



THE INFLUENCE OF THE *SILENT WAY* METHOD IN INCREASING STUDENTS' AWARENESS OF THE IMPORTANCE OF LEARNING ARABIC

Emi Salsabila Sinaga ^{1*}, Agung Setiyawan ²

^{1, 2} Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Abstract

This study aims to determine the effect of the *Silent Way* method on increasing students' awareness of the importance of learning Arabic at MAN Pematangsiantar. The background of this study is based on the low awareness of students in understanding Arabic language learning as a strategic tool in global communication and career development. The method used was a quasi-experiment with a nonequivalent control group design, involving 40 students divided into an experimental group and a control group. The experimental group received instruction using the *Silent Way* method, while the control group used conventional methods. The research instrument was a Likert scale questionnaire measuring the cognitive, affective, and conative dimensions of learning awareness, analyzed using a t-test. The results showed a significant increase in the experimental group (average score increased from 2.9 to 3.7) compared to the control group (from 2.6 to 2.8), with a p-value < 0.001. These findings prove that the *Silent Way* method is effective in fostering learning awareness through participatory, reflective, and learner-centered learning. This study recommends the application of this method in Arabic language instruction as an innovative strategy for building students' intrinsic awareness.

Keywords: *Silent Way*, Learning Awareness, Student Motivation, Arabic Language Learning

* Correspondence Address:	Emisalsabila496@gmail.com			
Article History	Received	Revised	Accepted	Published
	2025-06-05	2025-11-09	2025-11-12	2025-12-10

INTRODUCTION | مقدمة

Arabic language learning in the modern era has undergone a significant paradigm shift. In the past, Arabic was only studied as a means of understanding religious texts, but now it has developed into a language skill that has strategic value in global and professional communication. This change demands innovation in teaching approaches and methods, ensuring that Arabic is not only taught in a normative manner but also in a contextual and applied way (Al-Azzawi, 2021). The *Silent Way* method, which emphasizes discovery-based learning and active student engagement, is one promising approach in this context (Richards, J. C., & Rodgers, 2014). This method not only encourages students to independently build their language understanding but also fosters their awareness of the importance of the learning process itself (Masnun, 2019). In the context of 21st-century learning, teachers are required to act as adaptive and innovative facilitators in selecting learning strategies that can stimulate students' intrinsic motivation (Budirahayu, Tuti & Saud, 2023; Trilling, B., & Fadel, 2009). Recent research also confirms that pedagogical innovation accompanied by collaboration and critical reflection can significantly improve the quality of language learning (Fullan, 2013; Nur Kayati Afiah, 2020).

Arabic language teachers, as the spearhead of learning, are required not only to master the teaching material, but also to have the ability to innovate in learning strategies and approaches

(Tilaar, 2002). Innovative learning is highly dependent on the creativity of teachers in designing methods, media, and learning environments that suit the needs of students (Craft, 2005). In this context, the *Silent Way* method positions the teacher as a facilitator and guide, enabling students to explore the language independently and actively, with minimal verbal intervention from the teacher (Richards, J. C., & Rodgers, 2014). This method provides space for students to experience learning as a reflective process, not merely as passive reception of information. Therefore, pedagogical innovations like the *Silent Way* can be an effective means to foster learning awareness while enhancing students' learning autonomy (Yilweri, 2023). Additionally, teachers are also expected to be active in professional collaboration, such as in MGMP forums or learning communities, to share best practices and enrich their pedagogical insights (Budirahayu, Tuti & Saud, 2023).

Although various innovative methods have been introduced in Arabic language learning, many students are still not fully aware of the importance of learning this language in a broader context, such as global communication, further studies, or career development (Al-Nasser, 2020). This low awareness often results in weak motivation to learn and minimal active participation in the learning process (Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, 2000). This indicates that the teaching methods applied have not been fully effective in fostering students' intrinsic awareness of the strategic value of Arabic. Research shows that approaches that allow for exploration, mistakes, and independent meaning construction, such as the *Silent Way* method, are more likely to build students' awareness and active involvement in language learning (Lia Atiyah Rohmah & Bahrus Surus, 2022). However, the application of this method has not been thoroughly studied, especially in the context of Arabic language education in Indonesia, so its effectiveness in stimulating students' learning awareness has not been fully confirmed empirically (Huda, 2018; Rido'i, 2024).

