Arabic Language Learning Strategies in Increasing Learning Interest in Class VII Mufrodat Material at MTs Al Khairiyah Bandar Lampung

Wiwin Setiawati[1], Reni Dwi Puspitasari[2]
[1] Universitas Islam An Nur Lampung, Lampung, Indonesia
[2] Universitas Islam An Nur Lampung, Lampung, Indonesia

ABSTRACT

This study aimed to discover the strategies for learning Arabic in increasing students' interest in studying mufrodat material for class VII Mts Al Khiriyah Bandar Lampung. The monotonous strategy causes a lack of students' interest in learning Arabic. This study used descriptive qualitative methods with student research subjects—data collection techniques using questionnaires, interviews and documentation. Interest is one of the student's internal factors significantly influencing learning success. High interest in learning will make students enthusiastic and can easily achieve the competencies to be achieved. To motivate students, certain strategies are needed in learning. This study's results indicate an increase in student learning interest in class VII Mufrodat material at MTs Al Khairiyah Bandar Lampung in terms of the results of interviews and student questionnaires. CTL (Contextual Teaching and Learning) and PAKEM (Participatory, Active, Creative, Effective) use strategies to enhance learning.

Corresponding Author:

Author : Wiwin Setiawati
Universitas Islam An Nur Lampung, Lampung, Indonesia
Email: wiwinsetiawati486@gmail.com

1.   INTRODUCTION

Arabic is an important language for any Islamic society because Arabic is the language of worship. Islam requires its adherents to learn Arabic, because Arabic is the Qur'an language and helps Muslims understand the Qur'an. Arabic is a subject that requires the ability of teachers to manage classes, especially the teacher's ability to use learning strategies that can create a comfortable and pleasant atmosphere so that they can attract interest and activate students to take part in lessons, either independently or in groups.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal, basic, and secondary education. The problem that still often arises today is that learning Arabic in the classroom is still focused on the teacher and monotonous strategies such as lectures, often the main choice as an Arabic learning strategy. Some students think that Arabic is a complex subject and tedious because many schools make Arabic as an additional subject instead of a main lesson. Several factors influence the lack of success in learning Arabic at various levels of education. One of the factors is learning methods and strategies that are less innovative, active and productive. The

fact shows that learning Arabic has only been a content transfer. Educators are only conveyors of material already available, so learning power is getting weaker and duller [1].

So that it can be said that so far, the implementation of the Arabic language learning process is still monotonous from teacher to student, not directed towards participation by students. The success of learning itself is influenced by two factors, namely internal and external factors. In contrast, the internal factor is the motivation and interest in learning that grows from the student himself. The external factor is a condition that comes from another party so that the student likes learning, is motivated to learn, and wants to succeed in studying. Interest is a factor that determines student activity. In addition to being able to focus on interest, it can also create a sense of joy in learning. With the level of interest in learning that is lacking in learning Arabic, of course, there is a need for efforts to increase student interest in learning by educators, namely with innovation in learning strategies and methods [2].

Based on previous research, strategies are specific activities implemented in class according to the chosen method and approach. While learning is an effort of educators to help students carry out learning activities. In learning, students do not carry out learning activities alone but learn with others by thinking and acting in and against the world of their lives. From the description above, it can be said that the learning strategy manifests as lecturers' strategic actions in actualizing learning. The dimensions of strategic action include interaction, setting, media, sources, and others. The dimension in question is a component of the lecturer's strategic actions. The strategic value of a learning strategy can be tested for its suitability with the characteristics of the determining variables, such as: (a) according to the objectives to be achieved, (b) according to the characteristics of learning materials, (c) teacher characteristics, (d) student characteristics, (e) the characteristics of the facilities and infrastructure available. It can be concluded that the learning strategy is a series of the overall strategic actions of the teacher in realizing the embodiment of effective and efficient actual learning activities [3].

