COMBINATION OF BAGHDADIYAH AND ADZ-DZIKRA MEDIA IN ARABIC LEARNING MEDIA AT SDPT ULUL ABSHOR SEMARANG

Agus Sulaiman [1*], Abdul Muntaqim Al Anshory [2], Nur Hasaniyah [3], Muhammad Hasyim [4]

[1,2,3,4] Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Abstract

This study aims to determine the effectiveness of the use of a combination of Baghdadiyah and Adz-Dzikra media in Arabic language learning at SDPT Ulul Abshor Semarang. Baghdadiyah media is used to help students recognize and understand the shape and pronunciation of Arabic letters, while Adz-Dzikra media facilitates students to practice writing Arabic letters, words, and sentences directly. The research method used is a case study with a qualitative approach. Data were collected through observation, interviews, and documentation during the Arabic language learning process at SDPT Ulul Abshor. Data analysis was carried out descriptively to identify the benefits and impacts of using the combination of media. The results of the study showed that the use of a combination of Baghdadiyah and Adz-Dzikra media proved to be effective in increasing the effectiveness of learning, as well as the ability to read and write Arabic sentences in students. Students are not only able to recognize Arabic letters, but also can compose and write simple sentences properly and correctly. In addition, the use of this combination of media also increases students' enthusiasm and motivation to learn Arabic. Based on the results of the study, it was concluded that the combination of Baghdadiyah and Adz-Dzikra media can be optimally utilized to improve the quality of Arabic language teaching at the elementary school level. Schools and teachers need to continue to develop the use of this combination of media in a more systematic Arabic learning plan.

Keywords: Baghdadiyah, Adz-Dzikra, Learning Media, Arabic Learning

INTRODUCTION | مقدمة

The importance of Arabic language learning media at the elementary school level lies in its ability to facilitate and accelerate the learning process (Hanifah, 2018). Effective learning media can help students understand the material more easily, attract their interest in learning, and significantly improve their language skills (Batubara, 2020). Through the use of appropriate media, such as engaging textbooks, audio-visuals, interactive applications, and other innovative teaching methods, students can more easily understand Arabic grammar, vocabulary, and sentence structure (Supriyono, 2018).

The ability to read and write in Arabic is a basic skill that must be mastered by students from an early age (Albantani, 2018). Membaca dan menulis bukan hanya sekadar mengenali huruf dan kata, tetapi juga memahami makna, konteks, dan struktur kalimat, terutama dalam pembelajaran baca tulis Al-Qur'an (Susanti et al., 2023). With these skills, students can understand simple texts in Arabic, which is the foundation for learning more complex texts in the future. In addition, reading and writing skills also strengthen students' critical and analytical

thinking skills, which is very beneficial in their overall learning process (Hasan et al., 2022).

According to the theory of language acquisition put forward by modern linguist, Stephen Krashen, the use of media in learning Arabic can be very effective for children. Krashen developed a theory known as "Input Hypothesis," which emphasized the importance of exposure to language that is little above the student's level of comprehension (i+1). The use of media such as cards, images, and other visual aids helps to create a rich and engaging context, thereby increasing children's engagement and understanding. This medium allows children to practice language skills in a supportive and multisensory environment, which involves the senses of sight, hearing, and movement (Bahruddin & Febrianib, 2020).

However, the challenges faced in learning Arabic in elementary schools are quite diverse. Some of them are the lack of interesting and interactive learning media, less varied teaching methods, and limited learning time available at school. Therefore, innovation and development of learning media that can overcome these challenges and make the learning process more effective and enjoyable for students (Alfianor, 2022) are needed. In this context, the development of Arabic language learning media that is effective and in accordance with the needs of students is very important. Well-designed media can help students overcome difficulties in learning Arabic, increase learning motivation, and maximize their potential in mastering reading and writing skills in Arabic (Febrita & Ulfah, n.d.).

The development of targeted and effective Arabic learning media is needed to support the learning process in elementary schools. This will make a positive contribution in shaping a generation that has good Arabic language skills, which is not only beneficial in the academic context, but also in their daily and religious lives (Ghozali & Sirojudin, 2022). Effective use of learning media is essential to help students master reading and writing skills. One of the media used to practice Arabic reading skills is "Baghdadiyah" Media, while "Adz-Dzikra" Media is used to practice writing skills. These two media can be combined to help students in elementary school to hone and get used to reading and writing in Arabic.