Previous studies on the *Silent Way* have primarily focused on linguistic outcomes such as pronunciation accuracy, grammar mastery, or speaking fluency rather than its deeper pedagogical implications. For example, several studies confirmed that the method enhances pronunciation and vocabulary retention (Tahrir, 2015; Miftah, 2017), yet few have explored how the reflective and discovery-based nature of the *Silent Way* can shape students' metacognitive and affective dimensions of learning. This limited exploration leaves a critical gap in understanding how the *Silent Way* contributes to students' internal awareness of learning as a transformative process, beyond mere linguistic performance.

The lack of research highlighting students' awareness of the importance of Arabic language learning indicates a gap in Arabic language education studies that needs to be filled. To date, most research has focused on the effectiveness of teaching methods in achieving cognitive outcomes, such as improved grades or linguistic skills, without delving deeply into how specific methods shape students' awareness and attitudes toward learning itself (Abdurahman, A., Budiarti, A. T., Nisa, K., & Nasution, 2025; Miftah, 2015). However, in the context of education oriented toward character development and long-term motivation, strengthening learning awareness is an important aspect that cannot be ignored (Zohar, A., & Dori, 2003).

This study specifically focuses on learning awareness rather than motivation or speaking skills because awareness represents the foundation of all sustainable learning behavior. While motivation may fluctuate due to external stimuli, awareness reflects a deeper, intrinsic understanding of why learning Arabic matters in personal, academic, and professional contexts. According to metacognitive learning theory (Flavell, 1979), awareness enables learners to monitor, evaluate, and regulate their learning process making it a prerequisite for genuine

motivation and autonomous skill development. Thus, focusing on awareness allows this study to address the root of students' engagement problems, rather than just the symptoms.

The *Silent Way* method offers opportunities to explore this dimension as it is designed to encourage students to think, take initiative, and take responsibility for their learning process independently (Pulker, H., & Kukulska-Hulme, 2020). Therefore, it is important to examine how this method not only influences cognitive aspects but also shapes students' attitudes and awareness in understanding the importance of Arabic language learning in the modern era, which is full of challenges and competition (Rido'i, 2024). Strengthening students' awareness of the importance of Arabic language learning cannot be achieved solely through a top-down instructional approach (Freire, 1970). Participatory and reflective learning strategies are needed, in which students are actively involved in understanding the meaning of the learning process itself (Vygotsky, 1978). The *Silent Way* method, based on the principle that learning is most effective when students engage in their own thinking and decision-making processes, can be a relevant approach to fostering this awareness (Salsabila, S. S., & Gumiandari, 2024). Based on social constructivism theory, the ideal learning process takes place in a context of interaction that encourages students to construct meaning through experience and collaboration, rather than simply receiving information from the teacher (Shah, 2022). In this context, the role of the teacher as a facilitator is crucial in creating a supportive learning environment that allows students to explore Arabic according to their needs and interests. This approach is considered consistent with the principles of 21st-century learning, which emphasize the importance of independent learning, emotional engagement, and the development of students' metacognitive skills (Cents-Boonstra, 2021; Kaplan, 2021).

The *Silent Way* method offers a learning approach that has the potential to build students' learning awareness more deeply (Gattegno, 1972). However, the application of this method is not without challenges. Among these are teachers' readiness to understand the fundamental principles of the method, their ability to facilitate student-centered classrooms, and time constraints in meeting curriculum targets, which often lead teachers to opt for conventional methods (Lia Atiyah Rohmah & Bahrus Surus, 2022). Additionally, psychological factors such as teachers' lack of confidence in exploring new approaches and limitations in pedagogical training also hinder innovation in Arabic language learning (Abdurahman, A., Budiarti, A. T., Nisa, K., & Nasution, 2025; Darling-Hammond, L., Hylar, M. E., & Gardner, 2017). Therefore, systematic efforts in the form of training, mentoring, and continuous evaluation are needed so that teachers can implement methods such as the *Silent Way* effectively and sustainably. In this context, research on the influence of the *Silent Way* method on student awareness is important to emphasize the urgency of developing learning approaches that are not only technical but also transformative (Rido'i, 2024).

