# Transformation Of Arabic Learning
# From Classical Model To Digital Model

Rini*[1], Arif Mustofa[2], Rahadian Kurniawan[3]
[123]Institut Agama Islam Negeri (IAIN) Curup, Indonesia
rinwan06@gmail.com*[1], aripatmi@gmail.com[2], rahadian@iaincurup.ac.id[3]

**Abstract**
Along with advancements in languages, education, and the current state of the world, Arabic education continues to advance. Arabic learning that, used to use the classical model, is now starting to transform into a digital learning model. The study in this article aims to describe the Arabic learning model and the Digital model. This is a literature study, where the data sources are obtained from various relevant literature such as books, journals and scientific articles related to the theme. In this study, the literature used is in the form of library data from the results of studies that have been carried out by previous researchers from 2011 to 2020. The research subjects were carried out in Indonesia, especially in Islamic boarding schools, madrasah and several universities in Indonesia. The study's results stated that the classical Arabic learning model used the qowa'id wa tarjamah, bandongan and sorogan methods. The digital Arabic learning model uses several learning applications, including Google search, Google Classroom, Zoom meetings and access to several online Arabic learning sites.
**Keywords**: Arabic Learning; Classical Model; Digital Model

## INTRODUCTION

The existence of Arabic which in the understanding of education science is a tool for text investigation should be placed in the right position. Arabic must be understood as an important part of the component in the planned effort to form an Islamic education. In an expression it is said that method is more important than substance, then this will have clear implications on the paradigm of Arabic language learning methods.

Language learning is necessary so that a person can communicate well and correctly with others and the environment, both verbally and in writing. The purpose of learning Arabic is to master language knowledge and Arabic language skills, such as *muthala'ah, muhadatsah, isnya, nahwu* and *sharaf,* so as to acquire language skills that cover four aspects of skills, namely: listening skills, reading skills, writing skills, and speak

In simple terms, Learning Arabic can be classified into two types, namely: first, learning Arabic in the traditional or classical era and secondly learning Arabic in the modern or digital era. The development of Arabic language learning that has transformed from classical learning to digital learning proves that Arabic language learning never stops innovation and creativity in developing its learning methodology. This development is intended as an effort to respond to the challenges of the times and the demands of technological progress that is currently growing so rapidly, including in the field of education. Learning Arabic experiences continuous development in line with the development that occurs in the discipline of language science, education science, and the current of the times. More than that, the results of research in the field of language teaching itself also contribute to the birth of new approaches and methods in language

teaching (Abdurrahman Faridi, 2009). The birth of strategies and models that have existed so far have not provided satisfaction and relief among language learners, in accordance with the times in this era of advances in information and communication technology, the world of education needs the concept of education that is in synergy with technological advances including language learning (Mahyudin Ritonga, Alwis Nazir, 2016).

The transformation of Arabic learning from a classical model to a digital model is certainly not without obstacles. The ability of teachers to be creative and innovate in learning Arabic is the key to the success of the learning process carried out. For this reason, Arabic language teachers are expected to be able to transform and change learning models in accordance with the demands of the times and students.

Based on the explanation above, it is very important to study more deeply related to the development of Arabic learning from time to time. In this article, we will discuss the periodization and model of learning Arabic in the classical and digital eras, their characteristics and advantages and disadvantages. Many studies related to learning methodology have been carried out. The novelty of this article is that it will discuss the differences that exist in classical Arabic learning and digital Arabic learning and their respective advantages and disadvantages.

**METHOD**

This research uses library research (library research). The theoretical study of multiple references, which is scientific literature, is connected to the literature study (Sugiyono, 2012). There are various ways to conduct library research, including: 1) Getting ready the tools, 2) gathering references, 3) managing time, 4) Reading and taking notes for research (Zed, 2004).

Data for this study came from a variety of relevant literatures, including books, journals, and scholarly articles on the subject. The material consulted for this study is library data derived from investigations completed between 2011 and 2020 by prior researchers. The study's topics were conducted in Indonesia, particularly in Islamic boarding schools, madrasahs, and a number of universities. Finding information about items or variables in the form of notes, books, papers, journal articles, and other materials is the method of data collecting employed in this library research. A check list for categorizing research materials according to the study's focus serves as the researcher's research tool.

