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# The Use of the Book Al-Muyassar Fī 'Ilmin Nahwi in Nahwu Learning at Ma'had Al-Jāmi'ah IAIN Ternate

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## ABSTRACT

Learning nahwu is a fundamental component of mastering Arabic, especially in understanding classical Islamic texts. However, nahwu material is often perceived as difficult by students because of its abstract and theoretical presentation. This study aims to describe the use of Al-Muyassar Fī 'Ilmin Nahwi in learning nahwu at Ma'had Al-Jāmi'ah IAIN Ternate and analyze its advantages and limitations. This study employed a descriptive qualitative approach. Data collection techniques included learning observations, interviews with musyrif and students, and documentation. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results show that Al-Muyassar Fī 'Ilmin Nahwi is the main book because of its systematic, concise, and easy-to-understand presentation for beginner students. The use of this book can improve basic nahwu understanding and student learning motivation in the following ways. The obstacles found include limited learning time and variations in students' Arabic language backgrounds. This study recommends strengthening contextual methods and intensive mentoring for optimal use of the book.

**Keywords:** Nahwu Learning, Al-Muyassar Fī 'Ilmin Nahwi, Ma'had Al-Jāmi'ah, Arabic.

## I. Introduction

Arabic language learning holds a strategic position in the Islamic education system, particularly in State Islamic Religious Colleges (PTKIN) (Khitom & Taufik, 2023). Arabic is positioned not only as a means of communication but also as a primary instrument for understanding authoritative sources of Islamic teachings, such as the Qur'an, hadith, and classical texts (turats). Therefore, successful Arabic language learning significantly determines the quality of students' Islamic understanding (Noor, 2018). One fundamental branch of Arabic language learning is grammar (Nahwu). This knowledge serves as a set of rules for correctly understanding the Arabic sentence structure. Without adequate mastery of grammar (nahwu), students struggle to comprehend the meaning of texts, both modern academic texts and classical Islamic literature. Thus, nahwu is the main foundation for learning Arabic in Islamic educational settings. (Wafa' Rizqiyya Adira, Dudung Hamdun, Ahmad Rizki Ramadhan, 2024) However, in practice, learning nahwu is often perceived as a difficult, abstract, and boring subject. This perception arises from the characteristics of nahwu material,



which is rife with technical terms, complex grammatical rules, and a learning approach that tends to emphasize the memorization of rules over contextual understanding (Asiah & Zamroni, 2019). This condition results in low student motivation and active participation in the learning process. (Hendar Ibnu Hajar, 2024)

The challenges of learning Nahwu are further complicated when students have heterogeneous Arabic language backgrounds (Sulaikho et al. 2023). In PTKIN (State Islamic University), particularly at Ma'had Al-Jāmi'ah, students come from various educational backgrounds, ranging from Islamic boarding schools (pesantren) and madrasahs (Islamic schools) to public schools. These diverse backgrounds require adaptive learning strategies and teaching materials that are easy for all students to understand (Khoifatur Robiah et al., 2024).

Ma'had Al-Jāmi'ah, as an academic support institution, plays a crucial role in strengthening students' basic Islamic competencies. One of the Ma'had's main focuses is Arabic language learning, including nahwu (literacy), as a foundation for students' academic success in higher education. Therefore, selecting appropriate teaching materials is a key factor in the success of nahwu learning at Ma'had Al-Jāmi'ah (Jamaluddin Shiddiq, 2016). In this context, the use of nahwu books is the primary choice for learning. Classical nahwu books such as Al-Ājurrūmiyyah or Alfiyyah Ibn Mālik are known for their in-depth material, but they are often difficult to access for beginning learners (Lubis 2018). This has prompted the need for a nahwu textbook compiled with a simplified approach, without eliminating its scientific substance.

