

## The Effectiveness of the *Qawaid Wa Tarjamah* Method to Improve Understanding of Basic Arabic Structures *Mabni* and *Mu'rab*

Surya Hidayat<sup>1</sup>, Munirul Abidin<sup>2</sup>

<sup>1,2</sup> UIN Maulana Malik Ibrahim Malang Indoensia

Email : [suryahidayat282@gmail.com](mailto:suryahidayat282@gmail.com)<sup>1</sup>, [munirul@bio.uin-malang.ac.id](mailto:munirul@bio.uin-malang.ac.id)<sup>2</sup>

DOI: 10.38073/lahjatuna.v4i1.1703

Received: July 24

Accepted: September 24

Published: October 24

### Abstack

*This research is motivated by the students' limited understanding of Arabic language concepts, particularly regarding mabni and mu'rab in Arabic grammar. This study aims to determine the effectiveness of the qawaid wa tarjamah method, in improving students' Arabic language skills, especially mabni and mu'rab in Qur'anic Junior High School Darul Fattah Boarding School. Using a descriptive quantitative approach, this study measured students' Arabic language skills before and after the application of the method. Data were gathered through multiple-choice tests and essay assessments, then analyzed using a paired sample t-test to compare the mean scores before and after the program. The results demonstrated a significant improvement in students after the application of the Qawaid Wa Tarjamah method. The findings of this study can serve as a foundation for developing more effective Arabic language learning programs in schools and contribute to enhancing the overall quality of Arabic language education.*

Keyword : *Qawaid Wa Tarjamah, Mabni and Mu'rab*

### Introduction

Rules in Arabic, otherwise known as "*Qawaid*," are a set of grammatical rules and principles that govern the structure and use of Arabic. <sup>1</sup> In another sense, *qawaid* is the *jama'* form of the word *qaaidah*, which means rules, laws, and regulations.<sup>2</sup> So *qawaid* is the rules or rules contained in compiling Arabic sentences. <sup>3</sup> The virtue of studying *qawaid* lies in its ability to provide a strong foundation for understanding and using Arabic correctly and effectively. By understanding these rules, learners can read, write,

<sup>1</sup> Midyan Surya Ishak, "Hubungan Antara Penguasaan Sintaksis Dan Penguasaan Nahwu Terhadap Kemampuan Menulis Teks Bahasa Arab Pada Mahasiswa Jurusan Pendidikan Bahasa Arab IAIN Pontianak," *Alfazuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban* 3, no. 1 (2018): 51–74, <https://doi.org/10.15642/alfazuna.v3i1.267>.

<sup>2</sup> Kuswoyo and Nur Fadly Hermawan, "Teknik-Teknik Dasar Dalam Pembelajaran Bahasa Arab," *Jurnal El Wahdah* 2 (2021): 93–111.

<sup>3</sup> Yahya Septian, Lismawati, and Baiq Wahidatunnisa, "Penggunaan Media Kliping Dalam Meningkatkan Qawaid Di Pondok Khusus Putri Al-Halimy Sesela," n.d., 336–44.

and speak Arabic better and more accurately.<sup>4</sup>

In addition, knowledge of *Qawaid* is also very important in understanding classical texts, such as the Qur'an and hadith, which use Arabic with a highly structured grammar. Therefore, mastery of *Qawaid* is highly valued in Arabic studies and is key in deepening Islamic knowledge. One of the structured Arabic rules that students must understand is about *mabni* and *mu'rab* in the *jumlah* of sentences in Arabic.

*Mabni* is a sentence that does not change its final letter.<sup>5</sup> For example هَذَا رَجُولٌ here hadza acts as isim isyarah as well as mubtada' and also in changing the final harakat acts as isim mabni. While *mu'rob* can undergo changes in the end.<sup>6</sup> For example, جَلَسَ زَيْدٌ here zaidun is positioned as a fail as well as a *mu'rab* isim, meaning that zaidun can change its final harakat if an amil enters it. In Arabic there are nouns (*isim*), verbs (*fi'il*) and prepositions (*harf*), of these three words there is one group of words that does not change at all, namely letters. Then from *mabni* and *mu'rab* can be applied in the Arabic sentence structure, namely in *jumlah ismiyah* and the *jumlah fi'liyah*.<sup>7</sup>

The importance of mastering Arabic is not only related to academic aspects, but also in the context of daily life in a dormitory environment. Knowledge of Arabic is needed to support the communication process, both between students and teachers and fellow students. Because the compulsory language at Darul Fattah Boarding School Qur'anic Junior High School uses Arabic. In observations carried out by researchers, students' understanding is still low on the use of nahwu rules, especially *Mabni* and *Mu'rab*. Based on these conditions, students still need an understanding of the rules of Arabic. So that later when speaking Arabic students are able to practice it correctly.