Baghdadiyah media is an effective traditional medium for teaching reading in Arabic (Al Halim & Nurul'Azizah, 2018). This media emphasizes the systematic and sequential recognition of letters, vowels, and their pronunciation. With this media, students can learn to read Arabic letters gradually, starting from single letter recognition, concatenated letters, to reading words and sentences. Through this approach, students can understand the basic forms of Arabic and develop their reading skills better (Masy'idah, 2022).

Adz-Dzikra Media is a media designed to practice writing skills in Arabic. This media provides systematic writing exercises, starting from writing basic letters, to stringing words and structuring sentences. By using Adz-Dzikra media, students not only learn to write correctly, but also understand grammar and sentence structure in Arabic (Purwasih & Renfaan, 2021). Consistent and directed practice through this media can help students to get used to writing in Arabic more fluently and accurately (Sanwil et al., 2021).

These two media, Baghdadiyah for reading and Adz-Dzikra for writing, are very important in the process of learning Arabic in primary schools (Maharani & Izzati, 2020). This learning medium helps students to understand and master basic skills in reading and writing, which is the foundation for learning more Arabic. The use of this media can also increase students' interest in learning, making the learning process more enjoyable and effective.

A number of previous studies have examined the use of Baghdadiyah and Adz-Dzikra media

in learning Arabic in elementary schools. These studies show that these two media have a fairly high effectiveness in improving reading and writing skills in Arabic letters and sentences. For example, a study conducted by Ahmad et al. (2021) found that the application of Baghdadiyah media can significantly improve the ability to read Arabic texts for 3rd grade elementary school students. Meanwhile, Fauzi's research (2019) revealed that the use of Adz-Dzikra media was effective in developing Arabic writing skills in grade 4 students.

However, most previous studies have focused on the use of one of the learning media, either Baghdadiyah or Adz-Dzikra, separately. There has been no specific study that specifically examines the combination of the use of the two media in a comprehensive Arabic language learning framework. In fact, combining Baghdadiyah and Adz-Dzikra media can provide more optimal benefits in building students' Arabic reading and writing skills at the same time. Therefore, this research is important to continue to analyze the effectiveness of the use of a combination of Baghdadiyah and Adz-Dzikra media in learning Arabic at the elementary school level. The results of this study are expected to provide valuable information for teachers and schools in designing more innovative and comprehensive Arabic language learning strategies.

This article aims to analyze the use of a combination of Baghdadiyah and Adz-Dzikra learning media in improving Arabic reading and writing skills for elementary school students, especially at SDPT Ulul Abshor Semarang. In detail, the objectives of this article include explaining the role of Baghdadiyah media in developing Arabic sentence reading skills for elementary school students, describing the implementation of Adz-Dzikra media in improving Arabic writing skills for elementary school students, analyzing the synergy between Baghdadiyah and Adz-Dzikra media in building Arabic language skills comprehensively, including reading and writing, and evaluating the effectiveness of using a combination of media Baghdadiyah and Adz-Dzikra in learning Arabic at SDPT Ulul Abshor Semarang and providing recommendations for the development of Arabic language learning in elementary schools by utilizing the right combination of media.

METHOD | منهج

This study uses a qualitative approach to analyze the use of a combination of Baghdadiyah and Adz-Dzikra media in Arabic language learning at SDPT Ulul Abshor Semarang. The subjects of this study are students from grade 1 to grade 3 at SDPT Ulul Abshor Semarang, with a total of 84 students consisting of 28 grade 1 students, 30 grade 2 students, and 26 grade 3 students. The data collection methods used include interviews, observations, and documentation studies. Interviews were conducted with Arabic teachers at SDPT Ulul Abshor Semarang to dig up in-depth information about the background of the use of Baghdadiyah and Adz-Dzikra media, as well as teachers' perceptions of the effectiveness of the combination of the two media. Interviews were also conducted with several students to obtain feedback on their learning experiences using Baghdadiyah and Adz-Dzikra media. Classroom observation was carried out to directly observe the Arabic learning process using a combination of Baghdadiyah and Adz-Dzikra media. The researcher recorded various activities, interactions, and student responses during learning. The documentation study was carried out by collecting and analyzing various related documents, such as learning implementation plans (RPP), teaching materials, and the results of the evaluation of Arabic language learning using Baghdadiyah and Adz-Dzikra media.