The book Al-Muyassar Fī 'Ilmin Nahwi (The Science of Nahwi) is presented as an alternative nahwu teaching material designed with a concise and systematic approach. This book presents nahwu rules step-by-step, accompanied by simple examples relevant to the needs of beginner learners. These characteristics make Al-Muyassar a potential choice for nahwu instruction at Ma'had Al-Jāmi'ah (Maşdar et al., 2024). Al-Muyassar Fī 'Ilmin Nahwi was selected as the primary teaching material at Ma'had Al-Jāmi'ah IAIN Ternate based on pedagogical and practical considerations. This book is considered capable of bridging the gap between classical nahwu textbooks with their theoretical focus and the needs of students who are still at the introductory stage of basic Arabic. Thus, this book is expected to improve the effectiveness of nahwu learning (Sulaikho et al. 2023). Although Al-Muyassar Fī 'Ilmin Nahwi has been used in learning practices, scientific studies that thoroughly examine its implementation and implications in the context of Ma'had Al-Jāmi'ah are still relatively limited. Most previous studies have focused on general nahwu learning or the use of classical books, without highlighting contemporary nahwu books that are practical. These limitations indicate a research gap that needs to be filled, particularly regarding the analysis of the use of the book Al-Muyassar Fī 'Ilmin Nahwi in nahwu learning at PTKIN (State Islamic University). This analysis is crucial to determine the extent to which the book addresses the nahwu learning challenges currently faced by students. Furthermore, analyzing the use of this book is also relevant in the context of developing a more contextual and student-oriented Arabic language learning model. Learning nahwu is no longer solely focused on mastering the rules but also on strengthening students' understanding and application skills in reading and comprehending Arabic texts.

Based on this description, this study focuses on the use of the book Al-Muyassar Fī 'Ilmin Nahwi in nahwu learning at Ma'had Al-Jāmi'ah IAIN Ternate. This focus distinguishes this research from previous studies because it empirically examines the use of contemporary nahwu books in the context of Ma'had Al-Jāmi'ah PTKIN, a practice that has rarely been studied systematically. This study is expected to provide an empirical overview of the learning process, advantages, and obstacles encountered in using these books. Therefore, the results of this study are expected to provide academic contributions to the study of Arabic language learning and practical recommendations for Ma'had administrators, lecturers, and musyrif (religious teachers) in developing more effective, adaptive, and student-centered nahwu learning.

## II. Literature Review and Hypothesis Development

### 2.1. Learning Nahwu

Nahwu is a major branch of Arabic language science that discusses the rules for determining word endings within a sentence structure, including *i'rāb* and *binā'*. Nahwu serves as a grammatical tool that enables accurate understanding of the relationships between elements within an Arabic sentence. Therefore, mastering nahwu is an essential foundation for reading, understanding, and interpreting Arabic texts, particularly classical ones (A. Mualif, 2019). In an educational context, learning nahwu is not solely directed at memorizing the rules but also at developing students' ability to apply these rules functionally. The primary goal of learning nahwu is to equip students with the ability to correctly understand Arabic sentence structures and construct them according to applicable rules. Therefore, learning nahwu should be oriented toward understanding and application rather than merely mastering grammatical terminology. However, learning nahwu often faces various challenges, especially when presented through a traditional approach that emphasizes theoretical and deductive aspects of learning. This approach tends to make it difficult for students to connect nahwu rules to the real-life use of Arabic language. As a result, nahwu is often perceived as difficult, abstract, and less relevant to learners' practical needs. (Yunisa, 2022)

With the development of modern educational paradigms, nahwu learning must be presented in a more communicative and contextual manner. A communicative approach to nahwu learning emphasizes the relationship between grammatical rules and language use in real-life contexts, both spoken and written forms. Meanwhile, a contextual approach encourages the presentation of nahwu material tailored to students' backgrounds, needs, and ability levels (Jamil, 2022). In the context of religious higher education, particularly at Ma'had Al-Jāmi'ah, nahwu learning has unique characteristics. Students must understand academic and classical Islamic texts. Therefore, learning nahwu at Ma'had serves not only as an introduction to basic rules but also as a means to develop competence in reading and understanding Islamic literature independently (Ghoffar & Muid, 2024). Thus, effective nahwu learning requires the integration of systematic teaching materials, adaptive learning methods, and a contextual pedagogical approach to learning. These efforts are expected to make nahwu a science that is easy to understand, applicable, and relevant to students' academic needs, so that the goals of Arabic learning can be optimally achieved.

