

Implementation of the Translation Grammatical Method in Arabic Learning

Agus Salim¹, Aridlah Sendy Robikhah², Evi Zulianah³, Fattahur Rokhimul Barik⁴

Universitas Islam Lamongan

hagussalim@gmail.com, aridlahsendyrobikhah@unisla.ac.id, evizulianah@unisla.ac.id,
fattahurfarik@gmail.com

Received: 01-09-2022

Revised: 15-09-2022

Accepted: 31-10-2022

Abstract

The learning method is one of the elements that must be met in the process of delivering material. The technique serves as a bridge between teachers and students and a lubricant to maximize learning. When teaching Arabic subjects, a teacher must master the material and have a high ability to convey material to students. For the learning process to take place effectively, the teacher learns to be observant in choosing the appropriate method to be applied so that the material can be appropriately conveyed and easily understood by students. The technique used in this research is Qualitative Field Research conducted at MTs Bahrul Ulum Blawi. As for the results of this study, the implementation of the Grammatical Tarjamah method at MTs Bahrul Ulum Blwi Class 7 has been going well. The learning process takes place in 3 stages: introduction, core activities, and closing. From the third stage, educators have adapted and carried out following the prepared RPP.

Keywords: Learning methods, Arabic, Gramatika Tarjamah

Abstrak

Metode pembelajaran merupakan salah satu unsur yang harus terpenuhi dalam proses penyampaian materi. Metode sebagai jembatan penghubung antara guru dan murid serta sebagai pelicin untuk memaksimalkan pembelajaran. Seorang guru ketika mengajar mata pelajaran Bahasa Arab tentunya harus menguasai materi dan mempunyai kemampuan yang tinggi dalam menyampaikan materi kepada siswa. Agar proses pembelajarannya berlangsung efektif, guru dituntut untuk jeli memilih metode yang cocok untuk diterapkan sehingga materi dapat tersampaikan dengan baik dan mudah dipahami oleh siswa. Tujuan penelitian ini adalah untuk mengetahui implementasi metode Gramatika Terjemah yang diterapkan saat guru menjelaskan materi Fi'il Mudhori. Metode yang dipakai dalam penelitian ini Kualitatif *Field Research* yang dilakukan di MTs Bahrul Ulum Blawi. Adapun hasil dari penelitian ini, implementasi metode Gramatika Tarjamah di MTs Bahrul Ulum Blwi Kelas 7 sudah berjalan dengan baik. Saat proses pembelajaran berlangsung terbagi menjadi 3 tahap yakni: pendahuluan, kegiatan inti dan penutup. Dari ketiga tahap tersebut, pendidik telah menyesuaikan serta melaksanakan sesuai dengan RPP yang disusun.

Kata Kunci: Metode pembelajaran, Bahasa Arab, Gramatika Tarjamah.

INTRODUCTION

Language is a primary culture produced to humanize humans at every level of society. Language is also an essential tool in shaping other cultures. Therefore, language can be a sign of differences in cultural patterns. Furthermore, differences in cultural practices indicate the differentiation of characteristics and people's characters from one another. Quoting from the book *al-Marji' fi al-Lughah al-Arabiyyah fi Nahwiha wa Sharfiha* "Arabic language learning is a process of interaction between students and their environment, resulting in changes in student behavior where they can understand, understand and master Arabic skills which include writing, read, listen, speak properly and correctly."¹

Language is a means of communication, and so is Arabic. Arabic is a word spoken by Arabs to convey their goals. Judging from its function, Arabic is a communication tool and a liaison for the daily interactions of the Arabs, both between individuals and individuals, individuals and communities, and communities with certain nations. It expresses joy, sadness, and joy to others so they can be understood and understood. And feel what he experienced.² Arabic is the noblest language, and it became the language of the Prophet and the verbal language of the Companions. Errors in language are the most common problems. Mistakes in pronunciation or expressions do not follow the rules of the Arabic language. Therefore, educators must try to minimize this incident.³

