
THE PROBLEMS OF WRITING ARABIC LETTERS FOR ISLAMIC JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aims: 1) To find out the problems experienced by class VII students in learning to write Arabic script, and 2) To find out the Arabic teacher's solutions in solving the problems of learning to write Arabic script for class VII students of MTs Aek Nabara. The subjects of this research were class VII students of MTs Aek Nabara. This research is qualitative research with a case study approach. The data collection method used in this research is observation, interview, and documentation. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results of the study showed that class VII students at MTs Aek Nabara faced problems learning to write Arabic scripts. The problems faced based on the results of the interviews are 1) Not knowing Qo'idah Imla'iyah. 2) The pattern of the Arabic sentence is different from the Indonesian sentence pattern. 3) Lack of recognition of the shape or writing of Arabic letters and others. The solutions that can be done are 1) Using a variety of methods in teaching, including deliberations, so that students don't feel bored. 2) Collect data about students who have learning difficulties. 3) Pay special attention to students who have learning difficulties by frequently asking questions during the teaching and learning process. Thus it can be seen that Arabic writing is a subject that must receive intensive assistance, especially in learning methodology.

Keywords

Student Problems, Writing Arabic Script, Mts Al-Ittihad Aek Nabara

INTRODUCTION

Arabic is a language that has been chosen by Allah SWT as the unified language of the world's Muslims and is used for communication between Allah SWT and His servant (Rasulullah SAW). Arabic is the richest and most perfect language among the languages on this earth (Hijriyah, 2010). A language that will maintain its authenticity until the day of qiyamat, will not be contaminated by the pace of world civilization. Unlike other languages which are easily polluted along with globalization and the advancement of civilization. In Arabic, there is four language proficiency (maharat) (Maharat al-Istima, al-Kalam, al-Qira'ah, and al-Kitabah) proportionally (Ahsan et al., 2019). This is because Arabic does not only function passively, namely as a medium for understanding (al-fahm) what can be heard, news, texts, readings, and discourses, but functions actively, namely understanding (al-ifham) others through spoken and written communication. Learning Arabic for students is, of course, related to these four skills. The purpose of learning Arabic, according to (Sultan & Yahya, 2020), is as follows: "So that students can master it actively and passively in improving and developing Arabic language skills and abilities so that it can be used as a communication tool and as a basis for understanding Islamic religious books which is simple besides Al-Qur'an and Al-Hadith."

Based on the objectives of the Arabic language, the skills that must be mastered are four skills, namely reading, listening, speaking, and writing. Therefore, it is the ability to speak Arabic passively that needs to be mastered and developed intensively without neglecting the talent for active abilities. In this case, writing skills include passive language skills because writing activities can be easily accepted by students, namely in written form. When writing something, in principle, so that the writing can be read by other people, at least we can read it ourselves at other times (Asrofi & Pransiska 2016). Writing skills are skills that are needed today. In general, there are three things in writing skills, namely: skills in forming the alphabet, spelling, and composing. One of the four skills in Arabic is writing skill (maharah al-Kitabah). Writing skill is the ability to describe or express thoughts, starting from the simplest aspects, such as writing words, to complex aspects, namely composing (Setiadi et al., 2020). The advantage of learning writing skills is that learning to write is the same as studying other sciences, and it cannot be separated from the value of little benefits. Learning to write will prevent students from making mistakes in writing and lead students to better knowledge in writing because writing is a substitute for the mutakallim (speaker) in expressing ideas, conscience, and so on in written language so that it occupies the same important position as

speech (Salim, 2017).