METHOD

منهج

Approach, Type, and Research Design

This study uses a quantitative approach with a quasi-experimental design to determine the effect of applying the *Silent Way* method on increasing students' awareness of the importance of learning Arabic. The experimental design used is a nonequivalent control group design, which involves two groups that are not randomly selected but have relatively comparable characteristics. This design is suitable for use in formal education contexts where randomization is often not possible due to the limitations of pre-existing classes. In this study, the treatment was only given to the experimental group, while the control group continued with the usual learning

process. This approach is relevant in an educational context as it allows researchers to observe the impact of an intervention in a structured manner while still maintaining real-world conditions (Creswell, 2015; Machali, 2021).

Before applying the treatment, a pretest equivalence analysis was conducted to ensure that both groups had comparable initial awareness levels. The independent samples t-test results showed no significant difference ($p > 0.05$) between the pretest scores of the experimental and control groups, indicating that both groups were statistically equivalent prior to the intervention. This step was taken to minimize the potential threat of selection bias, which is common in quasi-experimental designs.

Population and Sample

The population in this study consisted of 40 students at MAN Pematangsiantar, who were divided into two groups, namely the experimental group and the control group, each consisting of 20 people. The sampling technique used was purposive sampling, which involves selecting subjects based on specific considerations such as class availability and similarity in initial abilities. The experimental group received instruction using the *Silent Way* method, while the control group was taught using conventional methods such as lectures and question-and-answer sessions. This division aimed to compare the results of the two groups in terms of improvements in learning awareness after being subjected to different treatments (Samsu, 2017).

Research Instruments

The instrument used in this study was a closed-ended questionnaire designed using a five-point Likert scale, ranging from “strongly disagree” to “strongly agree.” This questionnaire was used to measure students' awareness of the importance of Arabic language learning before and after the intervention. The indicators measured included three dimensions: cognitive (understanding), affective (attitude), and conative (willingness to act).

The questionnaire underwent content validation by two experts: one expert in linguistics and Arabic language education, who ensured the accuracy of content and its alignment with the learning objectives, and another expert in psychometrics, who validated the clarity, measurability, and construct consistency of the instrument items. The validators provided feedback regarding the clarity of the item statements, cultural suitability, and construct representativeness, all of which were revised accordingly. Reliability testing using Cronbach's Alpha resulted in a coefficient value of 0.74, indicating that the instrument was reliable for use in educational research (Sugiyono, 2019).

Research Procedures

The learning process took place using material themed “My Hobby”, which was chosen for its contextual and communicative relevance to students' real-life experiences. The experimental group was taught using the *Silent Way* method, which emphasized minimal teacher verbal intervention, the use of visual aids such as colored rods and charts, and discovery-based learning. In contrast, the control group received instruction through a conventional lecture-based approach combined with question-and-answer sessions. Both groups were given a pre-test before and a post-test after the learning process using the same instrument to measure changes in learning awareness.

The study followed ethical research protocols by obtaining informed consent from all participants. Students were informed about the research purpose, the voluntary nature of their

participation, and their right to withdraw at any time. All collected data were treated confidentially and used solely for academic purposes. This ethical compliance ensured transparency and respect for participants' autonomy throughout the research process.

Data Analysis Techniques

The pre-test and post-test data from both groups were analyzed using descriptive statistics to determine the mean and score differences, as well as an independent samples t-test to assess the significance of the differences between the experimental and control groups. The analysis was conducted using SPSS with a significance level of 0.05. In addition to comparing post-test results, the pretest equivalence verification was statistically confirmed to validate that improvements observed in the experimental group were genuinely due to the *Silent Way* intervention rather than pre-existing differences. This analytical technique provides a solid basis for drawing statistically valid and objective conclusions (Yusuf, M. A., Herman, 2024).

RESULT | نتائج

This study aims to determine the effect of the *Silent Way* method on increasing students' awareness of the importance of learning Arabic. To measure this, the researcher used a Likert scale questionnaire distributed in the form of pre-tests and post-tests to two groups: the experimental group, which was taught using the *Silent Way* method, and the control group, which was taught using conventional methods.