Arabic is a lesson that requires an understanding of grammar under the rules of the language. Arabic subjects are often considered boring lessons for students. This is because most teachers in the learning process are less creative in using methods, techniques, and especially media that can support learning.⁴

Therefore, student learning outcomes become an essential reference of the learning process, which indicates the success or failure of a learning process.⁵ However, this result is complicated if things that affect the learning process are not paid attention to—starting from the teacher's readiness in planning, preparing (methods, media, teaching materials, materials, rooms, and students), implementing, and evaluating as the final action.⁶

There needs to be special attention in learning Arabic, especially the method used. The main difficulty they had to overcome was Arabic, which students should have used. The challenges faced by students in learning Arabic are influenced by the lack of knowledge of Arabic among the students themselves. With the suitable method, students will efficiently and

¹ Zulfiah Sam, "Z. Sam," *Metode Pembelajaran Bahasa Arab* Vol. 2, no. No 1 (2016): Hlm. 5.

² Alam Budi Kusuma, "PENDEKATAN DAN METODOLOGI PENGAJARAN BAHASA ARAB Alam," 1999 منشورات جامعة دمشق, no. December (2006): 1–6.

³ Kasanah dan Supian Sauri, "Implementasi Metode Gramatika-Tarjamah Dalam Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Futuhiyah 2 Mraggen Demak," *prosiding KIMU 4*, 2020, 453–60.

⁴ Inchinia Angger Rowin, "Verbalisme Bahasa Arab Dalam Kehidupan Beragama Masyarakat Muslim," *Nazhrun: Jurnal Pendidikan Islam* 1, no. 1 (16 Agustus 2018): 20–36, <https://doi.org/10.31538/nzh.v1i1.40>; Hasyim Asy'ari, "Keistimewaan Bahasa Arab Sebagai Bahasa Al-Qur'an," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2016): 21–28, <https://doi.org/10.31538/ndh.v1i1.5>.

⁵ Syamsul Bahri, "Pendidikan Akhlak Anak Dalam Perspektif Imam Al-Ghazali," *At-Tadzki: Islamic Education Journal* 1, no. 1 (10 September 2022): 23–41; Rezki Nurma Fitria, Alwasih Alwasih, dan Muhammad Nur Hakim, "Strategi Kepala Madrasah Dalam Meningkatkan Prestasi Akademik Siswa," *Academicus: Journal of Teaching and Learning* 1, no. 1 (26 September 2022): 11–19.

⁶ Teti Fitriani dan Tanto Aljauhari Tantowie, "Metode Gramatika Terjemah untuk Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Bahasa Arab," *Jurnal Studi Pendidikan Islam* 13, no. 1 (2016): 31–40.

quickly understand the subject matter, including material about fi'il in learning Arabic *qiroah maharah*.⁷

Factors that support the success of the learning process do not only depend on students and teachers. There is a bridge between the two elements so that the material presented can be appropriately absorbed. The method is a connecting road to maximize the learning process. However, if you pay attention, the plan has two sides. The technique can facilitate the delivery of material so that students can understand it easily. Conversely, when a teacher does not choose a suitable method, it will make it difficult for students to absorb the studied knowledge.⁸

When teaching Arabic subjects, you must master the material and be highly able to convey it to students. For the learning process to be effective, teachers must be observant in choosing the appropriate method to apply so that students can adequately describe and easily understand the material.⁹ Effective learning is when students can learn quickly and with fun. To achieve this, several learning elements must be met, one of which is selecting the proper method. When the teacher uses the appropriate form, it is hoped that the learning process will take place effectively and the material will be well absorbed. Applying a technique, "teachers need creativity to improve student learning outcomes." They must be creative in connecting the stages of the method to the material so that the purpose of applying the learning method can be achieved.¹⁰

The method is seen as a tool to achieve learning objectives. The method also functions as a lubricant for the achievement of learning. Help students develop their potential and facilitate the learning process. Therefore, the teacher is tasked with developing methods in the learning process so that the learning process can take place effectively and Arabic is no longer a subject that students fear.¹¹

The use of learning methods is urgent in delivering material to students. Learning methods play an essential role in providing material in the learning process. To improve

⁷ Khoirotun Ni'mah, M Rizal Rizqi, dan Elis Ismawati, "Implementasi Metode Takrir Pada Materi Fi'il Dalam Pembelajaran Maharah Qiroah Bahasa Arab," *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 2 (2020): 1–17.