### 2.2. Al-Muyassar Fi 'Ilmin Nahwi

Al-Muyassar Fi 'Ilmin Nahwi is a contemporary nahwu book compiled to simplify the discussion of nahwu principles without losing their scientific substance. This book is presented in response to the needs of beginner learners who often experience difficulties when faced with classical nahwu books that are full of technical terms and complex theoretical discussions. Therefore, Al-Muyassar was designed as an introductory book that facilitates a gradual understanding of basic nahwu concepts (Lubis, 2018). Systematically, Al-Muyassar Fi 'Ilmin Nahwi is structured and progressively structured, starting with an introduction to basic nahwu concepts, such as word classification and grammatical functions, and then moving on to more complex rules. This hierarchical arrangement of material allows learners to understand Nahwu in a coherent and uninterrupted manner, thereby reducing the cognitive load during the learning process (Darmawan, 2023).

The main characteristic of this book is its concise and straightforward presentation style. Explanations of the rules are presented concisely in simple language, accompanied by examples relevant to the learner's needs. These examples serve as a means of connecting nahwu rules with practical Arabic usage so that learning does not stop at a purely theoretical level. Furthermore, Al-Muyassar Fi 'Ilmin Nahwi has pedagogical advantages because it is flexible and can be combined with various learning methods. This book can be used for classical learning, guided discussions, and independent practice. This flexibility makes Al-Muyassar

relevant for use in various educational contexts, including the Ma'had Al-Jāmi'ah environment, which has students with diverse Arabic-language skills (Mahmuddin, 2020).

In the context of nahwu learning at Ma'had Al-Jāmi'ah, *Al-Muyassar Fi 'Ilmin Nahwi* (The Book of Nahwi) serves as a bridge between classical nahwu books and the needs of modern learning. This book is not intended to replace in-depth classical nahwu books but rather serves as an initial foundation that strengthens students' basic understanding before entering advanced nahwu studies. With these characteristics, *Al-Muyassar Fi 'Ilmin Nahwi* (The Book of Nahwi) can be seen as a relevant and strategic teaching material for nahwu learning for beginners. Its use is expected to improve conceptual understanding, learning motivation, and student readiness for a more in-depth study of Arabic, particularly in the context of higher religious education (Haq & Fitrianto, 2024).

### 2.3. Arabic Language Learning at Ma'had Al-Jāmi'ah

Ma'had Al-Jāmi'ah is an academic support institution within the State Islamic Religious College (PTKIN) that plays a strategic role in fostering students' knowledge and character. The Ma'had's existence is not only directed at strengthening spiritual and moral aspects but also at improving students' academic competencies, particularly in mastering Arabic as the language of Islamic scholarship. Therefore, Arabic language learning is one of the main programs implemented in a structured manner at Ma'had Al-Jāmi'ah. Arabic language learning at Ma'had Al-Jāmi'ah generally focuses on strengthening the basics of the language, such as grammar and reading skills in Arabic texts. This focus is based on students' need to understand Islamic literature, much of which is presented in Arabic. With adequate basic Arabic language skills, students are expected to participate optimally in lectures and academic studies based on primary Islamic sources. The diverse educational backgrounds of students at Ma'had Al-Jāmi'ah present a unique challenge in Arabic language learning. Students come not only from madrasahs or Islamic boarding schools but also from public schools with limited Arabic language learning experience. This situation demands an adaptive, gradual, and accessible learning approach for all students without compromising established academic standards. In practice, Arabic language learning at Ma'had Al-Jāmi'ah combines traditional and modern approaches. The traditional approach is reflected in the use of Arabic reference books, while the modern approach is realized through more communicative and contextual learning strategies. This combination aims to ensure that students not only understand Arabic language rules but also apply them to read and understand texts independently.

Furthermore, Arabic language learning at Ma'had Al-Jāmi'ah also aims to foster a positive attitude toward Arabic. Arabic is not positioned solely as a compulsory subject but as a means to broaden scientific horizons and deepen Islamic understanding. Therefore, the musyrif, or instructors at the Ma'had, play a crucial role in creating a conducive learning climate and motivating students. Therefore, learning Arabic at Ma'had Al-Jāmi'ah requires careful planning, the selection of appropriate teaching materials, and contextual learning strategies oriented to student needs. These efforts are expected to make Ma'had Al-Jāmi'ah an effective space for developing students' Arabic language competency, ultimately supporting their academic success in higher education.