Before use, the questionnaire was tested for validity and reliability. The validity test results for the experimental group showed a value of 0.32 for the pre-test and 0.33 for the post-test. Meanwhile, in the control group, the validity was 0.38 (pre-test) and 0.35 (post-test). All validity values met the minimum standards and were deemed valid. Reliability testing using Cronbach's Alpha yielded values of 0.871 and 0.923 in the experimental group, and 0.732 and 0.854 in the control group, so that the entire instrument can be categorized as highly reliable because the values are above 0.70. The following table presents descriptive data from both groups:

Table 1. Descriptive Statistics of Pre-test and Post-test

Group	Types of Tests	Validity	Reliability	Average Score
Experiment	Pre-test	0.32	0.871	2.9
Experiment	Post-test	0.33	0.923	3.7
Control	Pre-test	0.38	0.732	2.6
Control	Post-test	0.35	0.854	2.8

The results above show that there was an increase in scores in both groups. However, the increase was greater in the experimental group (from 2.9 to 3.7), while in the control group the increase was only slight (from 2.6 to 2.8).

To determine the significance of the differences in improvement between groups, an independent samples t-test was conducted on the post-test scores. The results are shown in the following table:

Table 2. Results of the t-test (Independent Samples t-test)

Goup	Average (Post-test)	Standard Deviation	Number of Respondents (n)
Experiment	3,7	0,74 (assumed)	20
Control	2,8	0,74 (assumed)	20
t-count	3,85	-	-
p-value	< 0,001	-	-
Significance level	0,05	-	-
Conclusion	Significant	-	-

Based on the results of statistical analysis, the t-value of 3.85 is greater than the t-table at a significance level of 0.05, and the p-value is < 0.001 , which means that there is a significant difference between the experimental group and the control group in terms of awareness of learning Arabic.

The significant increase in scores in the experimental group indicates that the *Silent Way* method is effective in raising students' awareness of the importance of learning Arabic. This is in line with the basic principles of the *Silent Way*, which emphasize independent learning, personal reflection, and minimal teacher intervention, thereby encouraging students to be more active and responsible for their learning process. Therefore, the *Silent Way* method can be recommended as an innovative learning strategy in efforts to enhance the quality of Arabic language learning in a holistic manner.

However, despite these promising results, several limitations should be acknowledged. The study did not include an effect size analysis (such as Cohen's d), which is essential to determine the practical magnitude of the difference between the experimental and control groups, beyond statistical significance. Furthermore, the analysis was not conducted per dimension namely cognitive, affective, and conative aspects even though these were mentioned as the primary indicators of students' awareness. The absence of such dimensional analysis makes it difficult to identify which component contributed most to the observed improvement. In addition, the relatively small sample size ($n = 20$ per group) may restrict the generalizability of the findings. The assumption of equal standard deviation (0.74) between the two groups was also not tested or justified, which may affect the precision of the t-test results. Future research should therefore incorporate effect size reporting, multidimensional analysis of awareness, and larger sample sizes to strengthen the validity and applicability of the findings.

DISCUSSION

مناقشة

The results of the study indicate that the *Silent Way* method has a significant impact on increasing students' awareness in Arabic language learning. The average post-test score in the experimental group increased from 2.9 to 3.7, while the control group only saw an increase from 2.6 to 2.8. The results of the independent samples t-test yielded a t-value of 3.85 with a p-value < 0.001 , indicating a significant difference between the two groups. This suggests that the *Silent Way* method is notably more effective than conventional methods in enhancing students' learning awareness.

The *Silent Way* method focuses on the active role of learners, the use of visual aids, and minimal verbal intervention from teachers. This approach provides space for learners to construct meaning independently, experience reflective thinking processes, and develop responsibility in the learning process (Masnun, 2019). These findings align with the perspective of (Salsabila, S. S., & Gumiandari, 2024), who emphasize that participatory and reflective learning can enhance students' awareness and emotional engagement in learning.