Learning Arabic at MTs Aek Nabara, especially in writing, still faces many problems. Based on interviews with Arabic teachers at MTs Aek Nabara, some of the problems faced by Arabic teachers in learning to write Arabic characters are due to differences in the backgrounds of students, meaning that there are students from elementary school and some from MI. Of all the students in class VII, they were more dominant from SD, and only a few students came from MI after the author conducted interviews with the Arabic teacher according to the data the author had obtained, and the author knew that the educational background of the students almost 80% of class VII at MTs Aek Nabara come from public elementary schools who have never had Arabic lessons, while they have never studied Arabic writing at all, so after entering MTs they have difficulty writing Arabic independently. Even though some of the students have not memorized the Hijaiyah Letters and how to write them, it is also possible that students from MI will also experience difficulties in receiving Arabic lessons, especially in writing, because there are still many students who do not understand and recognize the letters. Arabic because there are also many students at home who do not take part in the TPA program, but the school is holding a TPA program at school, and class VII students are required to take part in the program. In the process of learning to write in class, students have not been able to write Arabic letters as a whole because they do not understand and know about Arabic letters and connecting Arabic letters, then another obstacle is the motivational factor and interest in students in Arabic lessons, in the process of learning Arabic most of the class VII students of MTs Aek Nabara are not motivated, interested and enthusiastic in learning Arabic because for them learning Arabic is very difficult, the lessons make them dizzy and confused, even though the teacher has motivated and motivated as much as possible. Teach Arabic to students, but because the abilities of students vary, it is not easy to get maximum results in learning Arabic or writing. Departing from the problems mentioned above, the author intends to examine the problems of learning to write Arabic script for class VII students of MTs Aek Nabara, especially in expressing problems or problems writing Arabic script, as well as how the solution is in overcoming the problems of writing Arabic script in Arabic lessons at MTs Aek Nabara.

Research (Amirudin, 2010) with the results of this study are; The problems of learning Arabic for students include (1) students lack the will to learn Arabic; (2) an environmental background that does not support progress in learning achievement; (3) students lack confidence in Arabic. Efforts made to overcome the problems of learning Arabic for students include (1) The school trying to

improve welfare guarantees for educators; (2) Providing understanding and motivation to students; (3) Choosing appropriate and varied teaching methods; (4) Completes facilities and teaching and learning facilities; (5) Teacher's understanding of the characteristics of students; (6) Giving homework regularly. Further Research (Solichah, 2008) with the research results obtained are the problems of students in the use of Arabic Pegon in the book *Safinatunnajā* at the Fathul Huda Islamic boarding school from a linguistic and non-linguistic perspective. In terms of Linguistic problems, it includes problems of morphology, syntax, semantics, and reconstruction. Meanwhile, from a non-linguistic perspective, it includes motivation and interest in learning, means, methods, and time. Efforts or solutions to overcome this problem are by holding special learning schedules outside of learning hours, holding extra or Nahwu-Shorof learning activities, applying learning methods that are more attractive to students' enthusiasm, ustadz increasing motivational materials to foster students' interest in learning, creating a preparatory class program for students new.

Continuing Research (Assalma, 2013) The results of this study indicate that: (1) The implementation of language activities in the Islamic boarding school's Arabic-language environmental program has not run optimally, and there are still many obstacles in the implementation of language activities originating from the students and the person in charge of the program. (2) There are three problems in the language environment, (a) learning material problems, namely material that has not been arranged neatly (b) teaching problems, namely the parents and OSPIA administrators cannot be a good example for students in terms of language (c) students' problems: non-linguistic problems in the form of low motivation of students and linguistic problems, namely students still experience difficulties in the four Arabic language skills due to a lack of habituation and a lack of mastery of Mufradat and Nahwu-Sharaf rules (3) Supporting factors for the Arabic language environment are (a) the interest of students who high (b) Availability of an Arabic-speaking environment in the dormitory (c) There are mandatory 24-hour Arabic language regulations, and (d) There are various language activities that must be followed by all students. While the inhibiting factors were (a) Low motivation of students, (b) Lack of monitoring and modeling from Riayah and OSPIA administrators, (c) There were no penalties for language offenders in the male dormitories, (d) Lack of personnel in the male OSPIA administrators. Further research conducted (Huda, 2012) research results show that the problems faced by MTs DDI Polewali students are linguistic and non-linguistic problems. Problems from the linguistic aspect include difficulty pronouncing Hijaiyyah Letters properly and correctly, difficulty memorizing

vocabulary, difficulty understanding Qawa'id, and difficulty writing Arabic. While problems from non-linguistic aspects include the low motivation and interest of students in Arabic, the social environment is less supportive of developing Arabic.

