

**THE CORRELATION BETWEEN
INITIAL ABILITY AND ARABIC LANGUAGE LEARNING
OUTCOMES OF GRADE 11 STUDENTS OF
MADRASAH ALIYAH NEGERI (MAN) BINJAI-NORTH SUMATRA**

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ABSTRACT

This quantitative research aims to determine the initial ability, student learning outcomes in Arabic language subjects and the relationship of initial ability to Arabic learning outcomes of 11th grade students at MAN Binjai. Data obtained from the sample (n=30) were collected using observation and documentation studies, then analyzed using inferential statistical analysis techniques, namely simple linear regression tests. The results of inferential analysis of X and Y variable data show that the correlation value between X and Y variables is 0.435, which means it is included in the moderate category. Furthermore, the coefficient of determination is 0.160 or 16%. Which means that X can explain Y by 16% and the rest is influenced by other variables. While the significance value is $0.016 < \alpha = 0.05$. This shows that there is a significant influence between variable X and variable Y. Thus, based on the results of data analysis, it can be concluded that students' initial ability has a positive and significant effect on students' Arabic learning outcomes in grade 11 MAN Binjai.

Keywords: *Initial Ability, Learning Outcomes, Arabic Language, Grade 11 Students*



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Introduction

Initial ability is considered an important variable that significantly affects student learning outcomes at school. Students' initial ability is a variable that supports the development of problem solving skills that must be considered. (Wulandari et al., 2024) The importance of prior knowledge or abilities in the context of learning, has implications for the relationship of prior knowledge in the construction of new knowledge of a student and can help teachers design learning as an implication of a student's prior knowledge. (Hasanuddin, 2020) Learning outcomes are outputs that are expected in a student as a result of a series of lessons that have been given by the teacher. Good learning outcomes are the learning objectives designed by every educator for each student. Thus, to achieve maximum and good learning outcomes, an educator must be able to identify variables that affect the learning outcomes of a student. Learning outcomes are also indicated as a collective transformation of behavior and abilities that a student has after learning in the form of cognitive, affective and psychomotor abilities. (Suparlan, 2021)

Specifically, the definition of Arabic based on the Book of Jami'uddurus al-Arabiyyah by the pen of Sheikh Musthafa bin Muhammad bin Salim Al-Ghalayaini is:

واللغة العربية هي الكلمات التي يعبر بها العرب عن أغراضهم

Meaning: "Arabic are the words that Arabs use to express their intentions." (Al-Galayaini, 1993)

Arabic is a Semitic language family that is very rich in various linguistic aspects, one of which is according to Ruslan in (Ikhlas et al., 2024), there are differences in the use of words for men and women in socializing using Arabic. This point of difference is in the structure and meaning of Arabic nouns that are mudzakar (masculine) or muannasts (feminine). The meaning possessed by the language is very abundant and comprehensive, both based on aspects of nahwu (syntax), sharaf (morphology), ashwat (phonetics), and dilalah (semantics). Arabic is enriched with the complexity of gender characteristics that affect the overall syntactic order. (Muhammadun, 2016) The order of correspondence between a word and another word in Arabic is the harmony between fi'il and fa'il, between mubtada' and khabar, between shifat and maushūf, between 'athaf and ma'thūf, and between hal and shahib hal in terms of mudzakkar or muannast, as well as in terms of mufrad, mutsanna, or jama'. (Nasution, 2023) The existence of congruence in this context is connected to the ism marker that is harmonious with other lingual units in the sentence order. All the components are

harmonized with each other so that if one of the components in the sentence shifts, it will trigger an overall adjustment to the other components. (Nafis et al., 2022)

Among the indicators of student success in learning Arabic, is the fulfillment of four language skills, namely listening skills (mahārah al-istimā'), speaking skills (mahārah al-kalām), reading skills (mahārah al-qirā'ah), and writing skills (mahārah al-kitābah). (Mustofa, 2020) Thus, Arabic teachers are required to be able to recognize the initial ability of a student and guide him in mastering these four language skills so as to achieve maximum learning outcomes.

