting and understanding Arabic lessons taught in madrasas. But still, even though the majority of students are

students, they do not necessarily have no problems. Related to absorption in understanding Arabic learning in madrasas, of course, each student is different. Thus it can be concluded that the absorption of students and perhaps facilities is a problem in MTs Al Falaah, Bantul.

c. The learning media used at MTs Al Falaah Bantul

Learning Arabic language skills at MTs Al Falaah Bantul uses learning media in the form of blackboards, laptops, projectors, PowerPoint slides and active speakers. With some of these media, of course, teachers are easier to convey Arabic learning material. Regarding Arabic language proficiency, the teacher will use media that is appropriate to his proficiency. Such as listening skills, the teacher uses active speakers to produce sounds and a laptop as an audio file storage that will be played. Projectors are used to display learning videos, such as to display video examples of muhadḍah learning as speaking skills.

d. Facilities available at MTs Al Falaah Bantul

The facilities available at Al Falaah Bantul MTs are classrooms, laboratory rooms, libraries, halls, places of worship, bathrooms, sports fields and other facilities that support the learning process at school. This facility will determine the effectiveness of a method. The absence of religious practice equipment, for example, resulted in demonstration and experimental methods not being used. The absence of laboratories for language practice, will make learning *istimā* 'or *kalām* skills less effective.

Therefore, the presence or absence of learning facilities results in ineffective learning and influences the selection of learning methods.

Learning Arabic language skills at MTs Al Falaah Bantul as well as at MTs N 1 Bantul or at other schools, using an integrated system approach or All in one system (*Nazariyyah al-wahdah*). The *Nazariyyah al-wahdah* no longer emphasizes the teaching of knowledge about language, but emphasizes the ability to use language both verbally and in writing.

Learning Process of Arabic Language Proficiency Based on Constructivism Theory in MTs N 1 Bantul

Teaching and Learning Activities (KBM) at MTs N 1 Bantul starts at 07:00 WIB and ends at 13:30 WIB every day, except Friday ends at 11:00 WIB. Learning at MTs N 1 Bantul begins with reading the prayer and continued tadarus al-quran which is guided by teachers who enter the first hour of class together.

Learning Arabic in MTs N 1 Bantul has 3 hours of study in every week, with a duration of 40 minutes per hour. This is in accordance with the Decree of the Minister of Religion of the Republic of Indonesia Number 165 of 2004 concerning the 2013 curriculum of Islamic and Arabic Language Education in madrasahs. The decision explained the burden of learning and curriculum structure starting from the level of Madrasah Ibtidaiyyah to Madrasah Aliyah. Arabic subjects in Madrasah Tsanawiyah get an allocation of 3 hours of study time per week.¹⁰

1. Learning Listening Skills (Mahārah Istimā ')

Learning Arabic language skills in MTs N 1 Bantul is taught in accordance with the sub-chapters in Arabic textbooks of the 2013 Curriculum Approach published by the Indonesian Ministry of Religion. Each skill is taught according to the learning plan that has been made by the teacher. Including one of the Arabic language skills, namely listening skills. Listening skills are taught 4 meetings in one semester.

The achievement of learning mahārah istimā 'is that students are able to express ideas, thoughts and feelings in the form of simple sentences in Arabic through listening activities in Arabic conversation.

In practice, the steps of implementing listening skills in MTs N 1 Bantul, the first, the teacher plays a word and students are asked to recite the words that have been heard with the right and proper makhārijul letters. After the majority can answer and pronounce the word correctly, then the second, students are heard a phrase or sentence in Arabic and third, students are asked to convey the purpose or content contained in the phrase or sentence. So after the teacher listens to the reading or conversation, the teacher gives questions related to the reading or conversation that has been submitted to

¹⁰ Interview with Waka Curriculum MTs N 1 Bantul on March 13, 2019 at 13:30 a.m.

students. After that fourth, students are given the opportunity some time to respond to the questions that have been given.

The material learned in learning mahārah istimā 'is Al-alwān (colors), Al-'unwān (address), baitī (my home), and min yaumiyyātil 'usroti (family daily activities).

The methods used in special learning (listening skills) in MTs N 1 Bantul are as follows: the scientific method is a scientific process for gaining systematic knowledge based on physical evidence. Furthermore the question and answer method, and the audio lingual method (syam'iyyah syafawiyah).

2. Learning Speaking Skills (Mahārah Kalām)

In this skill, students are trained to speak basic Arabic including the ability to express ideas, thoughts, and feelings in the form of simple sentences that are already available in books. The achievement of learning mahārah kalām is that students are able to express ideas, thoughts and feelings in the form of simple sentences in Arabic through Arabic speaking activities.