Basic Concepts of Learning Strategies The basic concepts of learning strategies include the following: a. Determine specifications and qualifications for changes in learner behavior. b. Establish choices regarding approaches to learning problems, determine procedures, methods and learning techniques and c—norms and criteria for the success of learning activities. Strategy can be interpreted as an outline of the bow to act in order to achieve the goals that have been set. The components of the learning strategy Dick and Carey in Nasution mention that there are components of the learning strategy: preliminary learning activities, information delivery, student participation, tests and follow-up activities. Principles of using learning strategies Each learning strategy has its uniqueness. Educators must be able to choose a strategy appropriate to the situation. According to Sanjaya in Nasution, educators must pay attention to four general principles in using learning strategies: a. Goal oriented. In the learning system, the goal is the main component. All activities of educators and students must strive to achieve predetermined goals because the success of a learning strategy can be seen from the success of students achieving learning goals. b. Activity. Learning is memorizing some information and gaining certain experiences by the expected goals. c. Individuality [4].

Teaching is an effort to develop every learner's behavior. Even though educators teach a group of students, what they want to achieve is a change in each student's behavior. d. Integrity. Teaching develops not only cognitive abilities but also effective and psychomotor aspects. Therefore, learning strategies must include cognitive, affective, and psychomotor in integrity. 5. Stages of learning activities. There are several stages of learning activities, including: a. Pre-instructional stage. The pre-instructional stage is the stage the teacher takes when he starts the

teaching and learning process. Here are some activities that teachers or students can do at the pre-instructional stage. 1) The teacher asks students' attendance and records who are not present. 2) Asks students where the discussion of the previous lesson was. 3) Asks questions to students about the lesson material used previously. 4) allow students to ask about lesson material that has not been mastered from teaching that has been carried out before. 5) Repeating the lesson briefly but covering all the aspects that have been discussed previously. b. Instructional Stage This second stage is the teaching stage or core stage, namely the stage that provides lesson material prepared by the teacher beforehand [5].

Learning Models There are three learning models used in this study, namely: a. Contextual Learning or CTL (Contextual Teaching and Learning) Contextual Learning or CTL (Contextual Teaching and Learning) is a learning concept that emphasizes the relationship between learning material and the real world of students' lives so that students are able to connect and apply competencies in everyday life. CTL is a learning concept that emphasizes the full involvement of students in discovering the material being studied and relating it to real-life situations. So it can be concluded that CTL is learning that presents the real world in the classroom to connect existing knowledge to be applied in real life. The characteristics of CTL are as follows: 1) Learning is carried out in an authentic context, namely learning that is directed at achieving skills in a real-life context or learning that is carried out in a natural environment (learning in a real-life setting). 2) Learning provides opportunities for students to do meaningful tasks (meaningful learning). 3) Learning is carried out by providing meaningful experiences to students (learning by doing). 4) Learning is done through group work, discussions, and correcting each other between friends (learning in a group). 5) Learning provides opportunities to create a sense of togetherness, cooperation, and mutual understanding in depth (learning to know each other deeply). 6) Learning is carried out actively, creatively, and productively, emphasizing cooperation (learning to ask, inquire, and work together). 7) Learning is carried out in pleasant situations (learning as an enjoyable activity). Nurhadi said there are ten CTL learning keywords, namely: 1) cooperation, 2) mutual support, 3) fun not boring, 4) learning with passion, 5) integrated learning, 6) using various sources, 7) active students, 8) sharing with friends, 9) critical students, 10) and creative teachers [6].

CTL has the main components that underlie the process of implementing the learning process, namely: 1) Constructivism, 2) Inquiry (finding), 3) Asking (Questioning), 4) Community learning (Learning Community), 5) Modeling (Modeling), 6) Reflection (Reflection), 7) Real Assessment (Authentic Assessment). Cooperative Learning or CL (Cooperative Learning). According to Solihatin and Raharjo, cooperation is an attitude or behavior together in working or helping others in an orderly structure of cooperation, where the involvement of each group member greatly influences the success of cooperation. Cooperative learning is a learning model known for a long time when teachers encourage students to collaborate in certain activities such as discussions or teaching by peers (peer teaching) [7].

In the teaching-learning process, the teacher no longer dominates. Students are required to share information with other students and learn from each other. Isjoni stated that there are five basic elements that can distinguish cooperative learning from group work: 1) Positive Interdependence, namely a reciprocal relationship based on the existence of the same interests or feelings among group members where one person's success is another's success or vice versa. 2) Interaction: Face-to-face interaction occurs directly between students without intermediaries. There is no prominence of individual strengths. There are only patterns of interaction and verbal changes among students which are enhanced by positive reciprocal relationships so that they can influence the results of education and teaching. 3) There is personal responsibility regarding the subject

matter in-group members. 4) There is personal responsibility regarding the subject matter in group members so that students are motivated to help their friends because of group abilities and maintain effective working relationships. 5) Showing the skills to work together in solving problems (group process) [8].