Research Methods

This study uses the ex post facto research method, which means research after the phenomenon. (Pioke et al., 2022) In this study, researchers observed the problems that occurred by paying attention to variables. The dependent variable in this study can be observed directly while the main problem of the researcher is to find the determinant factors that cause the phenomenon to occur. Where this relationship is causality. The intended cause-and-effect relationship is the existence of independent variables as variables that affect and dependent variables as variables that are affected. (Pioke et al., 2022)

This research was conducted at Madrasah Aliyah Negeri Binjai in the even semester of the 2024/2025 school year. The madrasah location is located at Jln. Pekan Baru No. 1A, Rambung Barat Village, South Binjai District, Binjai City, North Sumatra Province. The head of the MAN Binjai madrasa is Mr. Abdullah Salamuddin, S.Pd, MM (Plt) with a total of 65 teaching teachers with 41 people with civil servant status and 24 people with non-civil servant status. This research was conducted in May 2025.

The data collection techniques in this study were observation, interviews and documentation (grade X and and XI). Meanwhile, the data analysis technique used in the study is a form of simple linear regression test.

a. Simple Linear Test

Simple regression is based on the functional or causal relationship of one independent variable (independent) with one dependent variable (dependent). The general equation of the simple linear regression test is as follows:

$$\hat{Y} = a + bX$$

Description:

\hat{Y} = subjects in the predicted dependent variable

a = price of Y when price X = 0 (constant price)

b = direction number or regression coefficient, which shows the number of increases or decreases in the dependent variable based on a decrease in changes in the

independent variable. If (+) the direction of the line goes up, and if (-) then the direction of the line goes down.

X = subject in the independent variable that has a certain value (Sugiyono, 2007)

Results and Discussion

In this study, there are two variables that will be tested using the simple linear regression test method, namely variable X and variable Y. Variable X in this study is the students' initial ability, while variable Y is Arabic learning outcomes. Based on the simple linear regression test, it is known that the correlation value between variable X and variable Y is 0.435. In the correlation category, the value of 0.435 is included in the moderate category.

On the other hand, the results of this study show that the coefficient of determination R is 0.160 or 16%. This shows that variable X can explain variable Y by 16%, while the rest is influenced by other variables.

Table 1
Regression Table

<i>Regression Statistics</i>	
Multiple R	0,43556134
R Square	0,189713681
Adjusted R Square	0,160774884
Standard Error	0,844880857
Observations	30

Table 2
Anova Table

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	4,679604136	4,679604	6,555686	0,016136797
Residual	28	19,98706253	0,713824		
Total	29	24,66666667			

Based on the anova table above, it is known that the significance value is $0.016136797 < \alpha = 0.05$. This shows that there is a significant influence between variable X and variable Y.

A. Discourse on Initial Arabic Language Proficiency

Ability in the Big Indonesian Dictionary is a word that comes from the word “able”. Which means power (can, able, do something). Ability is the ability to do something. In some contexts, ability can be called competence (Wulandari et al., 2024)

Prior knowledge is a combination or series of experiences, knowledge, attitudes, and even beliefs inherent in an individual sourced from experiences throughout his life that will be utilized to build new knowledge and experiences. (Hasanuddin, 2020) Thus, the role of prior knowledge as the basis for reconstructing new learning can be reviewed based on the following learning theories:

a. Behavioristic Learning Theory

According to language, behaviorism is rooted in the word “behavior” which means behavior and “ism” which means understanding or ideology. According to the term, behaviorism is an understanding in psychology that assesses a human being from the aspect of physical phenomena or the real behavior he shows. (Putri et al., 2024)