## III. Research Method

This study used a descriptive qualitative approach (Dr. H Zuchri Abdussamad Sik.M.SI, 2021). The research subjects included students of nahwu learning and students of Ma'had Al-Jāmi'ah at IAIN Ternate. Data collection techniques were carried out through observations of the learning process, in-depth interviews, and documentation studies. Data analysis was carried out using Miles and Huberman's interactive model, which includes data reduction, data presentation, and drawing conclusions (Miles et al., 1992).

## IV. Results and Discussion

### 4.1. Implementation and Effectiveness of Using the Book *Al-Muyassar Fi 'Ilmin Nahwi*

Nahwu learning at the Ma'had Al-Jāmi'ah IAIN Ternate is implemented systematically, using the Book *Al-Muyassar Fi 'Ilmin Nahwi* as the primary reference in routine learning activities. Based on field observations, learning is conducted in a classical manner and guided by a mentor, with an average time allocation of two to three times per week. The material is presented in stages, starting with an introduction to the sentence (isim, fi' il, and harf), the concept of i'rāb, and the application of simple sentence structures, thus aligning with the characteristics of the Ma'had students, who generally come from a beginner Arabic language background. The implementation of this book demonstrates that a concise, systematic, and straightforward presentation of the material facilitates the mentor's management of the learning process. The rules of grammar are not presented abstractly, as in classical texts, but are linked to practical examples relevant to students' daily lives, such as prayer texts, simple expressions, and excerpts from the Quran that are frequently used in Ma'had activities. This pattern aligns with the principle of contextual learning, which emphasizes the connection between teaching materials and students' learning experiences. As emphasized by Richards and Rodgers, effective language learning must facilitate meaning through contexts relevant to the learner's life (Richards, Jack C., 2014). From an effectiveness perspective, learning evaluation results indicate an increase in students' basic understanding of grammar after using the *Al-Muyassar Fi 'Ilmin Nahwi* book. Based on the musyrif evaluation notes and daily practice results, most students were able to identify the grammatical function of words in simple sentences and apply the concept of i'rāb more accurately than in the initial stages of their learning. These findings indicate that the book can reduce the complexity of the nahwu material without eliminating its scientific substance, thus making nahwu more accessible to students with diverse Arabic language abilities.

These findings corroborate previous research, which found that the use of contemporary nahwu books with a simplified approach positively impacts the grammatical understanding of beginner learners (Yunisa, 2022). Furthermore, the gradual approach and practical examples used in *Al-Muyassar* align with Ibn Khaldun's view, which emphasizes the importance of tadarruj (gradual improvement) in language teaching to prevent students from experiencing cognitive overload. Learning effectiveness is also reflected in increased active participation of students during the learning process. Observational data show that students are more willing to ask questions, express their opinions, and engage in discussions when the material is presented in simple language and is not overly theoretical. This indicates that the appropriateness of teaching materials to students' ability levels significantly contributes to creating a conducive and participatory learning climate. This finding aligns with research confirming that simplifying the structure of grammatical material directly impacts students' courage and engagement in learning Arabic. (Mohammad Khoiril Abidin & Santosa, 2024) Thus, the implementation of the *Al-Muyassar Fi 'Ilmin Nahwi* book at Ma'had Al-Jāmi'ah IAIN Ternate serves not only as a source of teaching materials but also as a pedagogical instrument capable of bridging the need for basic nahwu learning in a university environment. Academically, this finding strengthens the argument that nahwu learning at Ma'had needs to be directed toward the use of adaptive, contextual, and student-specific teaching materials without neglecting the scientific foundations of nahwu itself.