The three central concepts that characterize cooperative learning, as stated by Slavin are: 1) Group Objectives; Cooperative learning uses group goals to gain group rewards. Group awards are obtained if the group scores above the specified criteria. Group success is based on individual performances as group members in creating interpersonal relationships that support, help, and care for each other. 2) Individual Responsibility; The success of the group depends on the individual learning of all group members. This accountability focuses on the activities of group members who help each other in learning. Individual accountability also makes each member ready to face tests and other assignments independently without the help of their group mates. 3) Equal opportunity to achieve success; Cooperative learning uses a scoring method that includes developmental values based on the increased achievement obtained by students from the past [9].

With this scoring method, each student, whether low, medium or high achievers, can succeed and do their best for their group. According to Jarolimek and Parker in Isjoni, the advantages gained in cooperative learning are: 1) Positive interdependence. 2) There is recognition in responding to individual differences. 3) Students are involved in class planning and management. 4) The class atmosphere is relaxed and fun. 5) Establishing a warm and friendly relationship between students and teachers. 6) Have many opportunities to express pleasant emotional experiences. Based on the advantages put forward by the experts above, according to the authors, the advantages of cooperative learning are: Collaborating and working together, Cooperation and understanding, Educating each other, Love and caring for one another. 7 PAKEM (Effective and Fun Creative Active Learning) PAKEM stands for Effective and Fun Creative Active Learning.

Active learning is intended in teacher learning to create an atmosphere in such a way that students actively ask questions, question and express ideas. Creativity means that the teacher creates a variety of teaching and learning activities to meet various levels of student abilities. In addition, students are able to produce something for the benefit of themselves and others. Effective, that is, producing what needs to be mastered after direct learning is fun, which means creating a teaching and learning atmosphere that makes students happy so that students focus fully on the lesson. 8 Characteristics of PAKEM Using multiple methods, multi-media: a) Practice and work in teams; b) Utilizing the surrounding environment; c) Learning inside and outside the classroom; d) Multi-aspect (logic, practice, ethics). The meaning of PAKEM can be seen from two aspects: 1) From the teacher's point of view. PAKEM is active learning in that a teacher must monitor student learning activities, provide feedback, ask questions to students, utilize student learning modalities both visual, auditory and kinesthetic in learning.

Creative means that a teacher can develop various activities, make simple learning aids, etc. Effective, that is, a teacher in the learning process must be able to achieve the learning objectives. Fun means that in the learning process, a teacher is expected not to make students afraid of being wrong, laughed at, or considered trivial interspersed with playing activities or other activities that make children feel happy in learning. 2) In terms of students. PAKEM is active learning in which students actively ask questions, express opinions, and respond to other people's ideas in teaching and learning activities. In this case, students do not want to be spectators, but rather take an active part in learning by always trying challenging new things so that students become active and not passive. Creative means that students can design or create works, such as writing, composing,

painting or anything else that makes children creative. In this case students are not easily discouraged and satisfied with their work, so students want to try and make innovations [10].

Effective means that students are accustomed to using their time as well as possible by inviting students directly to learning resources by utilizing existing teaching aids so that learning becomes effective and in accordance with the lesson plan. It is fun. That is, the learning process must make children fun and comfortable by setting up attractive classrooms, displaying children's learning outcomes in class, and bringing children closer to the real world so that children are engrossed in learning. For students who excel, the teacher gives awards for their achievements. This makes children challenged so that learning is not boring.

The characteristics of PAKEM are: 1) The learning activates students 2) Encourages the creativity of students and teachers 3) The learning is effective 4) The learning is fun, especially for students The advantages of PAKEM are 1) Pakem is learning that develops life skills, 2) In PAKEM students learn to work together, 3) Pakem encourages students to produce creative work, 4) Pakem encourages students to continue to achieve success, 5) Pakem respects the potential of all students, 6) programs to increase standard in schools must be increased in quantity and quality [11].