Behavioristic learning theory is a learning theory that focuses on the behavior of students who have undergone transformation as a result of learning activities. In this theory, learning is viewed as a change in behavior as a result of the interaction between stimulus and response. Thus, what is given by the teacher in the form of a stimulus and what is produced by students in the form of a response must all be observed and measured. Behavioristic theory suggests learning is a transformation of behavior that can be observed, measured and assessed clearly. Changes occur through stimuli (stimulants) that create reactive behavioral relationships (responses) based on mechanistic rules. The names of experts who put forward behavioristic learning theory include Edward Lee Thorndike, Ivan P. Pavlov, Burrhus F. Skinner, Robert Gagne. (Fithriyah, 2024)

The embodiment of the theory of behaviorism towards learning is; Teachers who use the perspective of behaviorism will arrange the finished learning materials, so that the learning objectives can be conveyed as a whole by the teacher and can be mastered by students. Teachers also provide illustrations and examples in addition to delivering lectures. Learning materials are arranged from simple to complex in a hierarchical manner. It is possible to measure and observe the results of learning and correct any mistakes. The formation of an expected behavior is the desired conclusion through this theory. This theory has the advantage of being very relevant for the acquisition of skills, which require practice and habituation, containing elements of spontaneity speed, flexibility endurance and so on. This theory is also suitable for training children who still need the role of parents. (Rosyidi & Ni'mah, 2011)

b. Cognitivist Learning Theory

Based on this theory, learning is an internal process that includes information processing by the brain. According to Stewart in (Syamsudin & Habibah, 2024) this theory focuses on how a person can understand, store, and remember the latest information including in language learning.

This theory was coined by Jerome S. Bruner. Cognitive means a problem that examines the ability to improve rational abilities or reason. This cognitivistic learning theory states that learning activities will be carried out optimally if the adapted or sustainable subject matter is concrete and relevant to the cognitive structure that students already have. Cognitive theory carries the concept of learning as an internal process that cannot be observed in plain sight. This is what distinguishes it from behaviorism learning theory which focuses on behavior explicitly. (Putri et al., 2024) There are four basic principles that underlie cognitive learning theory, namely:

- Learners are active in an effort to understand the experience
- Active student participation in the learning process is very important, so that learning is more nuanced for students
- Understanding that students optimize cognitive structures
- The learning process will occur based on the stages of paying attention to the stimulus, understanding the meaning of the stimulus, storing and utilizing the information that has been understood.

c. Constructivistic Learning Theory

According to Habsy in (Budiyaniti et al., 2023) the constructivism theory stream is reviewed as a contemporary learning stream. Learning based on constructivism originated from ideas in philosophy. Constructivism learning carries a concept that focuses on the process of how learners create concepts by relying on the ability to think logically, compiling the relevance between components that can be measured and understood relatively in a comprehensive understanding of actual knowledge. In constructivist epistemology, students are considered to construct their own knowledge through interaction with the surrounding environment. Thus, teacher creativity and student readiness become two substantial things in order to achieve the learning objectives set. In constructivism, teachers are required to understand the characters, strengths and weaknesses of their students. Then the teacher facilitates and tests the knowledge to be in line with the students' heterogeneity. On the other hand, students must be active by asking questions, actively observing, analyzing and compiling things that have been obtained inside or outside the classroom. Experts who formulated the theory of constructivism include Jean Piaget, Jerome Bruner, John Dewey, Lev Vygotsky and Ausabel.

There are four important concepts in constructivism namely; active learning, learning by doing, scaffolded learning and collaborative learning. This constructivist-based learning theory is relevant to several learning methods such as discovery learning, meaningful learning, cooperative learning and problem-based learning. (Budiyanti et al., 2023)

Al-Ghalayin said that Arabic is a number of sentences used by the Arab community in conveying their intentions including thoughts and feelings. Even non-Arabic people, especially those who embrace Islam, have used Arabic because the Qur'an and hadith as a guide to the life of a believer use this language. On the other hand, the daily life of Muslims wherever they are cannot be separated from the Arabic language itself, because Arabic is applied in all forms of worship, two of which are prayer and prayer. For a Muslim it is very important to learn Arabic and learning it is required by some scholars. As quoted from Iqtidho' Shirotil Mustaqim page 207, Shaykh al-Islam Ibn Taymiyyah (may Allah have mercy on him) said: "Indeed, Arabic is part of religion. It is obligatory to learn it, because the ruling on understanding the Qur'an and Sunnah is that it is obligatory, and they cannot be understood except by understanding Arabic. This is relevant to the ushul fiqh rule "An obligation that cannot be fully implemented except by doing something else, then that other thing is considered obligatory." (Tatang, 2021)