In a study conducted by Ahmad Hidayatullah et al (2023) on Arabic language learning in the modern era using the *qawaid wa tarjamah* method in the modern era, it was found that the rules and *tarjamah* method had satisfactory effectiveness in learning Arabic, especially in *Maharatul Qira'ah* material and rules such as *Nahwu* and *Shorf*.<sup>8</sup>

<sup>4</sup> Joko Lukito, "Pengembangan Strategi Pembelajaran Menggunakan Metode Audio-Lingual Untuk Meningkatkan Kemampuan Siswa Dalam Memahami Bahasa Arab" 6 (2022): 12356–63.

<sup>5</sup> Moh Sholeh Afyuddin et al., "Materi Qawaid Metode Tamyiz Dalam Perspective Pembaharuan Nahwu Oleh Syauqi Dhayf," *Jurnal Alfazuna : Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2023): 88–109, <https://doi.org/10.15642/alfazuna.v8i1.3004>.

<sup>6</sup> Rappe, "Konsep Al-Mu'rab Wa Al-Mabni Dalam Bahasa Arab," *Shaut Al Arabiyyah* 4, no. 2 (2016): 74–88, <http://journal.uin-alauddin.ac.id/index.php/Shautul-Arabiyyah/article/view/1226>.

<sup>7</sup> Imaduddin Sukamto and Akhmad Munawari, *Tata Bahasa Arab Sistematis* (Yogyakarta: Nurma Media Ide, 2007).

<sup>8</sup> Ahmad Hidayatullah Zarkasyi, Zain Irsyad Gandhi, and Rahmad Maulana Tazali, "Pembelajaran Bahasa Arab Menggunakan Metode Qawaid Dan Tarjamah Pada Era Modern," *INNOVATIVE: Journal Of Social Science Research* 3, no. 4 (2023): 3451–65, <https://j->

Deka Lailatul Rohmah (2017) on improving learning outcomes using the *qawaid wa tarjamah* method found that this method can improve student learning outcomes.<sup>9</sup>

In another study by Eni Ernawati (2021) which discussed the *qawaid wa tarjamah method* in improving students' reading skills, it was found that the method succeeded in improving students' reading skills.<sup>10</sup> While several studies have associated the *Qawaid Wa Tarjamah* method with reading skills, this study takes a different approach by linking the method to understanding the rules of *Mabni* and *Mu'rab*. This perspective arises from the observations made by the researcher, who is also a student dormitory supervisor.

This study aims to address the issue of students' limited understanding of Arabic language structures, particularly *Mabni* and *Mu'rab*, by incorporating the *Qawaid Wa Tarjamah* method. The study will evaluate whether the application of this method in Arabic language instruction can enhance the effectiveness of learning and improve student outcomes. The significance of this study lies in the potential of the *Qawaid Wa Tarjamah* method to improve both the effectiveness and learning results of Arabic language education at Darul Fattah Boarding School Qur'anic Junior High School

To overcome this problem, research will be conducted by implementing the *qawaid wa tarjamah* method. in Sugiyono's book, language learning requires active and interactive methods so that students can be fully involved in the learning process. <sup>11</sup> The research will involve class VIII B Ubay bin Ka'ab as an experimental class. The results of the pre and post tests will be compared to assess the effectiveness of the *qawaid wa tarjamah* method in improving Arabic language understanding and skills. Thus, this research is expected to provide insight into the best practices in the application of educational technology for effective and engaging Arabic language learning for students of Darul Fattah Boarding School Qur'anic Junior High School.