The material learned in mahārah kalām learning is Al-alwān (colors), Al-wunwān (address), baitī (my home), and min yaumiyyātil 'usroti (family daily activities).

The methods used in learning mahārah kalām (speaking skills) at MTs N 1 Bantul are as follows: the scientific method and the direct method (at-(arīqah al-Mubāsyarah). The learning model uses CTL (Contextual Teaching and Learning). This CTL learning model aims to motivate students to understand the meaning of the subject matter they learn by linking the material to the context of their daily lives.

3. Learning Reading Skills (Mahārah Qirā'ah)

In this proficiency, students are trained to read the qirā'ah text which was previously exemplified by the teacher properly and correctly. In addition, the teacher explains as necessary about the rules of Arabic related to the text qirā'ah. So that students are more confident in reading the qirā'ah text. The achievement of learning mahir qirā'ah is that students are able to read Arabic qirā'ah texts with correct and fluent makhraj, translate qirā'ah texts, and answer questions about the contents of the qirā'ah text contents properly and correctly.

The material learned in mahārah qirā'ah learning is Al-alwān (colors), Al-'unwān (address), baitī (my home), and min yaumiyyātil 'usroti (family daily activities).

The methods used in learning mahārah qirā'ah (reading skills) in MTs N 1 Bantul are as follows: SAS (Structural Analytic Synthetic) method, SAS is one of the types of methods commonly used for the process of learning to read and write the beginning for students a beginner. Learning to read and write the beginning (MMP) with this method begins the lesson by displaying and introducing a complete sentence. Furthermore, the scientific method (scientific method), the discussion method and the question and answer method.

The learning model uses CTL (Contextual Teaching and Learning) and Cooperative Learning. The CTL learning model aims to motivate students to understand the meaning of the subject matter they learn by linking the material to the context of their daily lives.

4. Learning Writing Skills (Mahārah Kitābah)

The achievement of learning Mahārah Kitābah is that students are trained to write simple sentences about the material, students can complete Arabic sentences with the right words and expressions, students can arrange random sentences into a correct paragraph. The material learned in mahārah kitābah learning is Al-alwān (colors), Al-wunwān (address), baitī (my home), and min yaumiyyātil 'usroti (family daily activities).

The methods used in learning mahārah kitābah (writing skills) in MTs N 1 Bantul are as follows: scientific method (Scientific Method), SAS (Structural Analytic Synthetic) method, discussion method. While the learning model uses CTL or Cooperative Teaching and Learning.

Conclusion

Based on the results obtained from the analysis of data and previous information conclusions can be drawn as follows:

1. The Arabic language learning system in MTs N 1 Bantul and MTs Al Falaah Bantul has components which can be described as follows:
 - a. Teachers of Arabic subjects in MTs N 1 Bantul and MTs Al Falaah Bantul are considered to have mastered the subject matter they are capable of in accordance with their fields, namely in the field of Arabic language education.
 - b. MTs N 1 Bantul class VII students numbered 197 students and MTs Al Falaah Bantul class VII numbered 148 students were students with different characters and abilities. And have

different backgrounds too. Each MTs N 1 Bantul and MTs Al Falaah Bantul have an elementary / MI educational background.

- c. The curriculum used in MTs N 1 Bantul and MTs Al Falaah Bantul is the 2013 curriculum, related to the curriculum, the learning system that I get is Arabic learning in MTs N 1 Bantul and MTs Al Falaah Bantul using the all in one system approach integrated).
2. The process of learning Arabic in MTs N 1 Bantul and MTs Al Falaah Bantul
 - a. In the process of learning special skills, students have constructed their experiences by listening carefully to be able to understand the readings that are heard so as to achieve the expected goals.
 - b. In the process of learning speaking skills, Arabic subject teachers use interactive learning methods and strategies so as to make students more concentrated in learning. In another session cooperative learning was formed such as the presentation of material by each group. Then discussed through question and answer together in order to improve speaking skills.
 - c. The process of learning reading skills, in learning these skills, is emphasized on students' understanding of the contents of the reading material, therefore the method often used by teachers is the method of qawā'id wa tarjamah. Both of MTs N 1 Bantul and MTs Al Falaah Bantul strive for student activity in understanding text reading which is certainly expected to be able to read Arabic text students properly and correctly.
 - d. The process of learning the skills of kitābah. In this skill learning the teacher focuses more on writing practice. At the beginning of the learning process, the teacher briefly explains the procedures for writing Arabic that is good and right, then students are asked to write Arabic sentences in accordance with the instructions and directions of the teacher.

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