Furthermore, the research conducted (Abunawas, 2012) results of this study indicate that the ability of students to translate Arabic into Indonesian at Madrasah Aliyah Nurul As'adiyah Callaccu varies, namely: The ability to translate students is quite sufficient. The description of the factors that play a role (support) in improving Arabic language skills is as follows: First, the process of learning Arabic is going well. Second, the teacher masters the material and methods used. Third, if students encounter difficulties, ask the teacher. Fourth, Arabic teachers often order students to translate Arabic. Fifth, the atmosphere of the home and school environment in the process of learning Arabic is supportive. The inhibiting factors in translating are as follows: First, students learn to translate Arabic texts since entering Madrasah Aliyah but are not so serious. Second, the lack of mastery of vocabulary (*mufradaat*), sentence construction, and not understanding of the rules of Arabic. Third, the low interest in learning of students. Fourth, students face difficulties in understanding the material. Fifth, facilities and infrastructure are incomplete. Sixth, students are not happy and do not like it when they are given new vocabulary and memorize it. From the explanation above, it can be concluded that the similarity of this research with previous research is the problems of learning Arabic. And the difference is in the location of the research, and the problems studied, and the type of education. The purpose of this study is to find out the problems of writing Arabic letters for students and provide solutions to the problems faced and the effective methods used to increase students' understanding of writing Arabic letters. The novelty of this study focuses on writing Arabic letters. Many students have difficulty pronouncing Arabic because they cannot write Arabic letters. Therefore this research focuses on the problems and solutions given to students in writing Arabic letters.

METHOD

This research is qualitative with a case study approach (Arikunto, 2015), where this study emphasizes meaning and process rather than the results of activity at the research location, in accordance with the problem, purpose, usability, and capabilities. Research subjects are people or anything that is a source of data in research (Fadli, 2021). In this study, the authors made the main research subjects the VII grade students and the Arabic teacher at MTs Aek Nabara, and the

supporting subjects were the head of the Madrasah and the Arabic teacher. While in determining the sample of this study used random sampling, namely random sampling. In this study, 20 students were taken as samples from class VII students at MTs Aek Nabara (Luthfiyah, 2020). Data collection techniques were carried out through observation, interviews, and documentation. Initial observations were made from April 17 to April 24, 2023, while what was observed was the teaching and learning process of students in class. Then the interview was conducted involving the teacher of the Arabic language subject, namely Mrs. Arini, S.Pd.I, students and students of MTs Aek Nabara, and the head of MTs Aek Nabara, namely Mr. Muhamad Ta'alim, S.Pd.I. Arabic subject teachers as a source for obtaining data regarding problems in writing Arabic letters, students and students of MTs Aek Nabara, especially class VII, as research objects for researchers to obtain data regarding the difficulties faced by students in the process of learning Arabic writing skills, while the head of MTs Aek Nabara is a source of general data information regarding the general description of MTs Aek Nabara. The research object that the writer wrote about was the problems of learning Arabic writing skills at MTs Aek Nabara.

The analysis used in this research is qualitative data analysis. Qualitative data analysis is used to describe the facts obtained from the research results. As stated by (Moleong, 2018), which includes four components, namely: data collection, researchers collect data related to Arabic learning activities for class VII students of MTs Aek Nabara. Data reduction in this study was that the researcher reduced the problematic data on writing Arabic letters for students of class VII MTs Aek Nabara. Then the researcher presents the problematic data of writing the Arabic letters in tabular form. Furthermore, the researcher conducted a critical-dialogical analysis of the problematic data on students' writing in Arabic letters and dialogued with the discourse on writing skills. Furthermore, the researcher also dialogued with several other research results, presented data, and drew conclusions.

FINDINGS AND DISCUSSION

Findings

MTs Aek Nabara in carrying out the process of learning Arabic has several problems faced by students, such as learning to write Arabic sentences. This difficulty is not only for students who have low cognitive abilities. It also occurs for students who have high cognitive abilities because learning is not optimal. Based on the results of an interview that was conducted on

Saturday, January 21, 2023, with two class VII students of MTs Aek Nabara, a graduate of SDN Aek Nabara, explained the difficulty in writing Arabic sentences where students found it difficult to learn to write Arabic sentences because they were in elementary school, never studied Arabic, not even Arabic subjects. Second, students who graduate from MI Darussadiqin students find it difficult to learn to write Arabic sentences because they do not know the letters that are disconnected and connected in writing Arabic sentences, so difficulties occur. As explained by the MTs teacher Aek Nabara about the problems of students in writing Arabic characters as shown in Table 1.