Based on the results obtained, it is anticipated that this study will inspire further research in language education at other schools with similar conditions and challenges. The findings are expected to contribute to the educational literature and serve as a reference for policymakers in developing innovative and effective learning strategies.

---

innovative.org/index.php/Innovative/article/view/3931.

<sup>9</sup> Deka Lailatul Rohmah, "Penerapan Metode Pembelajaran Qawaid Wa Tarjamah Untuk Meningkatkan Hasil Belajar Bahasa Arab Peserta Didik Kelas V-A SDI AL – Hakim Boyolangu Tulung Agung," *Repository Iain Tulung Agung*, 2017.

<sup>10</sup> E Ernawati, "Penerapan Metode Qowaid Wa Tarjamah Dalam Meningkatkan Maharah Qiro'ah (Ketrampilan Membaca) Pembelajaran Bahasa Arab Siswa Kelas VII D MTsN 5 Kediri," *Salimiya: Jurnal Studi Ilmu Keagamaan Islam* 2 (2021), <https://doi.org/https://doi.org/10.31004/jptam.v6i2.4424>.

<sup>11</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

## Method

This study employs a descriptive quantitative approach to assess the effectiveness of the *Qawaid Wa Tarjamah* method in enhancing students' Arabic language proficiency, particularly in the topics of *mabni* and *mu'rab*. According to Arikunto (2005) The descriptive quantitative approach emphasizes that this type of research is not designed to test specific hypotheses but rather aims to provide a detailed description of a variable as it exists.<sup>12</sup> The descriptive quantitative approach was chosen because it allows researchers to describe the situation or phenomenon that occurs based on numerical data obtained from research samples.<sup>13</sup> In this context, the research will measure the improvement of students' abilities before and after being given the *qawaid wa tarjamah* method through the tests given. The results of these measurements will be analyzed descriptively to provide an overview of the extent to which the program has succeeded in improving students' abilities.

Data for this study were collected using tools such as multiple-choice tests and essays. These assessments were designed to evaluate students' Arabic language proficiency, particularly in the *mabni* and *mu'rab* topics. The collected data will be analyzed using a paired sample t-test, a statistical method used to compare the mean scores of two related groups specifically, the test results before and after participating in the program.<sup>14</sup> This analysis aims to identify whether there is a significant improvement in students' speaking abilities after implementing the *Qawaid Wa Tarjamah* method, allowing for conclusions about the method's effectiveness.

## Result and Discussion

Before carrying out this stage, the researcher first plans about the things that need to be done. In the planning stage, researchers need to prepare learning tools such as syllabus and lesson plans, materials to be delivered.<sup>15</sup> The implementation of research using the *qawaid wa tarjamah* method was carried out for four meetings, consisting of three learning meetings and one meeting for the end-of-cycle test. The number of

---

<sup>12</sup> Erik Ade Putra, "Anak Berkesulitan Belajar Di Sekolah Dasar Se-Kelurahan Kalumbuk Padang," *E-JUPEKhu (JURNAL ILMIAH PENDIDIKAN KHUSUS)* 5, no. 1 (2015): 49–53, <https://doi.org/10.33084/suluh.v5i1.1107>.

<sup>13</sup> M. Ramdhan, *Metode Penelitian* (Surabaya: Cipta Media Nusantara, 2021).

<sup>14</sup> A. Muhid, *Analisis Statistik 5 Langkah Praktis Analisis Statistik Dengan SPSS for Windows* (Sidoarjo: Zifatama jawara, 2012).

<sup>15</sup> Yunara Nurmaya et al., "Pengembangan Perangkat Pembelajaran Model Inkuiri Terbimbing Pada Materi Alat-Alat Optik Untuk Meningkatkan Penguasaan Konsep Fisika," *ORBITA: Jurnal Kajian, Inovasi Dan Aplikasi Pendidikan Fisika* 7, no. 1 (2021): 147, <https://doi.org/10.31764/orbita.v7i1.3835>.

meetings was designed in a structured manner to cover all important stages in the learning process.

The first to third meetings focused on delivering the material gradually, strengthening students' understanding, and providing relevant exercises to ensure optimal application of the concepts taught. The fourth meeting was devoted to the end-of-cycle test, which aims to measure the level of student achievement based on the predetermined success indicators. With the implementation of these four meetings, teachers have sufficient time to evaluate the effectiveness of the learning methods used as well as provide interventions if needed, without overburdening students. The following is a table of success indicators based on the scores obtained by students.