According to Abd Al-Salim Mukram in (Furoidah, 2020) Arabic is a very authentic language, not experiencing childhood or old age (lughah ashilah, laisa laha thufulah wa laisa laha shikhukhah).

According to Dr. Muhammad Ali Al-Khuli in the book *أساليب تدريس اللغة العربية*, Arabic occupies a special position among other world languages. The urgency of Arabic is based on a number of variables, namely as follows; 1) Language of the Qur'an. Arabic is the language with which the Quran was revealed. Therefore, this language becomes an urgency for every Muslim in reading and interpreting the contents of the Qur'an which provides guidance for Muslims regarding commands, prohibitions and shar'i laws; 2) The language of prayer. Every Muslim who wants to pray must perform it in Arabic. Thus, Arabic is associated with the fundamental pillars of Islam, so learning Arabic is mandatory for every Muslim. 3) The language of the noble hadith. The language of the Prophet Muhammad's hadith writing is Arabic, so that every Muslim who wants to read and understand the hadith must be familiar with the Arabic language. (Ali Khuli, 2000)

Approximately 280 million people around the world actively use Arabic. They are mostly scattered in the Arabian Peninsula and the northern African region. According to the book *The Arabic Language*, Arabic is the language spoken by about 150 million

human beings as their mother tongue and applied in their daily lives. Arabic is one of the official languages used in sessions and meetings organized by the United Nations (UN) or known as the United Nations in New York City, United States. (Surur, 2022)

To measure and determine the learning outcomes of a student in Arabic language learning, there are a number of factors that must be met by a student, among others:

➤ **Arabic Language Factors (Harf/Ashwāt)**

Dr. Abdullah Robi and Dr. Abdul Aziz Alam in the book علم الصوتيات explain that the Science of ashwāt has meaning:

هو العلم الذي يدرس الصوت للإنساني من وجهة النظر اللغوية

“Ashwat science is the study of the human voice in terms of language.”

Ashwāt (الأصوات) is a word that originated from Arabic, which is the plural of Shoutun (صوت) which means voice. (Nurhasanah et al., 2020) Thus, the science of ashwāt is simply the study of sounds.

The word phonetics is also known as “Ashwāt Science” in Arabic. Mukhtar in (Nasution, 2017) explained that phonetics is a scientific discipline that discusses, describes, and describes sounds or letters without being connected to their historical development, and only studies methods of producing, expressing, and obtaining sounds or letters.

➤ **Arabic Language Factors (Mufradāt)**

Mufradāt is the smallest free grammatical unit. Vocabulary is a collection of certain words that will form a language. This definition distinguishes between words and morphemes. Morphemes are the smallest language units that cannot be divided into smaller meaningful parts whose meanings are relatively stable. A word often consists of several morphemes formed through affixation in the form of prefixes (سابقة), infixes (داخلية), suffixes (الحقة), or confixes. It can also mean a lafadz or word formed from two or more letters that show meaning. Vocabulary is one of the language elements that must be mastered by foreign language learners in order to gain proficiency in communicating with the language. So, Mufradāt is a horizontally arranged language unit or unit that functions as a sentence builder. The objectives of mufradāt assessment can be classified into two, namely understanding and using mufradāt. (Ibadurrahman, Mei Asmal, 2024)