The student's background includes age, education level from grades 1-3, and previous

experience learning Arabic. Students' initial abilities include mastery of Arabic letters, the ability to read and write Arabic letters, and understanding the structure of Arabic words. Meanwhile, students' participation in learning activities is seen from their active following the teacher's instructions, their enthusiasm in using Baghdadiyah and Adz-Dzikra's media, and their willingness to read Arabic letters and present their writings. Researchers used various data collection techniques, such as observation, interviews, and document analysis, to obtain comprehensive information about the learning process of reading and writing Arabic letters, words, and sentences with the media of Baghdadiyah and Adz-Dzikra. The collected data was analyzed using a qualitative approach based on Miles and Huberman's frame of mind. Data analysis includes data reduction, data presentation, and conclusion drawing to deeply understand the phenomena that occur during the learning process (Asipi et al., 2022).

RESULT | نتائج

Baghdadiyah Media

Baghdadiyah learning media has been used at SDPT Ulul Abshor Semarang since 2020 as an effort to improve the reading skills of Arabic sentences for students. Based on interviews with Arabic teachers, the use of Baghdadiyah media is based on the need to simplify the process of learning to read Arabic texts which are often considered difficult by elementary school students. Through this media, it is hoped that students can learn to read more interestingly and fun.

Baghdadiyah media is an Arabic language learning tool designed to make it easier for students to master Arabic text reading skills. This media is developed based on the principle of multi-sensory learning, which utilizes the senses of sight, hearing, and movement to strengthen students' understanding. Baghdadiyah consists of cards with letters, sentences, and images that can be manipulated by students during the learning process (Ulfa, 2023). "Baghdadiyah uses cards with letters, sentences, and pictures. Students can play the cards while studying, so they are more active and happy," said Mrs. Wina, a grade 3 teacher at SDPT Ulul Abshor Semarang.

In learning Arabic at SDPT Ulul Abshor, Baghdadiyah media is used intensively to develop students' reading skills. The teacher begins the learning by introducing Arabic letters through the Baghdadiyah card. Students are asked to observe the shape and sound of letters, as well as practice how to read them. Next, the teacher introduces simple sentences consisting of a combination of these letters. Students are then asked to compose and read the sentences using the Baghdadiyah card provided. Through this interactive and fun process, students can more easily understand and practice Arabic reading skills (Rosada & Oktafiana, 2018).

Adz-Dzikra Media

In addition to Baghdadiyah media, SDPT Ulul Abshor Semarang also uses Adz-Dzikra learning media to support Arabic language teaching, especially in writing skills. Adz-Dzikra was introduced in this school in 2021 as a response to the need for students to improve their ability to write Arabic sentences. According to the teacher, the application of Adz-Dzikra media aims to make the writing learning process more interesting and effective for elementary school students.

Adz-Dzikra media is a learning tool designed to facilitate students in learning and practicing Arabic letter, word, and sentence writing skills. This medium was developed based on multisensory principles, which involve the senses of sight, hearing, and motion. Adz-Dzikra consists of cards written with Arabic letters along with examples of their writing, as well

magnetic boards that can be used to compose sentences. "Adz-Dzikra is a learning tool that helps students write Arabic letters, words, and sentences. This medium uses multisensory principles, so it involves sight, hearing, and movement. There are cards with Arabic letters and examples of writing, as well as magnetic boards to compose sentences," said Mrs. Wina, a grade 3 teacher at SDPT Ulul Abshor Semarang.

In learning Arabic at SDPT Ulul Abshor, Adz-Dzikra media is used to train students' writing skills. The teacher begins by introducing the Arabic letters through the Adz-Dzikra card. Students are asked to observe the shape and way of writing it, as well as practice writing the letters in the air or on a table. Furthermore, students are given the opportunity to arrange letters into simple words and sentences using the Adz-Dzikra cards provided. The teacher also encourages students to copy the sentences on the magnetic board. Through this interactive and hands-on process, students can learn to write Arabic letters, words, and sentences in a more fun and meaningful way.

Based on observations and interviews with teachers, the use of Adz-Dzikra media has proven to be effective in improving the writing ability of SDPT Ulul Abshor students. Students' enthusiasm and active involvement during Arabic language learning seemed to increase. Students looked more excited and motivated to learn letters and compose Arabic sentences using Adz-Dzikra cards. In addition, teachers also reported an increase in students' understanding of the basic concepts of writing Arabic letters and sentences. Through the manipulation of Adz-Dzikra cards, students can easily identify letter shapes, understand the direction of writing, and string simple sentences. This has a positive impact on the results of the evaluation of students' Arabic writing skills.