While the weaknesses of PAKEM are 1) the individual differences of students have not been considered, including male/female, smart/less intelligent, social, high/low economic, 2) Learning has not yet taught life skills, 3) Student grouping is still in terms of seating arrangements, activities what students do often do not reflect true cooperative learning, 4) Teachers have not had the opportunity to witness good standard learning, 5) Displays often display student work that tends to be uniform, 6) Learning is still often in the form of filling in student worksheets (LKS) which Most of the questions are closed. Things that must be considered in implementing PAKEM are as follows: 1) Understanding the characteristics of children 2) Getting to know children individually 3) Utilizing children's behavior in organizing learning 4) Developing critical thinking skills, creative and problem-solving abilities. 5) Developing the classroom as an attractive learning environment 6) Utilizing the environment as a learning resource 7) Providing good feedback to improve learning activities 8) Distinguish between physically and mentally active.

INTEREST IN LEARNING According to Muhibin Syah's book Learning Psychology, interest (interest) means a high tendency and enthusiasm or a great desire for something. In this case, is the attitude of the subject of students towards their subjects. Meanwhile, according to Winkel, interest is the tendency of a settled subject to feel interested in a particular field of study or subject and feel happy to study it. 11 Thus, interest is the acceptance of a relationship between oneself and something outside oneself. The stronger the relationship, the greater the interest. Interest can be expressed by asking questions that indicate that someone likes something more than something else. It can also be expressed by participating in activities carried out in an activity because someone interested in an object will tend to pay more attention to that object. The importance of interest in the teaching and learning process is because a. Interest is the main factor determining the degree of student activity, b. Interest is a basic motivational tool in learning.

Interest as an individual psychic activity, in this case, student learning interest, can be increased in the following ways: a. Efforts to increase spontaneous interest: 1) Teaching interesting according to the level of development of children/students 2) Providing healthy distractions 3) Using visual aids in accordance with the lesson material provided 4) Reducing as far as possible influences that can interfere with children's concentration b . Efforts to increase intentional interest: 1) Understand the subject matter's benefits. 2) Combining what students already know with what students will know. 3) Hold healthy competence in learning. 4) Applying punishments and rewards wisely [12].

Meanwhile, according to Bernand, the factors that cause interest are participation, habits and experience. The explanation is as follows: a. Participation, through active participation, students will feel happy with certain lessons and interest will naturally arise in them. b. Habit is an activity that is carried out continuously and continuously. Interest can arise because of continuous habits regarding teaching and learning activities. c. Experience can be a person's interest because of being able to increase the results of a less-than-satisfying past. So there is an interest in getting more. From the brief description above, it seems clear that interest can be generated and enhanced in the teaching and learning process, both in terms of attention, tendency and activeness in learning. And for a teacher must be able to increase student learning interest and be able to create meaningful learning outcomes. Also, remember that the interests of each student with other students are very different.

Children who have high interest will learn science with pleasure and are very enthusiastic about the lessons they are following. Children with less interest will feel bored, less happy and the time passed is very long. So the most important thing is how a teacher can create a lively classroom atmosphere so that students feel they always need to learn and want to learn. This research method uses a qualitative approach. According to Bogdan and Taylor as a procedure that produces descriptive data in the form of written and spoken words from people and observed behavior, it is not permissible to isolate individuals or organizations into variables or hypotheses in this case. Still, it is necessary to view them as part of the whole. 13 Research this was done directly to MTs Al Khairiyah Bandar Lampung.

Researchers have examined the learning strategies teachers use to increase student interest in learning, how to implement them, and the obstacles experienced by Arabic teachers in implementing learning strategies to increase student learning interest, especially class VII MTs Al Khairiyah Bandar Lampung. Research Results The condition of learning interest in class VII students, especially in Arabic subjects, is still low. This can be seen from researchers' observations in class when Arabic learning and teaching process occurs. students' interest in learning Arabic is still lacking. This is because students think that Arabic is a difficult and boring subject. Therefore, teachers collaborate in synergy in choosing and determining what strategy to use [13].