⁸ Ragilian Diasi Nira dan Yayuk Fauziyah, "Development of Arabic Curriculum in Improving Pedagogic Competence of Lecturer Ma'had Umar Bin Al-Khattab," *Nazhrun: Jurnal Pendidikan Islam* 4, no. 2 (23 Juli 2021): 294–309, <https://doi.org/10.31538/nzh.v4i2.1480>; Edy Kurniawan dkk., "Pengaruh Penggunaan Media Audio Visual Terhadap Hasil Belajar Kosakata Bahasa Inggris Siswa Kelas II MI Dwi Dasa Warsa," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 1 (24 Mei 2022): 27–38, <https://doi.org/10.54069/attadrib.v5i1.226>.

⁹ Victor Imaduddin Ahmad Fatmala Hepi Ikmal, Lusiah Mumtahana, Eka, *Blended Learning Solusi Pembelajaran di Era Pandemi* (Nawa Litera Publishing, 2021); Ikramullah Ikramullah dan Akhmad Sirojuddin, "Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi Di Sekolah Dasar," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (25 April 2020): 131–39, <https://doi.org/10.31538/munaddhomah.v1i2.36>; Siti Rofifah dkk., "The Influence of Organizational Culture and Work Motivation on Teacher Performance at the International Standard School, Amanatul Ummah Mojokerto," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (29 Maret 2021): 27–40, <https://doi.org/10.31538/ndh.v6i1.899>.

¹⁰ Tri Adi Muslimin dan Ari Kartiko, "Pengaruh Sarana Dan Prasarana Terhadap Mutu Pendidikan Di Madrasah Bertaraf Internasional Nurul Ummah Pacet Mojokerto," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2020): 75–87, <https://doi.org/10.31538/munaddhomah.v1i2.30>.

¹¹ Fitriani dan Aljauhari Tantow, "Metode Gramatika Terjemah untuk Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Bahasa Arab."

student learning outcomes, Arabic teachers can use various methods, one of which is the Translating Grammatical method.

The grammatical-tarjamah method is a method that focuses on memorization and emphasis grammar (grammar); besides that, students are also expected to be able to translate themselves. Usually, the subject teacher provides some tool knowledge (nahwu) to be learned and memorized based on the learning material. In addition, the subject teacher translates the reading text.¹²

Therefore, education must use methods that attract students' attention to be more motivated and enthusiastic in learning Arabic to create an Arabic learning system that is more innovative, interactive, and fun to create a comfortable atmosphere for learning Arabic.¹³

This study aims to determine the implementation of the grammatical translation method when applied to Arabic subjects. "The grammatical translation method is a method that focuses on memorization and grammar."¹⁴ This method is a combination of the grammatical method and the translation method. That is by learning a foreign language that emphasizes the rules of kawido or speech to acquire reading, writing, and translating skills. It must be admitted that this method is still the most popular foreign language learning method in schools, Islamic boarding schools, and universities to date.¹⁵

Arabic, indeed cannot be separated from the science of *short*. *Shorof* science is a branch of Arabic grammar that deals with changing the form of a sentence or word to get the intended meaning. One of the materials contained in the science of *shorof* is *fi'il*. *Fi'il* is a verb or event that occurs at a specific time. The *fi'il* material is often a problem students face in learning Arabic, so it often causes errors in making Arabic sentences.¹⁶

There are two important aspects of this grammatical-translation method: the ability to master the rules of grammar and the ability to translate. These two abilities are the primary capital to transfer ideas into writing in a foreign language and the primary capital to understand the statements contained in the foreign language writing. Specific chapters on fluency and pronunciation in communicating Arabic are temporarily ruled out because in learning Arabic in grade 7 Madrasah Tsanawiyah, students are required to understand particular formulas or rules so that the concepts of writing and translation can be mastered.