Although the use of Adz-Dzikra media has received a positive response, teachers also face several challenges in its implementation. One of them is the limited number of Adz-Dzikra sets available in schools, so they must be rotated in use. In addition, the limited allocation of learning time is also an obstacle in utilizing this media optimally. To overcome this, the school plans to increase the number of Adz-Dzikra sets available so that they can be used more widely. Teachers will also strive to integrate the use of Adz-Dzikra media into Arabic language learning planning more systematically. Thus, the use of Adz-Dzikra media in teaching Arabic sentence writing at SDPT Ulul Abshor can be more optimal in the future.

Combination of Baghdadiyah Media and Adz-Dzikra Media

SDPT Ulul Abshor Semarang not only utilizes Adz-Dzikra media, but also combines it with Baghdadiyah media in teaching Arabic. These two media have a complementary role in developing students' Arabic language skills, especially in writing.

The Baghdadiyah media, which is traditionally based, is used to introduce Arabic letters along with their proper form and pronunciation. Meanwhile, Adz-Dzikra media, which is based on concrete objects, is focused on practicing writing Arabic letters, words, and sentences hands-on. The combination of these two approaches provides a more comprehensive learning experience for students. In its implementation, teachers at SDPT Ulul Abshor use Baghdadiyah media first to introduce and train students to recognize Arabic letters along with their proper form and pronunciation. After that, students are directed to practice writing simple Arabic letters, words, and sentences using the media of Adz-Dzikra.

Through the use of Adz-Dzikra cards, students can actively compose and write Arabic sentences facilitated by teachers. This hands-on activity provides hands-on experience for

students in practicing their writing skills. Thus, the combination of Baghdadiyah and Adz-Dzikra media can create more interesting, interactive, and effective Arabic language learning for students of SDPT Ulul Abshor

| DISCUSSION | مناقشة |

Before explaining the steps to use a combination of Baghdadiyah and Adz-Dzikra media in learning Arabic in the classroom, it is necessary to explain the context behind the selection of the media. In an effort to improve the ability to write Arabic letters, words, and sentences in students, teachers have identified several obstacles faced. One of them is the limitation of learning media that can attract interest and facilitate the process of learning to write effectively. Therefore, the teacher decided to use a combination of Baghdadiyah and Adz-Dzikra media as a solution that is expected to overcome this problem.

The following are the steps to use a combination of Baghdadiyah and Adz-Dzikra media that are applied in learning Arabic in the classroom:

Preparation

In preparation for learning, teachers first prepare the media to be used. One of the media prepared is the Baghdadiyah media, which is in the form of a board containing Arabic letters. Teachers will use this media to introduce the shape and pronunciation of Arabic letters to students. In addition, teachers also prepare Adz-Dzikra media, which is a special textured whiteboard that can be used by students to write using markers. With this medium, students will be able to practice writing the Arabic letters that have been learned. Not only that, teachers also ensure that supporting facilities and infrastructure in the classroom, such as writing equipment, projectors, or speakers, are ready to be used to support the learning that will be carried out.

Arabic Alphabet Recognition

The teacher began the learning by introducing the shape and pronunciation of Arabic letters one by one using Baghdadiyah media. This media contains various Arabic letters that can be shown by teachers. Using this medium, teachers can clearly demonstrate the form and way of pronouncing each Arabic letter to students. Students carefully observe and practice the pronunciation of Arabic letters shown by the teacher. They follow the given pronunciation model, trying to pronounce the letters properly and correctly. Teachers provide guidance and corrections to students who are still not fluent in prociting Arabic letters.

After the introductory and practical sessions, the teacher ensures that the students really understand the shape and pronunciation of the Arabic letters well. Teachers provide feedback and evaluation to ensure students have mastered the material being taught. If there are still difficulties, the teacher will provide additional explanations and opportunities for students to practice further.

Letter Writing Practice

After the introduction and practice session of prociting Arabic letters using Baghdadiyah media, the teacher then distributed Adz-Dzikra media to each student. This Adz-Dzikra media is in the form of a special whiteboard that has a texture so that it makes it easier for students to write using markers. With the Adz-Dzikra media in their hands, students are asked to write down the Arabic letters they have learned before. Students carefully and attentively poured the Arabic letters on the Adz-Dzikra media. This activity provides an opportunity for students to practice

directly writing the Arabic letters they have learned.