The strategies used are CTL, cooperative and PAKEM. The implementation of learning is closely related to the learning strategy that the teacher will use to teach and considers the readiness of students to accept this learning. Thus the Arabic language teacher, in this case, has great duties and responsibilities, and takes a long time to prepare lesson plans in order to determine the realization of maximum learning and achieve the desired goals. The implementation of this strategy is accompanied by appropriate methods here. Arabic teachers use several methods, including kalam, mufroda memorization, and qiroah. There are several obstacles experienced by teachers in implementing Arabic learning strategies in increasing class VII students' interest in learning, starting from internal factors, namely the students themselves, the quality of teaching teachers and infrastructure[14].

The external is the environment and family background. The several factors that become obstacles that come from students are as follows: (1) Student character and background. Everyone has different characters and backgrounds from one another, (2) Interests and talents, a teacher is required to know the interests and students' talents because directing students' interests and talents can increase students' learning motivation, (3) Student absorption is an obstacle often faced by teachers, the low level of student absorption of material will interfere with the process of the teacher's plan starting from the allocation of study time, etc., (4) Students who are too passive, this

also makes it difficult for the teacher to ensure that students understand or even vice versa in accepting the lessons that have been given.

The strategies used by Arabic teachers at MTs Al Khairiyah Bandar Lampung include careful planning, such as preparing learning tools, determining learning methods appropriate to the subject themes that students like and still considering the success and optimization of learning. In contrast, the strategies used are CTL, Cooperative and GRIP. Thus, implementing the learning strategy in this study is intended as a form of effort the teacher makes in preparing the material to be delivered. The material is packaged as simply as possible to make it easier for students to capture the meaning of the material and can build a sense of pleasure or interest in learning Arabic [15].

There are several obstacles experienced by teachers in implementing Arabic learning strategies in increasing class VII students' interest in learning, starting from internal factors, namely the students themselves, the quality of teaching teachers and infrastructure. In contrast, external ones are the environment and family background, some factors that become obstacles sourced from students are student character and student background, interests and talents, student absorption, lack of student discipline and students who are too passive.

2.   METHOD

This research method uses a qualitative approach to produce descriptive data in the form of written and spoken words from people and observed behavior. In this case, individuals or organizations should not be isolated into variables or hypotheses but viewed as part of a whole. This research was conducted directly at MTs Al Khairiyah. Researchers have examined the learning strategies teachers use to increase student learning interest, how to implement them, and the obstacles experienced by Arabic teachers in implementing learning strategies to increase student learning interest, especially class VII MTs Al Khairiyah. Interest is one of the student's internal factors that greatly influence learning success. High interest in learning will make students enthusiastic and can easily achieve the competencies to be achieved. To motivate students, certain strategies are needed in learning [16].

The steps in data analysis are: 1) Data Reduction, in which the researcher reduces data by sorting, categorizing, and abstracting from documentation; Data display, namely data reduction carried out by researchers by systematically compiling data, followed by writing the data obtained in the field in narrative form. The preparation is done by entering the results of the analysis into notes, then in sentences explaining the findings obtained from observations, interviews, and documents in the field and the data is arranged based on the research focus; 3) Conclusion, Withdrawal or Verification (Conclusion Drawing/Verification), namely based on data that has been reduced and presented, the researcher draws conclusions that are supported by solid evidence at the data collection stage. Conclusions were drawn by comparing teacher performance results at MTs Al Khairiyah Bandar Lampung [17].

While the instruments for each variable are described in table form as a strategy questionnaire grid to increase interest in learning Arabic can be seen in Table 1, and interviews with students can be seen in Table 2

**Table 1. Indicators and Aspects of the CTL Strategy on Students'
Interest in Learning Arabic**

Aspects	Indicator
Pleasant	Enjoy learning Arabic
	Students are interested in learning Arabic
	Students are enthusiastic about learning Arabic
Attention	Students pay attention when the teacher delivers the material
	Students focus on the teacher when explaining mufrodat material
Participation	Students ask the teacher when they do not understand mufrodat material
	Students work on assignments given by the Arabic language teacher
	Students are critical when learning takes place

**Table 2. Indicators and aspects of the PAKEM strategy on students
interest in learning Arabic**

Aspects	Questions
Low student interest in learning	What factors influence the low interest in student learning
	What are the strategies used by the teacher in learning
Arabic reading ability is low	The reason why reading Arabic is difficult
	What are the media used in learning to foster student learning interest
The ability to understand Arabic material is low	Factors that influence the low understanding of Arabic material
	The reason is that Arabic is difficult for students to understand
The strategy used in learning is monotonous and not innovative	What strategies are used to improve learning
	Monotonous strategies make students less creative

Based on Table 1, the interest in learning Arabic at MTs Al Khairiyah Bandar Lampung uses the CTL strategy. 3 aspects and 8 indicators are the focus of this study MAN 1 Bandar Lampung. Meanwhile, based on Table 2, the interest in learning Arabic using the PAKEM strategy has 4 aspects and 8 indicators which are the focus of this study.