Table 1. Problems of MTs Aek Nabar Students in Writing Arabic Letters

No.	Type	Problems
1.	Internal	Do not know the rules of imla'
2.	Internal	Arabic sentence patterns that are different from Indonesian
3.	Internal	Not familiar with letters that are disconnected and connected
4.	Internal	The majority of students cannot distinguish Hijaiyah letters

This is also supported by the lack of interest in learning Arabic among students at MTs Aek Nabara. In carrying out teaching and learning activities, there are still many students who encounter difficulties and obstacles. Among them, the methods used in teaching seem to be less attractive to students. This can be seen from the condition of students who feel pressured and in dilemmas in learning Arabic so that the lesson seems difficult and becomes a burden for students to learn it. Then again, if the teacher wants to make a breakthrough using a new method and is liked by students, the teacher will find other obstacles, such as a lack of facilities to be used in learning Arabic. For example, in this school, there is no language laboratory or audio-visual room that can be used for visual learning of Arabic for students. As explained by the MTs Aek Nabara teacher on January 21, 2023, regarding the causes of the lack of interest of class VII students at Aek Nabara MTs, namely as shown in table 2:

Table 2. Factors Causing Students' Lack of Interest in Learning Arabic

No.	Type	Factors
1.	Internal	Misconceptions of early impressions in Learning Arabic
2.	Internal	Lack of environmental support in learning Arabic
3.	Internal	Lack of impressions in its use
4.	internal	Lack of motivation and interest in Class VII students of MTs Aek Nabara

The teacher's efforts to overcome difficulties in learning Arabic for class VII students of MTs Aek Nabara are presented in Table 3.

Table 3. Teachers' Efforts in Overcoming Arabic Language Difficulties
in MTs Aek Nabara Students

No.	Effort	Explanation
1.	Various teaching methods	In teaching Arabic, the teacher provides a method that stimulates students' ease of understanding
2.	Observing students	The observation was carried out by the teacher directly during the teaching and learning process of Arabic
3.	Approach to students	The teacher approaches students both personally and in groups. The teacher finds out the factors that cause learning difficulties experienced by these students, whether due to poor learning methods
4.	Personal and group approach	The teacher finds out the factors that cause learning difficulties experienced by these students, whether due to poor learning methods, ineffective study time management, lack of interest and attention in subjects, or due to other causes

Discussion

The process of learning Arabic has several problems faced by students, such as learning to write Arabic sentences. This difficulty is not only for students who have low cognitive abilities. It also occurs for students who have high cognitive abilities because learning is not optimal. Based on the results of the interview, which was carried out on Saturday, January 21, 2023, together with two class VII students of MTs Aek Nabara, the first student who graduated from SDN in Aek Nabara explained his difficulties in writing Arabic sentences where students found it difficult to learn to write Arabic sentences because in elementary school I never studied Arabic, there were not even Arabic subjects. Second, students who graduate from MI Darussadiqin students find it difficult to learn to write Arabic sentences because they do not know the letters that are disconnected and connected in writing Arabic sentences, so difficulties occur. There are several factors causing the difficulty in writing Arabic sentences experienced by every VII students of MTs Aek Nabara, including Lack of recognition of the shape or writing of Arabic letters: Difficulty in stringing or connecting Arabic letters: Students have difficulty in dictation or writing Arabic with dictation: Do not know the qo'idah imla'iyah: Wording (Uslub): Writing (Imla'), namely: Writing from right to left, that is what distinguishes Arabic from other languages as well as a linguistic problem that needs a solution. As an Arabic teacher who has special efforts to increase interest in learning Arabic, the Arabic teacher also carries out several strategies, including the following: 1) Explaining learning objectives to students (Pera Aprizal, 2021). At the beginning of learning, it would be nice if the

teacher gave an overview of the objectives of the material being studied at that time. The clearer the picture or purpose of the learning, the higher the learning interest of students, for example teaching students about being devoted to parents, it is necessary to know that heaven is on the soles of the mother's feet means being devoted to both parents by always being obedient and obedient to what is ordered and doesn't say dirty things that hurt the hearts of both parents (Taat & Ariffin, 2020); 2) Giving gifts. Giving prizes to students who excel or who can answer questions given by the teacher can increase students' interest in learning. In addition, students who have not excelled are interested in pursuing their friends who are getting gifts. Prizes in learning can be in the form of points that are accumulated every month or semester and get additional value or prizes in other forms, such as an appreciation for students. For example, students who excel get additional value in the form of daily test scores and semester scores (Grace et al., 2021); 3) Compliments. Praise in the context of learning is a form of reward for students who are active and able to answer questions posed by the teacher, for example, you are so smart (Ni'mah, 2019); 4) Punishment. Punishment can be given to students who seem lazy or late for class. This can increase their discipline and also interest in learning for students. For example, educational punishment (memorizing mufradat, working on questions or summaries) should not be physical (wiping the class, standing in front of the class, or running around the schoolyard because this disturbs students' psyche) (Ahmala et al., 2021). In addition to the several techniques above, teachers are also required to foster student motivation by always explaining that learning Arabic or writing is important for students by emphasizing the technique of memorizing vocabulary from each lesson and always writing or copying the material provided in order to train students. In writing Arabic characters properly and correctly (Aini et al., 2021).