During the students' writing, the teacher actively goes around to guide and justify the way the Arabic letters are written by the students. Teachers provide input and corrections individually to students who are still not right in forming and placing Arabic letters on the Adz-Dzikra media. With the guidance of teachers, students can improve and perfect their Arabic script writing.

Practice of Composing Words and Sentences

After the students are proficient in writing Arabic letters using the medium of Adz-Dzikra, the teacher then asks them to arrange the letters into simple words in Arabic. With the provision of mastery of good forms and letter writing, students begin to combine letters to form basic words. Not only stopping at the word preparation stage, the teacher also asked students to continue by arranging the words into simple sentences in Arabic. This activity requires students' ability to understand the structure and grammar of Arabic more comprehensively.

During the process of drafting words and sentences, teachers actively guide and justify the arrangement made by students. Teachers provide input and corrections if there are errors or inaccuracies in the arrangement of letters, words, or sentences. With the guidance of teachers, students can improve and perfect their writing so that it is in accordance with the correct rules of Arabic.

Reflection and Evaluation

After the students have finished composing simple words and sentences in Arabic, the teacher asks them to present their writing in front of the class. Each student was given the opportunity to read and show what they had written using the Adz-Dzikra media. When students present their work, teachers provide feedback and evaluation on their ability to write Arabic letters, words, and sentences. Teachers observe, assess, and provide notes of improvement on aspects that still need to be improved, such as the accuracy of letter form, writing, word arrangement, and sentence structure.

Through this presentation and evaluation process, teachers can clearly identify the difficulties that are still experienced by students. Based on these findings, teachers then provide further guidance and direction to help students overcome the problems they face. This is done so that students can continue to improve their ability to write letters, words, and sentences in Arabic gradually and continuously. By implementing these steps, it is hoped that the combination of Baghdadiyah and Adz-Dzikra media can help students in improving their Arabic reading and writing skills effectively.

The application of a combination of Baghdadiyah and Adz-Dzikra media at SDPT Ulul Abshor shows positive results. Students' understanding of Arabic letters and basic sentence structure becomes better. In addition, students' writing skills have also experienced a significant improvement. Through the use of Baghdadiyah, students can easily recognize and identify the correct shape and pronunciation of Arabic letters. Then, by manipulating the Adz-Dzikra cards, students can apply this knowledge in composing and writing simple sentences. Another positive impact is the increase in students' enthusiasm and motivation to learn. Learning Arabic, which is usually considered difficult and boring, is now more interesting and fun for students. They look more active, creative, and enthusiastic in participating in each stage of learning (Lathifah, 2019).

However, teachers at SDPT Ulul Abshor also face several obstacles in combining the use of Baghdadiyah and Adz-Dzikra media. One of them is the limited availability of Baghdadiyah devices, so they must be rotated in the classroom. To overcome this, the school plans to increase

the number of Baghdadiyah devices owned. In addition, teachers will also strive to integrate the use of these two media more systematically in their Arabic language learning plans. Thus, the combination of Baghdadiyah and Adz-Dzikra media can be optimally utilized to improve the quality of Arabic language teaching at SDPT Ulul Abshor.

The use of a combination of Baghdadiyah and Adz-Dzikra media at SDPT Ulul Abshor provides many benefits in learning Arabic. These two media complement each other and support the improvement of students' reading and writing skills in Arabic sentences. Through Baghdadiyah media, students can easily recognize and understand the correct form and pronunciation of Arabic letters. The interactive and visual features of Baghdadiyah help students to remember and master the letters more quickly. Furthermore, the use of Adz-Dzikra media facilitates students to practice writing Arabic letters, words, and sentences directly.

This combination of letter comprehension and writing practice has proven to be effective in improving reading and writing Arabic sentence skills in students. Students are not only able to recognize letters, but also can compose and write simple sentences well and correctly. In addition to improving reading and writing skills, the combination of Baghdadiyah and Adz-Dzikra media has also been shown to increase the effectiveness of Arabic language learning at the primary school level. This can be seen from the enthusiasm and motivation of students who are getting higher and higher.