Tabel 1  
Table of Success Indicators

<b>SCORE</b>	<b>Letter</b>	<b>Description</b>
94-100	A	Very Good
88-93	B+	Good
81-87	B	Good Enough
75-80	C+	very sufficient
74	C	Enough
≤74	D	Less

From this table, students are said to pass if they get a score of 74 or more and if it is less than this score, they are declared a failure. For comparison, here is a table of student pre-test scores.

Tabel 2  
Student Pre Test Score

<b>Number</b>	<b>Name</b>	<b>Score</b>	<b>Description</b>
<b>1</b>	<b>Disciple 1</b>	<b>40</b>	<b>NOT ACHIEVED</b>
<b>2</b>	<b>Disciple 2</b>	<b>15</b>	<b>NOT ACHIEVED</b>

3	Disciple 3	25	NOT ACHIEVED
4	Disciple 4	30	NOT ACHIEVED
5	Disciple 5	15	NOT ACHIEVED
6	Disciple 6	55	NOT ACHIEVED
7	Disciple 7	45	NOT ACHIEVED
8	Disciple 8	45	NOT ACHIEVED
9	Disciple 9	40	NOT ACHIEVED
10	Disciple 10	40	NOT ACHIEVED
11	Disciple 11	25	NOT ACHIEVED
12	Disciple 12	30	NOT ACHIEVED
13	Disciple 13	20	NOT ACHIEVED
14	Disciple 14	25	NOT ACHIEVED
15	Disciple 15	35	NOT ACHIEVED
16	Disciple 16	30	NOT ACHIEVED
17	Disciple 17	15	NOT ACHIEVED
18	Disciple 18	15	NOT ACHIEVED
19	Disciple 19	30	NOT ACHIEVED
20	Disciple 20	30	NOT ACHIEVED
21	Disciple 21	30	NOT ACHIEVED
22	Disciple 22	30	NOT ACHIEVED
23	Disciple 23	15	NOT ACHIEVED
24	Disciple 24	15	NOT ACHIEVED
25	Disciple 25	35	NOT ACHIEVED
26	Disciple 26	35	NOT ACHIEVED
27	Disciple 27	20	NOT ACHIEVED
	<b>TOTAL SCORE</b>	<b>633,5</b>	
	<b>AVERAGE SCORE</b>	<b>26,39</b>	
	<b>SCORES ABOVE 74</b>	<b>0</b>	
	<b>STUDENT PASS PERCENTAGE</b>	<b>0%</b>	

Tabel 3

Pre Test Classification Results

No	Score Range	Total number of students	Percentage	Description
1	94-100	-	0%	Very Good
2	88-93	-	0%	Good
3	81-87	-	0%	Good Enough
4	75-80	-	0%	very sufficient
5	74	-	0%	Enough
6	≤ 74	-	100%	Less

	Total	27	100%	
--	-------	----	------	--

The data indicates that the number of students who successfully passed is either extremely low or entirely absent. The following is a table of students who have done learning by using the qawaid wa tarjamah method. A significant increase in scores can be seen from the table where initially none of the students who passed the test rose to 81% or more than half of the number of students who passed even though the weight of the questions given was exactly the same.

Tabel 4  
Post Test Score

Number	Name	Score	Description
1	Disciple 1	45	NOT ACHIEVED
2	Disciple 2	100	ACHIEVED
3	Disciple 3	90	ACHIEVED
4	Disciple 4	95	ACHIEVED
5	Disciple 5	100	ACHIEVED
6	Disciple 6	90	ACHIEVED
7	Disciple 7	95	ACHIEVED
8	Disciple 8	90	ACHIEVED
9	Disciple 9	75	ACHIEVED
10	Disciple 10	70	NOT ACHIEVED
11	Disciple 11	50	NOT ACHIEVED
12	Disciple 12	95	ACHIEVED
13	Disciple 13	75	ACHIEVED
14	Disciple 14	75	ACHIEVED
15	Disciple 15	85	ACHIEVED
16	Disciple 16	65	NOT ACHIEVED
17	Disciple 17	80	ACHIEVED
18	Disciple 18	70	ACHIEVED
19	Disciple 19	90	ACHIEVED
20	Disciple 20	75	ACHIEVED
21	Disciple 21	95	ACHIEVED
22	Disciple 22	75	ACHIEVED
23	Disciple 23	75	ACHIEVED
24	Disciple 24	80	NOT ACHIEVED
25	Disciple 25	100	ACHIEVED
26	Disciple 26	100	ACHIEVED
27	Disciple 27	85	ACHIEVED