3.   RESULTS AND DISCUSSION

The condition of learning interest in class VII students, especially in Arabic subjects, is still low. This can be seen from the results of observations of researchers when they are in class when the learning and teaching process of Arabic takes place. Students' interest in learning Arabic is still lacking. This is because students think that Arabic is a difficult and boring lesson. Therefore, teachers work together in synergy in choosing and determining what strategy to use. The strategies used are CTL, cooperative and PAKEM. The

implementation of learning is closely related to the learning strategy that the teacher will use to teach and considers the readiness of students to accept this learning.

Thus the Arabic language teacher, in this case, has excellent duties and responsibilities, takes a long time to prepare lesson plans in order to determine the realization of maximum learning and achieve the desired goals, and the implementation of this strategy is accompanied by appropriate methods here. Arabic teachers use several methods, including kalam, mufroda memorization, and qiroah. There are several obstacles experienced by teachers in implementing Arabic learning strategies in increasing class VII students' interest in learning, starting from internal factors, namely the students themselves, the quality of teaching teachers and infrastructure. The external is environment and family background. The several factors that become obstacles that come from students are as follows: (1) Student character and background. Everyone has different characters and backgrounds from one another, (2) Interests and talents, a teacher is required to know the interests and students' talents because directing students' interests and talents can increase students' learning motivation, (3) Student absorption is an obstacle often faced by teachers, the low level of student absorption of material will interfere with the process of the teacher's plan starting from the allocation of study time, etc., (4) Students who are too passive, this also makes it difficult for the teacher to ensure that students understand or even vice versa in receiving the lessons that have been given.

4.   CONCLUSION

Conclusion The strategies used by Arabic teachers at MTs Nurul Al Khairiyah Bandar Lampung include careful planning such as preparing learning tools, determining learning methods that are appropriate to the subject themes that students like and still considering the success and optimization of learning, while the strategies used are CTL, Cooperative and GRIP. Thus, implementing the learning strategy in this study is intended as a form of effort made by the teacher in preparing the material to be delivered. The material is packaged as simply as possible to make it easier for students to capture the meaning of the material and can build a sense of pleasure or interest in learning Arabic. There are several obstacles experienced by teachers in implementing Arabic learning strategies in increasing class VII students' interest in learning, starting from internal factors, namely the students themselves, the quality of teaching teachers and infrastructure, while external ones are the environment and family background, as for some factors that become obstacles sourced from students are student character and student background, interests and talents, student absorption, lack of student discipline and students who are too passive.
.

REFERENCES

[1]   F. A. Dhayfullah, O. S. Priyatna, and I. Hamdani, "Upaya Meningkatkan Minat Belajar Siswa Pada Pelajaran Bahasa Arab Dengan Menggunakan Metode Peer Teaching," *JPG J. Pendidik. Guru*, vol. 3, no. 3, p. 187, 2022, doi: 10.32832/jpg.v3i3.7330.

[2]   K. Santoso, "VICRATINA : Jurnal Pendidikan Islam Volume 5 Nomor 1 Tahun 2020 P-

ISSN: 2087-0678X," *Pendidik. Islam*, vol. 5, no. 2, pp. 17–23, 2020.

[3] H. Ariyanti and S. Syarifah, "Strategi Pembelajaran Bahasa Arab Dalam Meningkatkan Minat Belajar Bahasa Arab Siswa Kelas Vii Mts Nurul Muttaqin Simpang Tiga," *Al-Mu'Arrib J. Arab. Educ.*, vol. 1, no. 1, pp. 45–55, 2021, doi: 10.32923/al-muarrib.v1i1.2080.