### 4.2. Student Responses, Obstacles, and Implications for Nahwu Learning

Student responses to the use of *Al-Muyassar Fi 'Ilmin Nahwi* were generally positive. Based on interviews and observations of learning at Ma'had Al-Jāmi'ah IAIN Ternate, students found this book easier to understand than the classical nahwu books they had previously studied, such as *Ajurrūmiyyah* or *Imrithi*. This ease of use stems primarily from the concise presentation of the material, the use of straightforward

terminology, and example sentences that directly demonstrate the function of nahwu rules in language practice. Field observations indicate that students are more actively reviewing material independently outside formal class hours. This is evident in their habit of bringing and rereading *Al-Muyassar* during independent study periods in the Ma'had dormitory. These findings align with the theory of self-directed learning, which posits that clear, concise, and accessible teaching materials encourage students' independent learning, particularly in adult education contexts such as university (Ghoffar & Muid, 2024). However, some students still experience difficulties when faced with more complex Arabic texts, such as excerpts from the *Turats* book or long, structured academic texts. These difficulties primarily relate to the analytical application of nahwu rules rather than understanding the definitions of the rules themselves. These findings indicate that *Al-Muyassar Fi 'Ilmin Nahwi* is effective as an introductory grammar teaching material, but is not entirely sufficient to develop advanced grammatical analysis skills without the support of further practice.

This reinforces the view that modern nahwu learning needs to combine a simplified approach to material with tiered application practice so that learners do not stop at mastering basic concepts. In other words, simplifying the material must be accompanied by a scaffolding strategy that allows students to gradually confront more complex Arabic-language structures (Khitom & Taufik, 2023).

Another obstacle encountered in learning nahwu at Ma'had Al-Jāmi'ah IAIN Ternate is the limited learning time and the heterogeneity of students' initial abilities. Ma'had students come from diverse educational backgrounds, ranging from Islamic boarding school graduates to public school graduates with minimal Arabic language experience. This difference impacts the speed of material comprehension, resulting in some students in one class quickly mastering the rules while others still require intensive guidance. In response to these conditions, the musyrif adjusted the learning method by providing additional guidance, intensive practice, and small-group discussions. This strategy has been proven to help students with low basic abilities follow the learning process. This approach aligns with Tomlinson's theory of differentiated instruction, which emphasizes the importance of adapting learning strategies based on the needs and abilities of students (Carol Ann Tomlinson, 2014). Theoretically, the findings of this study reinforce the view that nahwu learning must be guided by a simple, contextual, and gradual pedagogical approach. *Al-Muyassar Fi 'Ilmin Nahwi* can be positioned as a pedagogical bridge between in-depth classical nahwu books and the learning needs of students in the modern higher education era. This position aligns with the idea of contemporary Arabic language learning reform, which emphasizes a balance between rule accuracy and pedagogical simplicity. Practically, this study provides implications for the management of Ma'had Al-Jāmi'ah IAIN Ternate to consider the use of nahwu teaching materials that are adaptive to students' abilities. Furthermore, improving students' competence in developing contextual, differentiated, and practice-based learning strategies is a key factor in sustainably improving the quality of Nahwu learning.

## V. Conclusion

This study concludes that the use of *Al-Muyassar Fi 'Ilmin Nahwi* (The Book of Nahwi) in learning nahwu at Ma'had Al-Jāmi'ah IAIN Ternate has proven effective as an introductory teaching material for students with heterogeneous Arabic language proficiency backgrounds. These findings provide a new contribute to the study of Arabic language learning by emphasizing the role of contemporary nahwu books as a pedagogical bridge between the classical text tradition and the learning needs of students in PTKIN (State Islamic University). This book simplifies the basic concepts of nahwu without eliminating the scientific substance, thus facilitating students' gradual and systematic understanding of Arabic grammatical structures. Pedagogically, the effectiveness of *Al-Muyassar* lies not only in its summary of the material but also in its suitability for the contextual learning approach employed by the musyrif. The presentation of rules accompanied by simple examples encourages active student participation and fosters motivation to learn nahwu, which previously tended to be low. This demonstrates that the selection of adaptive teaching

materials significantly contributes to the success of Arabic learning at Ma'had Al-Jāmi'ah. However, this study also found that the use of Al-Muyassar Fi 'Ilmin Nahwi still requires reinforcement through application training and intensive mentoring, especially for students who do not yet have an adequate Arabic language foundation. Therefore, this study recommends integrating the Al-Muyassar book with practice-based learning methods and learning differentiation to optimize Nahwu learning outcomes.

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