	<b>TOTAL SCORE</b>	<b>1820</b>	
	<b>AVERAGE SCORE</b>	<b>82,72</b>	
	<b>SCORES ABOVE 74</b>	<b>22</b>	
	<b>STUDENT PASS PERCENTAGE</b>	<b>81,49%</b>	

Tabel 5  
Classification of post test scores

No	Score Range	Total number of students	Percentage	Description
1	94-100	8	29,63%	Very Good
2	88-93	4	14,81%	Good
3	81-87	2	7,4%	Good Enough
4	75-80	8	29,63%	very sufficient
5	74	-	0%	Enough
6	≤ 74	5	18,51%	Less
	Total	22	100%	

The table above shows a significant improvement in students' understanding of the material, with more than 80% of students successfully passing the test. This means that the method that has been used is effective for improving student understanding even though there are still some children who score below the minimum completeness score.

## Data Analysis

### Data Normality Test

A normality test is performed to assess whether the data in a dataset or variable adheres to a normal distribution. <sup>16</sup> This test helps determine if the collected data is normally distributed or derived from a population with a normal distribution. <sup>17</sup>

To test the normality of the data, the authors applied the Shapiro-Wilk test because the number of respondents was 27 people. Based on existing theory, if the number of respondents is more than 30 people, the Kolmogorov-Smirnov test is used, while for respondents less than 30 people, the Shapiro-Wilk test is more appropriate. Data

<sup>16</sup> M Arif Tiro, *Dasar-Dasar Statistika* (Makassar: UNM Makassar, n.d.).

<sup>17</sup> Dody Fahmeyzan, Siti Soraya, and Desventri Etmy, "Uji Normalitas Data Omzet Bulanan Pelaku Ekonomi Mikro Desa Senggigi Dengan Menggunakan Skewness Dan Kurtosi," *Jurnal VARIAN* 2, no. 1 (2018): 31–36, <https://doi.org/10.30812/varian.v2i1.331>.



normality is considered fulfilled if the significance value is greater than 0.05, and is considered abnormal if the significance value is less than 0.05.

Tabel 6  
Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretes	.133	27	.200*	.933	27	.080
postes	.148	27	.135	.912	27	.025

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

a. Lilliefors Significance Correction

The normality test table above indicates that the significance value for the pretest is 0.080, and for the posttest, it is 0.025. Since both values are greater than 0.005, it can be concluded that the questions used satisfy the normality criteria.

### Data Effectiveness Test

After performing the data normality test, the author proceeded with the effectiveness test to evaluate the impact of the *Qawaid Wa Tarjamah* method on enhancing students' understanding of Arabic, particularly in the *Mabni* and *Mu'rab* chapters. In this effectiveness test, the author used SPSS software with Paired Sample T-Test testing. The Paired Sample T-Test is a parametric statistical method used to compare two sets of paired data.<sup>18</sup> The result is a significance level of 0.05, with data analysis as follows.

Tabel 7  
Paired Sample Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

<sup>18</sup> Diana Ermawati et al., "Pengaruh Model Discovery Learning Terhadap Hasil Belajar Matematika Siswa Kelas IV SD 1 Dersalam," *Kumpulan Artikel Pendidikan Anak Bangsa*, no. 2 (2023): 82–92.

pretes - postes	- 53.14 8	17.821	3.430	-60.198	-46.098	- 15.49 7	26	.000
--------------------	-----------------	--------	-------	---------	---------	-----------------	----	------

In the effectiveness test results presented above, the significance value was found to be 0.000, which is smaller than the standard threshold of 0.005. Therefore, it can be concluded that the *Qawaid Wa Tarjamah* method has a significant effect on improving students' comprehension of Arabic, particularly in the *Mabni* and *Mu'rab* chapters.