¹² Mizanul Hasanah, "The Role of Parents in Children Memorizing the Qur'an in Middle School Based on the Amanatul Ummah Islamic Boarding School," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (25 Juli 2021): 139–56, <https://doi.org/10.31538/tijie.v2i2.43>; Sardjana Orba Manullang, Mardani Mardani, dan Aslan Aslan, "The Effectiveness of Al-Quran Memorization Methods for Millennials Santri During Covid-19 in Indonesia," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (12 Juni 2021): 195–207, <https://doi.org/10.31538/nzh.v4i2.1334>.

¹³ Ni'mah, Rizqi, dan Ismawati, "Implementasi Metode Takrir Pada Materi Fi'il Dalam Pembelajaran Maharah Qiroah Bahasa Arab."

¹⁴ Sauri, "Implementasi Metode Gramatika-Tarjamah Dalam Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Futuhiyah 2 Mraggen Demak."

¹⁵ Ahmadi dan Aulia Mustika, "Metodologi Pembelajaran bahasa Arab Konvensional Hingga Hingga Era Digital" (Yogyakarta: Ruas Media), 2020.

¹⁶ Ni'mah, Rizqi, dan Ismawati, "Implementasi Metode Takrir Pada Materi Fi'il Dalam Pembelajaran Maharah Qiroah Bahasa Arab."

METHOD

This study uses a qualitative field research method. Albi Anggito, in the journal Khoirotun Ni'mah, mentions that what is meant by qualitative research is "data collection in a scientific setting to interpret the phenomena that occur. Qualitative research does not use statistics, but through data collection, analysis, and then interpretation." Researchers conducted observations, interviews, and documentation. As for primary data sources, researchers conducted interviews with Arabic language teachers, and secondary data sources were taken from several written references and literature related to the tarjamah grammatical method.¹⁷

This study aims to get a clearer, more complete picture of information and make it easier for researchers to conduct research. Therefore, the researchers set the research location at MTs Bahrul Ulum Blawi, located on Jl. East Market, Blawi Village, Karangbinangun District, Lamongan Regency.

RESULT AND DISCUSSION

Tarjamah Grammatical Method

This method is a foreign language learning method that has developed earlier. Based on the name, it can be understood that in the implementation of this method, many emphases are placed on the use of grammar (grammar) and the practice of translating from and into the target language. Hamid said that this method is the most popular in foreign language learning in schools, Islamic boarding schools, and universities.¹⁸

Nuha explained that there are several characteristics of the tarjamah grammatical method that distinguish it from other teaching methods, namely: The subject matter consists of nahwu books, dictionaries or word lists and reading texts; Grammar is presented deductively, which starts by introducing the rules followed by examples, and explained in detail in length and width; Vocabulary is given in the form of a bilingual dictionary or vocabulary list and its translation; The basis of learning is memorizing the rules of grammar and vocabulary, then literal translation of the foreign language being studied into the learner's language (mother tongue), and vice versa; The role of the teacher is active as a presenter of material, and the role of passive students as recipients of the material; The mother tongue of students is used as the language of instruction in teaching and learning activities; The language is used to explain something new to students; The grammar taught is formal grammar; Speech or speech exercises are not given, although they are given but only occasionally.¹⁹

The purpose of using the Tarjamah Grammatical method is to develop the ability to read literature in the target language (e.g., the Classic book (*Kitab Kuning*) in Arabic). This method believes that learning a foreign language provides good mental training and helps students develop thinking skills. According to teachers who use this method, the main objectives of foreign language teaching are: To develop the ability to read literature in the

¹⁷ Ni'mah, Rizqi, dan Ismawati.