➤ **Arabic Language Factors (Tarkīb)**

Tarkīb is a lesson that teaches about the structure or arrangement of al-kalimah into al-jumlah which contains certain meanings. In learning at madrasah aliyah, tarkīb becomes one of the chapters integrated in Arabic language learning. In Arabic language learning, tarkīb material becomes the initial learning stage and one of the

main topics that non-Arabic people learn in order to understand the content of the nash kalamullah, hadith, fiqh, logic and other Islamic disciplines. Tarkīb learning aims to make students able to understand well and be able to provide correct understanding not only limited to memorizing a number of sentence structures. Mastering Arabic sentence structure is the foundation for mastering all types of language skills, both active-receptive skills, namely listening and reading or active-productive skills, namely speaking and writing. (Ibadurrahman, Mei Asmal, 2024)

➤ **Mahārah Istimā' (Listening Skills)**

Mahārah istimā' is an individual's skill in hearing the sounds of language, so that communication between mutakallim (speakers) and mustami' (listeners) can be realized properly. Listening proficiency (istimā') is one of the Arabic language factors that must be considered, especially for Arabic language educators. Listening is the first and fundamental factor of other factors such as kalām, qirā'ah and kitābah. Istimā' is the first communication skill we acquire and use. Listening skills serve as a fundamental function in learning and teaching Arabic because listening is the gateway to speaking, reading and writing skills. (Ubaidillah, 2020)

➤ **Mahārah Kalām (Speaking Skills)**

Speaking skills are one type of language proficiency that is the latest language learning goal, including Arabic. Speaking is the main means to establish a state of mutual understanding, two-way communication (feedback), with the media in the form of language. Speaking activities in language classes have the concept of two-way communication, namely between mutakallim and mustami' reciprocally. Therefore, speaking exercises should be based on listening skills, speaking skills and mastery of mufradāt and ta'bir that enable learners to convey their goals, ideas and thoughts. (Effendy, 2009)

➤ **Mahārah Qirā'ah (Reading Skills)**

Mahārah al-qirā'ah or in Indonesian is known as reading proficiency and in English is called reading skill is the ability to identify and understand the content of something written (written symbols) by pronouncing or absorbing it in the heart. In essence, reading is a communication activity between the writer and the reader through the text he writes, so it directly contains cognitive interaction between written language and spoken language. Reading includes four contexts at once, namely 1) identifying written symbols, 2) understanding the meaning content, 3) following up with an attitude towards the meaning content, 4) application of meaning in everyday life. Broadly speaking, reading is classified into two divisions, namely reading aloud (al-qirā'ah al-jahriyah) and reading silently or reading comprehension (al-qirā'ah al-shāmitah). (Hermawan, 2011)

➤ **Mahārah Kitābah (Writing Skills)**

Mahārah al-kitābah is the application of complex language skills and abilities. This is because by writing, one implements two language skills simultaneously, namely active skills and productive skills. (Salsabillah et al., 2023)

The elements of mahārah al-kitābah are al-kalimah (the smallest word unit of a sentence unit or the basic element of sentence formation), al-jumlah (a set of words that can form an understanding of meaning or one word that is attached to another word), al-fakrah (paragraph) and uslub. (Khoirotun, 2019)

Conclusion

Students' initial ability has a very important role in determining Arabic learning outcomes. Based on the research conducted, it can be concluded that students' initial ability has a positive and significant effect on Arabic learning outcomes. This is indicated by the correlation value between variable X (initial ability) and variable Y (learning outcomes) of 0.435 which is included in the moderate category.

The coefficient of determination R of 0.160 or 16% shows that students' initial ability can explain Arabic learning outcomes by 16%, while the rest is influenced by other variables. Nevertheless, the effect of initial ability on Arabic learning outcomes remains significant, as shown by the significance value of 0.016136797 which is smaller than $\alpha = 0.05$.

Thus, Arabic language teachers need to recognize students' initial abilities and guide them in mastering the four Arabic language skills, namely listening, speaking, reading, and writing skills. By understanding students' initial abilities, teachers can design more effective learning and help students achieve maximum learning outcomes. In addition, this study also shows that Arabic learning outcomes are not only influenced by students' initial abilities, but also by other variables such as learning motivation, learning environment, and learning methods.

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