Learning that was previously considered difficult and boring, is now more interesting and fun for students. Hands-on activities with Adz-Dzikra and interactive features of Baghdadiyah are able to increase students' active involvement in the learning process. Thus, the combination of Baghdadiyah and Adz-Dzikra media has proven to be effective in improving the quality of Arabic language learning at SDPT Ulul Abshor. Students not only gain a better understanding and skills of Arabic, but also show increased motivation and enthusiasm in learning.

In addition to increasing learning effectiveness, the combination of Baghdadiyah and Adz-Dzikra media has also been proven to be effective in improving the ability to read and write Arabic sentences in students. This can be seen from the results obtained by students after participating in learning using these two media. Through the use of Baghdadiyah, students can easily recognize and identify the correct shape and pronunciation of Arabic letters. Then, by manipulating the Adz-Dzikra cards, students can apply this knowledge in composing and writing simple sentences.

This interactive and fun learning process helps students to understand and master Arabic sentence reading and writing skills more quickly. Students are not only able to recognize the letters, but also be able to compose and write sentences properly and correctly (Hayatun, 2023). This combination of letter comprehension and writing practice has a significant positive impact on improving Arabic language skills in students. Thus, the combination of Baghdadiyah and Adz-Dzikra media has proven to be effective in improving Arabic reading and writing skills at the primary school level.

To be able to optimize the benefits of the combination of Baghdadiyah and Adz-Dzikra media, the school and teachers at SDPT Ulul Abshor continue to strive to develop its use in learning Arabic. One of the efforts made is to increase the number of Baghdadiyah devices available in schools. In addition, teachers will also strive to integrate the use of these two media more systematically in their Arabic language learning plans. Thus, the combination of Baghdadiyah and Adz-Dzikra media can be optimally utilized to improve the quality of Arabic language teaching at SDPT Ulul Abshor.

This research is only limited to the use of Baghdadiyah and Adz-Dzikra media in a classical way, without involving digitalization. These limitations suggest that while this manual method is effective in improving Arabic language learning, there is great potential to further develop and expand its effectiveness through the application of modern technology. Digitalization can offer a variety of advantages, such as easier access, more engaging interactions, and more precise measurement of learning progress. Therefore, this limitation prompted further research to explore how more modern applications can optimize the use of Baghdadiyah and Adz-Dzikra media in learning Arabic.

CONCLUSSION | خاتمة

The use of a combination of Baghdadiyah and Adz-Dzikra media at SDPT Ulul Abshor provides many benefits in learning Arabic. Through Baghdadiyah media, students can easily recognize and understand the correct form and pronunciation of Arabic letters. Meanwhile, the use of Adz-Dzikra media facilitates students to practice writing Arabic letters, words, and sentences directly. The combination of letter comprehension through Baghdadiyah and the practice of writing with Adz-Dzikra has proven to be effective in improving the reading and writing skills of Arabic sentences in students. Students are not only able to recognize letters, but also can compose and write simple sentences well and correctly. In addition, the use of this combination of media also increases the effectiveness of learning Arabic at the elementary school level, as seen from the enthusiasm and motivation of students who are getting higher and higher in learning.

To be able to optimize the benefits of the combination of Baghdadiyah and Adz-Dzikra media, the school and teachers at SDPT Ulul Abshor need to continue to make efforts to develop its use in learning Arabic. One of the efforts that can be made is to increase the number of Baghdadiyah devices available in schools and integrate the use of these two media more systematically in the Arabic language learning plan. Thus, the combination of Baghdadiyah and Adz-Dzikra media can be optimally utilized to improve the quality of Arabic language teaching at the primary school level.

BIBLIOGRAPHY | مراجع

Al Halim, A. A., & Nurul'Azizah, W. (2018). Upaya Peningkatan Kemampuan Membaca Al-Qur'an Melalui Pengenalan Huruf Hijaiyah Menggunakan Metode Qo'idah Baghdadiyah Ma'a Juz 'Amma (Turutan) Di Kelas 1A MI Ma'arif NU 01 Tritihkulon Tahun Pelajaran 2015/2016. *Jurnal Tawadhu*, *2*(1), 490–504.

Albantani, A. M. (2018). Pembelajaran bahasa Arab di Madrasah Ibtidaiyah: Sebuah ide terobosan. *Attadib: Journal of Elementary Education*, *2*(2), 160–173.