¹⁸ Kusnadi Kusnadi, "Metode Gramatika Dalam Pembelajaran Bahasa Arab," *Jurnal Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab* 1, no. 1 (2019): 8–13, <https://doi.org/10.47435/naskhi.v1i1.66>.

¹⁹ Ulin Nuha, "Metodologi Super Efektif Pembelajaran Bahasa Arab" Cet. 1, (Yogyakarta: Diva Press), 2012.

target language. To do this, students must master the grammar rules and vocabulary of the target language. This method focuses on learning vocabulary and grammar.²⁰

Reading and writing skills are priority skills in learning. Little attention is paid to understanding speaking and listening. In this way, the written word takes precedence over the spoken word.

Implementation of the Tarjamah Grammatical Method in Learning

The tarjamah grammatical method emphasizes that students better understand *nahwu-shorof* and familiarizes students with translating Arabic into Indonesian. There are three stages in analyzing the results of implementing the Grammatical Tarjamah method in the learning process. The first is the planning stage, then continues with the implementation of learning, and the third is the learning evaluation stage.

As for the learning planning stage, the teacher first prepares the lesson plans. RPP is the fundamental benchmark and guideline for teachers in implementing learning guidelines. A teacher must continually develop it so educational goals can be effectively and efficiently. The following is the lesson plan used by the 7th-grade Arabic subject teacher at MTs Bahrul Ulum Blawi.

**RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Madrasah	: MTs. Bahrul Ulum Blawi
Pelajaran	: BAHASA ARAB
Kelas / Semester	: VII / 2
Alokasi Waktu	: 2 x 40 Menit (1 Kali Pertemuan)

A. STANDAR KOMPETENSI

9. BERBICARA/KALAM
(Mengungkapkan pikiran, gagasan, perasaan, pengalaman serta informasi melalui kegiatan bercerita dan bertanya jawab tentang *أمرتي*)

B. KOMPETENSI DASAR

9.1 Menyampaikan informasi secara lisan dengan lafal yang tepat dalam kalimat sederhana tentang *أمرتي* menggunakan kalimat berstruktur meliputi *muftada* dan *khobar* (berupa kata kerja / *fi'il mudhari muftad*)

C. TUJUAN PEMBELAJARAN

- Mengidentifikasi anggota-anggota keluarga
- Mengidentifikasi kata kerja sehari-hari yang paling populer

D. MATERI PEMBELAJARAN

- Teks percakapan
- Isim-isim dhomir
- Nama-nama anggota keluarga
- Kata Tanya: *madza ya'malu..?*
- Isim isyarah

E. METODE PEMBELAJARAN

- Gramatika Tarjamah
- Kerja kelompok: kegiatan ini digunakan untuk mengumpulkan informasi tentang *أمرتي*
- Diskusi : Metode ini digunakan untuk mendialogkan tema yang berkenaan dengan materi kegiatan pembelajaran
- Pameran dan Shopping : pajangan hasil diskusi/kerja kelompok dan saling mengomentari pajangan

F. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Waktu	Aspek Life Skill Yang Dikembangkan
❖ Pendahuluan : Apersepsi dan Motivasi : ▪ Menanyakan kepada siswa tentang <i>أمرتي</i> ▪ Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan	10	Pemahaman Konsep

Figure 1. Lesson Plan Arabic Learning

²⁰ Azis Fachrurrazi dan Ertha Mahyudin. "Pembelajaran Bahasa Asing Metode Tradisional dan Kontemporer", Jakarta: Bania Publishing, 2010

The picture above is a guide to carrying out the Arabic learning process. Figure 1 shows the method used, namely Grammatical *Tarjamah*. This can be applied when Usrati materials that use structured sentences include *mubtada* and *Khobar* (in the form of a verb / *fi'il mudhari mufrad*).