Conclusions can also be drawn by comparing the calculated t-value from the Paired Sample T-Test with the critical t-value from the t-table. The rule is as follows: if the calculated t-value exceeds the t-table value, the applied method has a significant impact. On the other hand, if the calculated t-value is less than the t-table value, the method does not show a significant effect.

According to the table above, the calculated t-value from the Paired Sample T-Test is 15.497, while the t-table value is 1.706. Since the calculated t-value is greater than the t-table value, it can be concluded that the *Qawaid Wa Tarjamah* method significantly enhances students' understanding of Arabic, particularly in the *Mabni* and *Mu'rab* chapters.

This result is consistent with the research by Nurul Hakimah (2021), which also confirmed the effectiveness of this method in improving students' reading skills. The calculations were conducted using SPSS 22 with a two-tailed significance level (sig.) of 0.000, which is below the threshold significance value of 0.05.<sup>19</sup>

## Conclusion

This research explores the effectiveness of the *Qawaid Wa Tarjamah* method in improving the comprehension of fundamental Arabic grammar, particularly in the topics of *Mabni* and *Mu'rab*, in class VIII B of Ubay bin Ka'ab Qur'anic Junior High School Darul Fattah, South Lampung, the method was found to be effective in improving students' comprehension of Arabic.

This conclusion was derived from the analysis of data collected through pretests and posttests involving 27 respondents. With a significance value of 0.000, well below the

<sup>19</sup> Nurul Hakimah, "Efektifitas Penerapan Metode *Qawaid Wa Tarjamah* Dengan Media Strip Story Pada Pelajaran *Muthala'ah* Untuk Meningkatkan Kemampuan Siswi Dalam Keterampilan Membaca Di (Pesantren Islam Terpadu Al-Mujaddid Penelitian Eksperimen)," 2021.

threshold of 0.005, the statistical analysis confirms a significant improvement in students' Arabic language skills after implementing the *Qawaid Wa Tarjamah* method.

This conclusion confirms that the *Qawaid Wa Tarjamah* method can serve as an effective model for enhancing students' Arabic language skills. Its success provides a valuable reference for other educational institutions in designing more effective and sustainable approaches to Arabic language development.

This study makes a significant contribution to improving the quality of Arabic language education at Darul Fattah Qur'anic Junior High School specifically and in Indonesia more broadly. The findings also highlight the importance of ongoing evaluation and refinement of similar methods to ensure that all students have optimal opportunities to develop their Arabic language proficiency.

## REFERENCES

- Ade Putra, Erik. "Anak Berkesulitan Belajar Di Sekolah Dasar Se-Kelurahan Kalumbuk Padang." *E-JUPEKhu (JURNAL ILMIAH PENDIDIKAN KHUSUS)* 5, no. 1 (2015): 49–53. <https://doi.org/10.33084/suluh.v5i1.1107>.
- Afyuddin, Moh Sholeh, Ayunda Imamah, Ahmad Munawwir, and Moh Irhas. "Materi Qawaid Metode Tamyiz Dalam Perspective Pembaharuan Nahwu Oleh Syauqi Dhayf." *Jurnal Alfazuna : Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2023): 88–109. <https://doi.org/10.15642/alfazuna.v8i1.3004>.
- Arif Tiro, M. *Dasar-Dasar Statistika*. Makassar: UNM Makassar, n.d.
- Ermawati, Diana, Rohmah Nur Anisa, Riki Wahyu Saputro, Nuzuulul Ummah, and Farhana Nur Azura. "Pengaruh Model Discovery Learning Terhadap Hasil Belajar Matematika Siswa Kelas IV SD 1 Dersalam." *Kumpulan Artikel Pendidikan Anak Bangsa*, no. 2 (2023): 82–92.
- Ernawati, E. "Penerapan Metode Qowaid Wa Tarjamah Dalam Meningkatkan Maharah Qiro'ah (Ketrampilan Membaca) Pembelajaran Bahasa Arab Siswa Kelas VII D MTsN 5 Kediri." *Salimiya: Jurnal Studi Ilmu Keagamaan Islam* 2 (2021). <https://doi.org/https://doi.org/10.31004/jptam.v6i2.4424>.
- Fahmeyzan, Dodi, Siti Soraya, and Desventri Etmy. "Uji Normalitas Data Omzet Bulanan Pelaku Ekonomi Mikro Desa Senggigi Dengan Menggunakan Skewness Dan Kurtosi." *Jurnal VARIAN* 2, no. 1 (2018): 31–36. <https://doi.org/10.30812/varian.v2i1.331>.
- Hakimah, Nurul. "Efektifitas Penerapan Metode Qawaid Wa Tarjamah Dengan Media Strip Story Pada Pelajaran Muthala'ah Untuk Meningkatkan Kemampuan Siswi Dalam Keterampilan Membaca Di (Pesantren Islam Terpadu Al-Mujaddid Penelitian Eksperimen)," 2021.
- Ishak, Midyan Surya. "Hubungan Antara Penguasaan Sintaksis Dan Penguasaan Nahwu Terhadap Kemampuan Menulis Teks Bahasa Arab Pada Mahasiswa Jurusan Pendidikan Bahasa Arab IAIN Pontianak." *Alfazuna: Jurnal Pembelajaran Bahasa*