[4] L. S. and R. Agel, Nasra, " البحث إ ظ رو الاس يا نتيجية لا تطور لا مة وم ارة كلام الطالبة بطر قة التعـ ب عتلا
ال صور ، و الطار قة الـستخدمة عالكمية لا شال ل نجرل و قامت البحـثة بختبار رابد،" *J. Bhs. dan Sastra Arab*, vol. 10, no. 1, pp. 88–115, 2021.

[5] N. M. Ulya, "Pengaruh Metode Pembelajaran dan Tipe Kepribadian Terhadap Hasil Belajar Bahasa Arab (Studi Eksperimen Pada MAN 1 Semarang)," *Nadwa J. Pendidik. Islam*, vol. 10, no. 1, pp. 1–25, 2017, doi: 10.21580/nw.2016.10.1.867.

[6] F. Hidayah, "Efektivitas Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share Untuk Meningkatkan Hasil Belajar Bahasa Arab Siswa Madrasah Ibtidaiyyah," *Stud. Arab*, vol. 10, no. 1, pp. 39–56, 2019, doi: 10.35891/sa.v10i1.1766.

[7] N. Kurnia *et al.*, "Efektivitas Pemanfaatan Multimedia Pembelajaran," vol. 3, no. 2003, pp. 451–461, 2018.

[8] H. F. AH, Z. A. Arief, and M. Muhyani, "Strategi Motivasi Belajar Dan Minat Belajar Dengan Hasil Belajar Bahasa Arab," *Tawazun J. Pendidik. Islam*, vol. 12, no. 1, p. 112, 2019, doi: 10.32832/tawazun.v12i1.1843.

[9] M. S. Rifa'i, Moh. Iradatul Hasanah, Zubair, "IMPLEMENTASI CONTEXTUAL TEACHING AND LEARNING (CTL) DALAM MENINGKATKAN PRESTASI BELAJAR SISWA PADA MATERI BAHASA ARAB (Studi Kasus di MTs Nurul Jadid Paiton Probolinggo)," *J. Pendidik. Agama Islam dan Madrasah Ibtidaiyah*, vol. 01, no. 02, pp. 68–82, 2022.

[10] A. Ismail, "Pemanfaatan Media Pembelajaran Berbasis Google Classroom Untuk Meningkatkan Hasil Belajar Bahasa Arab Di Smait Albiruni Mandiri Makassar," *Inspiratif Pendidik.*, vol. 11, no. 1, pp. 37–53, 2022, doi: 10.24252/ip.v11i1.29544.

[11] D. Misbah and M. Surya, "Penggunaan media audio visual dalam pembelajaran yang berbasis Power Point model Pop Up untuk meningkatkan hasil belajar siswa pada materi kosakata mata pelajaran bahasa Arab," *J. Teknol. Pendidik. dan Pembelajaran*, vol. 2, no. 2, pp. 404–417, 2017.

[12] S. A. Bamu, "Peningkatan Prestasi Belajar Mata Pelajaran Bahasa Arab Melalui Metode Jigsaw Learning Di Kelas X MA Al-Khairaat Buntulia Tahun Pelajaran 2019/2020," *Aksara J. Ilmu Pendidik. Nonform.*, vol. 7, no. 3, p. 1201, 2021, doi: 10.37905/aksara.7.3.1201-1206.2021.

[13] R. D. Puspitasari and U. Mulkiyah, "Analysis in Using Learning Media to Increase Student Motivation of Learning Physics," *J. Corner Educ. Linguist. Lit.*, vol. 2, no. 3, pp. 258–264, 2023, doi: 10.54012/jcell.v2i3.132.

[14] reni dwi puspitasari, K. Herlina, and A. Suyatna, "Efektivitas Pemanfaatan Media Pembelajaran Audio Visual Dalam Meningkatkan Hasil Belajar," *J. Pembelajaran Fis.*, vol. 8, no. 1, pp. 1–8, 2019, doi: 10.23960/jpf.v8.n1.202001.

[15] R. D. Puspitasari, K. Herlina, and A. Suyatna, "A Need Analysis of STEM-integrated Flipped Classroom E-module to Improve Critical Thinking Skills," *Indones. J. Sci. Math. Educ.*, vol. 3, no. 2, pp. 178–184, 2020, doi: 10.24042/ijsme.v3i2.6121.

[16] N. Sudjana, *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Rineka Cipta, 2016.

[17] S. Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2014.