The second is the learning process. The implementation is divided into three stages—first, the stage of apperception and motivation. The teacher asks students about Usrati and then explains the purpose of learning and its benefits. Second, the teacher carries out the core teaching, which includes. The teacher gives a pre-test or initial test about the material or others. The teacher provides an introduction and definition of specific rules in Arabic that must be memorized according to the Usrati material, which uses structured sentences including *mubtada* and *Khobar* (in the form of a verb/*fi'il mudhari mufrad*).). If vocabulary is considered challenging to translate, the teacher explains the language before proceeding to the application step.

The teacher provides Arabic text material as the subject matter, then invites students to translate word by word, sentence by sentence, down to paragraph by paragraph. After that, students are asked to analyze the rules of the language. As a final activity, the teacher gives a task to prepare a translation to be discussed at the next meeting. In this case, educators also use authentic assessment, namely by taking an assessment through oral and written evaluations and assessing the entire learning process.



Figure 2. Learning Arabic in Madrasah

The third is the evaluation of Arabic learning using the *Tarjamah* Grammatical Method. Evaluation is an activity carried out by educators to measure learning achievement. Although the teacher has carried out a series of learning activities to the fullest, it is often still found that there are some shortcomings and obstacles the teacher faces. Therefore, educators must conduct an assessment of learning. Through this evaluation, educators can find strengths and weaknesses in the learning process. When conducting an evaluation, educators must do several things. Teachers can assess learning Arabic using the Grammatical *Tarjamah* method

to measure student success. In this case, educators evaluate several aspects, such as students' cognitive, Emotional, and Psychomotor aspects. Furthermore, to overcome some of the obstacles faced by educators during learning, such as students who had never previously studied Arabic, they were given training and motivation to foster enthusiasm and self-confidence when participating in the Arabic learning process.

CONCLUSION

Grammatical Tarjamah is a method that focuses on learning vocabulary and grammar in Arabic learning. At the planning stage, educators prepare lesson plans with the aim that the learning process can be conveyed in a structured and systematic manner—the implementation of Arabic learning using the Tarjamah Grammatical method. Implementing the Grammatical Tarjamah method at MTs Bahrul Ulum Blwi Class 7 has been going well. When the learning process takes place, it is divided into three stages, namely: introduction, core activities, and closing. Of the three stages, educators have adjusted and implemented following the prepared RPP. Furthermore, the evaluation of learning Arabic using the grammatical-tarjamah method at MTs Bahrul Ulum Blawi can be said to be good. This is because educators have carried out a series of lessons to measure the level of success achieved by students. While implementing Arabic learning using the grammatical-tarjamah method, the teacher does not have significant obstacles because every problem the educator faces can be appropriately handled.

REFERENCES

- Ahmadi dan Aulia Mustika,” Metodologi Pembelajaran bahasa Arab Konvensional Hingga Hingga Era Digital” (Yogyakarta: Ruas Media), 2020.
- Fachrurrazi, Azis dan Ertha Mahyudin. “Pembelajaran Bahasa Asing Metode Tradisional dan Kontemporer”, Jakarta: Bania Publishing, 2010
- Asy’ari, Hasyim. “Keistimewaan Bahasa Arab Sebagai Bahasa Al-Qur’an.” *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2016): 21–28. <https://doi.org/10.31538/ndh.v1i1.5>.
- Bahri, Syamsul. “Pendidikan Akhlak Anak Dalam Perspektif Imam Al-Ghazali.” *At-Tadzkiir: Islamic Education Journal* 1, no. 1 (10 September 2022): 23–41.
- Fatmala, Victor Imaduddin Ahmad, Hepi Ikmal, Lusia Mumtahana, Eka. *Blended Learning Solusi Pembelajaran di Era Pandemi*. Nawa Litera Publishing, 2021.
- Fitria, Rezki Nurma, Alwasih Alwasih, dan Muhammad Nur Hakim. “Strategi Kepala Madrasah Dalam Meningkatkan Prestasi Akademik Siswa.” *Academicus: Journal of Teaching and Learning* 1, no. 1 (26 September 2022): 11–19.
- Fitriani, Teti, dan Tanto Aljauhari Tantowie. “Metode Gramatika Terjemah untuk Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Bahasa Arab.” *Jurnal Studi Pendidikan Islam* 13, no. 1 (2016): 31–40.
- Hasanah, Mizanul. “The Role of Parents in Children Memorizing the Qur’an in Middle School Based on the Amanatul Ummah Islamic Boarding School.” *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (25 Juli 2021): 139–56. <https://doi.org/10.31538/tijie.v2i2.43>.