Teachers are also required to provide opportunities for students to ask questions about subject matter that has been taught, which is difficult for students to understand through completed learning, or by giving homework (PR) to students to improve students Arabic or writing skills. (Mualif, 2020). Meanwhile, from the school side, it is also hoped that the school can provide sufficient facilities to achieve success and support and facilitate students and teachers in the learning process by adding Arabic textbooks and LKS so that students are more enthusiastic about learning Arabic (Triningsih, 2012). In addition, it is also recommended that Arabic teachers use appropriate methods in Arabic or writing learning activities so that students do not feel bored and bored in carrying out Arabic learning.

One of the solutions tried to do is to pay special attention to students who have learning difficulties (Rohman, 2022). The author argues that this effort will be more effective if the teacher is able to provide learning motivation to students so that they are able to complete school assignments. Teachers can also be more familiar and friendly with students. The teacher's motivation and friendly attitude will increase students' self-esteem and increase their interest in learning Arabic. The author also believes that variations in teaching methods can be a step so that students don't feel bored quickly (Aziz, 2019). With different methods, students will be more interested and excited about the subject matter. In addition, the authors consider it important to evaluate the learning outcomes of students who have learning difficulties so that it can be seen whether the teacher's efforts to help students who have learning difficulties are successful or not. The efforts made by MTs Aek Nabara's Arabic teacher in terms of overcoming the learning difficulties of their students are quite good and systematic. As a preventive measure, the teacher uses a variety of teaching methods. The teacher also observes students getting data about students who have learning difficulties. The observation in question is carried out by the teacher directly during the teaching and learning process of Arabic and also through the learning outcomes/assignments given. Then after finding learning difficulties experienced by students, the teacher approaches students both personally and in groups. The teacher seeks to find out the factors that cause learning difficulties experienced by these students, whether due to poor learning methods, ineffective study time management, lack of interest and attention in subjects, or due to other causes. In this way, teachers can find solutions to overcome these learning difficulties. One of the solutions tried to do is to pay special attention to students who have learning difficulties (Rohman, 2022).

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of memorizing vocabulary from each lesson and always writing or copying the material provided in order to train students in writing Arabic characters with good and right (Aini et al., 2021). Teachers are also required to provide opportunities for students to ask about subject matter that has been taught, which is difficult for students to understand, either through completed learning or by giving homework (PR) to students to improve students' Arabic or writing skills. Meanwhile, from the school side, it is also hoped that the school can provide sufficient facilities to achieve success and support and facilitate students and teachers in the learning process by adding Arabic textbooks and LKS so that students are more enthusiastic about learning Arabic (Triningsih, 2012). In addition, it is also recommended that Arabic teachers use appropriate methods in Arabic or writing learning activities so that students do not feel bored and bored in carrying out Arabic learning.

CONCLUSION

Factors causing difficulty in writing Arabic sentences experienced by each student include Lack of recognition of the form or writing of Arabic letters: Difficulty in stringing or connecting Arabic letters: Students have difficulty in pronouncing or writing Arabic with dictation: Not knowing qo'idah its imla'iyah: Wording (Uslub): Writing (Imla') namely: Writing from right to left, that is what distinguishes Arabic from other languages as well as a linguistic problem that needs a solution. The efforts made by MTs Aek Nabara's Arabic teacher in terms of overcoming the learning difficulties of their students are quite good and systematic. As a preventive measure, the teacher uses a variety of teaching methods. The teacher also observes students getting data about students who have learning difficulties. The observation in question is carried out by the teacher directly during the teaching and learning process of Arabic and also through the learning outcomes/assignments given. Then after finding learning difficulties experienced by students, the teacher approaches students both personally and in groups. The teacher seeks to find out the factors that cause learning difficulties experienced by these students, whether due to poor learning methods, ineffective study time management, lack of interest and attention in subjects, or due to other causes. In this way, teachers can find solutions to overcome these learning difficulties. One of the solutions tried to do is to give special attention to students who have learning difficulties.

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