Alfianor, A. (2022). Alfianor, A. (2022). Strategi Pengajaran Bahasa Arab di MI RAKHA Amuntai. Al-Madrasah: 6(1), 78-87. *Jurnal Pendidikan Madrasah Ibtidaiyah*, *6*(1), 78–87. http://dx.doi.org/10.35931/am.v6i1.867

Asipi, L. S., Rosalina, U., & Nopiyadi, D. (2022). The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon. *International Journal of Education and Humanities*, *2*(3), 17–25. https://doi.org/10.58557/ijeh.v2i3.98

Bahruddin, U., & Febrianib, S. R. (2020). Implementation of Stephen Krashen's theory in foreign language acquisition. *International Journal of Innovation, Creativity and Change*, *13*(8), 821–831.

Batubara, H. H. (2020). Media pembelajaran efektif. *Semarang: Fatawa Publishing*, *3*.

Febrita, Y., & Ulfah, M. (n.d.). Peranan media pembelajaran untuk meningkatkan motivasi belajar siswa. *Diskusi Panel Nasional Pendidikan Matematika*, *5*(1), 2019.

Ghozali, M. A., & Sirojudin, D. (2022). Desain Materi Ajar Bahasa Arab Berbasis Tema Di MI Al Hikmah Sidowarek Ngoro Jombang (Keterampilan membaca, menulis dan latihannya). *… Pembelajaran, Dan Teknologi*, *7*(2), 63–73. https://doi.org/10.32764/eduscope.v7i2.2259

Hanifah, U. (2018). Pengembangan Literasi Berbicara Bahasa Arab (Mahārat Al-Kalām) Di Madrasah Ibtidaiyah (MI). *Elementary: Islamic Teacher Journal*, *6*(2), 206–226.

Hasan, M., Maulidyanti, H., Tahir, M. I. T., & Arisah. (2022). Analisis keterampilan berpikir kritis peserta didik melalui kegiatan literasi. , 8(2), 477-486. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, *8*(2), 477–486.

Hayatun. (2023). *Mahir Bahasa Arab (Sebuah Analisis Terhadap Metode Pemberian Tugas)*. CV Historie Media.

Lathifah, A. (2019). *Mahir Bahasa Arab untuk SD & MI*. Laksana.

Maharani, S., & Izzati, I. (2020). Pembelajaran Baca Tulis Al-Qur'an Anak Usia Dini. Jurnal Pendidikan Tambusai. *Jurnal Pendidikan Tambusai*, *4*(2), 18–19.

Masy'idah, H. (2022). *PENGGUNAAN MEDIA KARTU UNTUK MENINGKATKAN PENGUASAAN KOSA KATA BAHASA ARAB SISWA KELAS V MI MIFTAHUL ASTAR*. repo.uit-lirboyo.ac.id. http://repo.uit-lirboyo.ac.id/488/

Purwasih, W., & Renfaan, I., P. (2021). *PENGELOLAAN MUTU TPQ KHOIRU MABADI PURWANEGARA PURWOKERTO UTARA KABUPATEN BANYUMAS.* (pp. 23–25). FTIK UINSAIZU.

Rosada, A., & Oktafiana, S. (2018). *Pembelajaran Huruf Hijaiyah dengan Metode Individual Instruction. Menjadi Guru Kreatif: Praktik-praktik Pembelajaran, 117.* PT kanisius.

Sanwil, T., Utami, R., & Ahyar, D. (2021). *Pembelajaran Bahasa Arab Untuk Siswa SD/MI*. Yayasan Penerbit Muhammad Zaini.

Supriyono. (2018). PENTINGNYA MEDIA PEMBELAJARAN UNTUK MENINGKATKAN MINAT BELAJAR SISWA SD. *EduStream : Jurnal Pendidikan Dasar*, *2*(01), 43–48. https://doi.org/10.26740/eds.v2n1.p43-48

Susanti, C. P., Maulaya, R. D., Siswanto, M. H. Z., & Qolbi, S. N. (2023). The Multisensory Book Design: A Learning Medium for Dyslexic Children Reading the Qur'an Through Reflection on Concrete Objects. *Abjadia: International Journal of Education*, *8*(2), 224–235. https://doi.org/10.18860/abj.v8i2.24345

Ulfa, M. (2023). Penggunaan Media Kartu Huruf Untuk Meningkatkan Keterampilan Membaca. *Universal Grace Journal*, *1*(1), 102–111.