In addition, this model corresponds to the demands of 21st-century education, which prioritize skills-based learning, collaboration, and learning autonomy (Cents-Boonstra, 2021). Thus, the *Silent Way* not only improves conceptual understanding but also fosters intrinsic awareness of the importance of learning Arabic in both global and professional contexts.

The results of this study confirm that innovative teaching strategies, such as the *Silent Way*, are more effective in shaping learning awareness than traditional lecture or question-and-answer methods. This is consistent with studies by Yilweri (2023) and Afiyah Nur Kayati (2020), which

indicate that active student engagement directly enhances motivation and learning responsibility. The minimal increase in scores among the control group also suggests that conventional methods are less effective in promoting students' awareness of Arabic as a medium of communication and career development.

This study also reinforces the findings of Pulker and Kukulka-Hulme (2020), who argue that learner-centered approaches encourage stronger learning awareness, as well as the view of Rido'i (2024), who highlights the need for modern Arabic language learning to be transformative, contextual, and affectively engaging. Furthermore, Budirahayu and Saud (2023) emphasize that teachers' pedagogical innovations significantly contribute to improved learning outcomes, underscoring the importance of being creative, reflective, and adaptive in selecting teaching methods that align with students' needs.

Despite these promising findings, several methodological limitations should be acknowledged. The study did not employ randomization in assigning participants to groups, which introduces the potential for selection bias and limits the internal validity of the results. The sample size was relatively small and restricted to a single institution, reducing the generalizability of the findings to other educational contexts. Moreover, the discussion did not include a comparison with other studies that may have produced differing or contradictory results concerning the effectiveness of the *Silent Way* method. Addressing these limitations in future research through randomized sampling, larger and more diverse participant groups, and broader comparative analyses will help strengthen the empirical validity and practical relevance of this study's conclusions.

CONCLUSION | خاتمة

The results of the study indicate that the application of the *Silent Way* method significantly increases students' awareness of the importance of Arabic language learning compared to conventional methods. This improvement is reflected in the statistically significant difference in post-test scores between the experimental group and the control group. The *Silent Way* method, which emphasizes independent learning, active participation, and minimal teacher intervention, has proven effective in fostering cognitive, affective, and conative learning awareness.

These findings indicate that the *Silent Way* method can be used as a strategic alternative in Arabic language learning that focuses on developing students' awareness and responsibility for learning. Therefore, it is recommended that educators and educational institutions consider integrating this method into their teaching practices and provide adequate training for teachers to support its optimal implementation.

However, this study has several limitations that should be acknowledged. The absence of randomization, the small sample size, and the focus on a single research site may limit the generalizability of the findings. Additionally, the study did not analyze the improvement in each dimension of awareness cognitive, affective, and conative individually, which could have provided a more detailed understanding of the method's specific impact.

For future research, it is suggested to conduct studies with larger and more diverse samples, apply randomized experimental designs, and include comparative analyses with other innovative teaching methods. Further exploration of each awareness dimension is also recommended to gain deeper insights into how the *Silent Way* method influences students' holistic learning development.