- Ikramullah, Ikramullah, dan Akhmad Sirojuddin. "Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi Di Sekolah Dasar." *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (25 April 2020): 131–39. <https://doi.org/10.31538/munaddhomah.v1i2.36>.
- Kurniawan, Edy, Mokhammad Nizzam, M. Alfin Fatikh, dan Muhammad Husnur Rofiq. "Pengaruh Penggunaan Media Audio Visual Terhadap Hasil Belajar Kosakata Bahasa Inggris Siswa Kelas II MI Dwi Dasa Warsa." *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 1 (24 Mei 2022): 27–38. <https://doi.org/10.54069/attadrib.v5i1.226>.
- Kusnadi, Kusnadi. "Metode Gramatika Dalam Pembelajaran Bahasa Arab." *Jurnal Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab* 1, no. 1 (2019): 8–13. <https://doi.org/10.47435/naskhi.v1i1.66>.
- Kusuma, Alam Budi. "PENDEKATAN DAN METODOLOGI PENGAJARAN BAHASA ARAB Alam." 1999 منشورات جامعة دمشق, no. December (2006): 1–6.
- Manullang, Sardjana Orba, Mardani Mardani, dan Aslan Aslan. "The Effectiveness of Al-Quran Memorization Methods for Millennials Santri During Covid-19 in Indonesia." *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (12 Juni 2021): 195–207. <https://doi.org/10.31538/nzh.v4i2.1334>.
- Muslimin, Tri Adi, dan Ari Kartiko. "Pengaruh Sarana Dan Prasarana Terhadap Mutu Pendidikan Di Madrasah Bertaraf Internasional Nurul Ummah Pacet Mojokerto." *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2020): 75–87. <https://doi.org/10.31538/munaddhomah.v1i2.30>.
- Ni'mah, Khoirotun, M Rizal Rizqi, dan Elis Ismawati. "Implementasi Metode Takrir Pada Materi Fi'il Dalam Pembelajaran Maharah Qiroah Bahasa Arab." *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 2 (2020): 1–17.
- Nira, Ragilian Diasi, dan Yayuk Fauziyah. "Development of Arabic Curriculum in Improving Pedagogic Competence of Lecturer Ma'had Umar Bin Al-Khattab." *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (23 Juli 2021): 294–309. <https://doi.org/10.31538/nzh.v4i2.1480>.
- Rofifah, Siti, Akhmad Sirojuddin, Muhammad Anas Ma'arif, dan Muhammad Mujtaba Mitra Zuana. "The Influence of Organizational Culture and Work Motivation on Teacher Performance at the International Standard School, Amanatul Ummah Mojokerto." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (29 Maret 2021): 27–40. <https://doi.org/10.31538/ndh.v6i1.899>.
- Rowin, Inchinia Angger. "Verbalisme Bahasa Arab Dalam Kehidupan Beragama Masyarakat Muslim." *Nazhruna: Jurnal Pendidikan Islam* 1, no. 1 (16 Agustus 2018): 20–36. <https://doi.org/10.31538/nzh.v1i1.40>.
- Sam, Zulfiah. "Z. Sam." *Metode Pembelajaran Bahasa Arab* Vol. 2, no. No 1 (2016): Hlm. 5.
- Sauri, Kasanah dan Supian. "Implementasi Metode Gramatika-Tarjamah Dalam Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Futuhiyah 2 Mraggen Demak." *prosiding KIMU* 4, 2020, 453–60.