- Arab Dan Kebahasaan* 3, no. 1 (2018): 51–74. <https://doi.org/10.15642/alfazuna.v3i1.267>.
- Kuswoyo, and Nur Fadly Hermawan. “Teknik-Teknik Dasar Dalam Pembelajaran Bahasa Arab.” *Jurnal El Wahdah* 2 (2021): 93–111.
- Lukito, Joko. “Pengembangan Strategi Pembelajaran Menggunakan Metode Audio-Lingual Untuk Meningkatkan Kemampuan Siswa Dalam Memahami Bahasa Arab” 6 (2022): 12356–63.
- Muhid, A. *Analisis Statistik 5 Langkah Praktis Analisis Statistik Dengan SPSS for Windows*. Sidoarjo: Zifatama jawara, 2012.
- Nurmaya, Yunara, Susilawati Susilawati, Muhammad Zuhdi, and Hikmawati Hikmawati. “Pengembangan Perangkat Pembelajaran Model Inkuiri Terbimbing Pada Materi Alat-Alat Optik Untuk Meningkatkan Penguasaan Konsep Fisika.” *ORBITA: Jurnal Kajian, Inovasi Dan Aplikasi Pendidikan Fisika* 7, no. 1 (2021): 147. <https://doi.org/10.31764/orbita.v7i1.3835>.
- Ramdhan, M. *Metode Penelitian*. Surabaya: Cipta Media Nusantara, 2021.
- Rappe. “Konsep Al-Mu’rab Wa Al-Mabni Dalam Bahasa Arab.” *Shaut Al Arabiyyah* 4, no. 2 (2016): 74–88. <http://journal.uin-alauddin.ac.id/index.php/Shautul-Arabiyah/article/view/1226>.
- Rohmah, Deka Lailatul. “Penerapan Metode Pembelajaran Qawaid Wa Tarjamah Untuk Meningkatkan Hasil Belajar Bahasa Arab Peserta Didik Kelas V-A SDI AL – Hakim Boyolangu Tulung Agung.” *Repository Iain Tulung Agung*, 2017.
- Septian, Yahya, Lismawati, and Baiq Wahidatunnisa. “Penggunaan Media Kliping Dalam Meningkatkan Qawaid Di Pondok Khusus Putri Al-Halimy Sesela,” n.d., 336–44.
- Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, 2013.
- Sukamto, Imaduddin, and Akhmad Munawari. *Tata Bahasa Arab Sistematis*. Yogyakarta: Nurma Media Ide, 2007.
- Zarkasyi, Ahmad Hidayatullah, Zain Irsyad Gandhi, and Rahmad Maulana Tazali. “Pembelajaran Bahasa Arab Menggunakan Metode Qawaid Dan Tarjamah Pada Era Modern.” *INNOVATIVE: Journal Of Social Science Research* 3, no. 4 (2023): 3451–65. <https://j-innovative.org/index.php/Innovative/article/view/3931>.