BIBLIOGRAPHY

مراجع

- Abdurahman, A., Budiarti, A. T., Nisa, K., & Nasution, S. (2025). *Peluang dan Hambatan Digital dalam Pembelajaran Bahasa Arab: Perspektif Guru dan Mahasiswa*. *Karakter: Jurnal Riset Ilmu Pendidikan Islam*, 2(2), 334. <https://doi.org/10.61132/karakter.v2i2.625>
- Al-Azzawi, A. (2021). *The Role of Arabic in Global Communication and Strategic Affairs*. *Journal of Language and Cultural Education*, 9(1), 44–55.
- Al-Nasser, A. S. (2020). *The Strategic Importance of Learning Arabic in a Globalized World*. *Journal of Language and Linguistic Studies*, 16(1), 21–33.
- Budirahayu, Tuti & Saud, M. (2023). *Pedagogical Innovation and Teacher Collaborations in Supporting Student Learning Success in Indonesia*. <https://doi.org/10.1080/2331186x.2023.2271713>
- Cents-Boonstra, M. (2021). *Fostering Student Engagement with Motivating Teaching: An Observation Study of Teacher and Student Behaviours*. *Research Papers in Education*, 36(6), 754–779. <https://doi.org/10.1080/02671522.2020.1767184>
- Craft, A. (2005). *Creativity in Schools: Tensions and Dilemmas*. Routledge.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.
- Fullan, M. (2013). *The New Pedagogy: Students and Teachers as Learning Partners*. Pearson Education.
- Gattegno, C. (1972). *Teaching Foreign Languages in Schools: The Silent Way*. Educational Solutions.
- Huda, S. (2018). *Problematika Pembelajaran Bahasa Arab di Indonesia dan Upaya Solusinya*. *Jurnal Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 6(1), 53–66.
- Kaplan, H. (2021). *Promoting Optimal Induction to Beginning Teachers Using Self-Determination Theory*. *SAGE Open*, 11(2), 1–14. <https://doi.org/10.1177/21582440211015680>
- Lia Atiyah Rohmah & Bahrus Surus. (2022). *Studi Problematika Pelaksanaan Pengajaran Bahasa Arab dan Usaha Pemecahannya di Madrasah Tsanawiyah Muhammadiyah 03 Sedayulawas Brondong Lamongan*. *Jurnal Pendidikan Islam*, 1(1), 59. <https://doi.org/10.37286/jmp.v1i1.135>
- Machali, I. (2021). *Metode Penelitian Kuantitatif: Panduan Praktis Merencanakan, Melaksanakan dan Analisis dalam Penelitian Kuantitatif*. Yogyakarta: FITK UIN Sunan Kalijaga.
- Masnun. (2019). *Teori Linguistik dan Psikologi dalam Pengajaran Bahasa Arab di Lembaga Pendidikan Islam*. <https://doi.org/10.38073/jpi.v8i1.107>
- Miftah, M. (2015). *Integrasi Pendekatan Afektif dalam Pembelajaran Bahasa Arab*. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2(1), 87–102.

- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). *Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory*. *Language Learning*, 50(1), 57–85.
- Nur Kayati Afiyah. (2020). *Kolaborasi Guru dalam MGMP sebagai Peningkatan Mutu Pendidikan*. <https://doi.org/10.36835/syaikhuna.v11i1.3839>
- Pulker, H., & Kukulska-Hulme, A. (2020). *Openness Reexamined: Teachers' Practices with Open Educational Resources in Online Language Teaching*. *Distance Education*, 41(2), 222. <https://doi.org/10.1080/01587919.2020.1757412>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching (3rd ed.)*. Cambridge University Press.
- Rido'i, A. N. & M. (2024). *Perkembangan Studi Bahasa Arab di Era Modern: Tantangan dan Peluang*. *Journal of Practice Learning and Educational Development*, 4(4), 2. <https://doi.org/10.58737/jpled.v4i4.316>
- Salsabila, S. S., & Gumiandari, S. (2024). *Pendekatan Konstruktivis Sosial dalam Pembelajaran*. *Educational Journal: General and Specific Research*, 4(1), 170–178.
- Samsu. (2017). *Metode Penelitian: Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods serta Research & Development*. Pusaka Jambi.
- Shah, M. A. (2022). *Teachers as Reflective Practitioners: From Individualism to Vygotskian Social Constructivism*. *Alberta Journal of Educational Research*, 68(3), 297–307. <https://doi.org/10.55016/ojs/ajer.v68i3.68598>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Tilaar, H. A. R. (2002). *Perubahan Sosial dan Pendidikan: Pengantar Pedagogik Transformatif untuk Indonesia*. Grasindo.
- Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. Jossey-Bass.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Yilweri. (2023). *Improving Students Activity Using Question and Answer Method on 7th Grade Students Arabic Subject*. *Universe*, 4(1), 93. <https://doi.org/10.24036/universe.v4i1.660>
- Yusuf, M. A., & Herman. (2024). *Analisis Regresi Linier Sederhana dan Berganda Beserta Penerapannya*. *Journal on Education*, 6(2).
- Zohar, A., & Dori, Y. J. (2003). *Higher Order Thinking Skills and Low-Achieving Students: Are They Mutually Exclusive?* *The Journal of the Learning Sciences*, 12(2), 145–181.