In this literary analysis, the content analysis method was employed to analyze the data. Inter-library checks and literature rereads are conducted to maintain the immutability of the evaluation process and to prevent and combat disinformation (human misunderstandings that can emerge due to lack of expertise among researchers or librarians). This study's preparation was guided by the concepts of convenience and simplicity. This idea was selected in light of researchers' limited capacity and their inability to conduct an exhaustive and thorough literature study.

**RESULT AND DISCUSSION**
**Arabic Learning Classical Model**
Arabic teaching is traditional Arabic teaching. This Arabic language teaching is Arabic learning that focuses on "language as a culture of knowledge" so that learning Arabic means studying in depth about the Arabic language itself, both aspects of Syntax (*Nahwu*), Morphology (*Sharf*) or Literature (*Adab*). The method used for this purpose is the *qawaid* and *tarjamah*. The majority of salaf pesantren consistently use this method. From this it can be seen that classical Arabic teaching is Arabic learning that pays more attention to students' abilities in the field of Arabic rules such as *nahwu* and *sharf*.

The classical learning model is learning that is carried out in the same time and place by all students in one class or one place. Classical learning is a learning model that requires students to attend the learning process directly to meet the teacher or mentor. Classical learning can be carried out in the classroom, in the meeting room or in the mosque where this has been done by previous people in the learning process.

One of the striking weaknesses of this classical recitation is that there is no clear hierarchy and stages that must be followed by students, nor is there a separation between novice students and old students. In fact, some kiai often repeat only one Yellow Book in the pesantren (Umar, 2014). From some of the explanations above, it can be concluded that classical learning is a conventional learning system that is mostly implemented in madrasas and Islamic boarding schools, where the focus is on teachers, ustadz or kiayi (teacher centered). In practice, the students seem passive and only accept the material presented by the teacher.

As defined above, classical learning is a method that focuses on learning about language. The well-known methods used in this model are:
1. *Qowaid wa tarjamah*.
This method is not a new method, it is even called classical or traditional (Thariqah Classiciyah / Tariqah Taqlidiyah) because it was originally used in teaching Latin and Greek. This method – as can be seen from the name – is a combination of two basic methods, namely *(Thariqah al-Qawaid/Grammar)* and *(Thariqah al-Tarjamah)* (Mahyudin, 2010, p. 39).
2. Sorogan
Sorogan comes from the Javanese sorog which means to thrust, which is to thrust us in front of the *kiai*. (Nata, 2017, p. 108) In terms, this method is called sorogan because the students face the Kyai/Ustadz teaching one by one and offer books to be read or studied together with the Kyai/Ustadz. Meanwhile, according to Mastuhu sorogan is learning individually where a student is dealing with an ustadz, there is an interaction between the two of them. how to deliver learning with *sorogan*, namely a private system carried out by students to a kyai. In the sorogan method, the santri face the kyai one by one with the book to be studied. The kyai reads the Arabic book lesson, sentence by sentence, then interprets it, by making notes on the book to certify that the knowledge has been given to the kyai (Sanusi, 2017).

The sorogan model is said to be an effective way in the initial stage of a santri in studying the yellow book, because the characteristics of the learning are tutorials, students deal directly with the teacher, and the teacher provides responses, corrections, improvements from the books read by students. Through the sorogan procedure, a

teacher can intensively guide and direct students intensively in learning, especially in translating the yellow book into Javanese (Arief Subhan, 2012).

According to Nassarudin Umar, the sorogan method is that the students are assigned to read the book, while the kiai or ustadz who is already capable of listening while correcting and evaluating the reading and performance of a student, this method is known as sorogan or individual service (individual learning process).(Umar, 2014).

This method is part of the traditional method which in the learning process emphasizes the ability of certain letters or texts. Learning using this method has the main principle so that the ongoing learning can be carried out completely.

3. *Bandongan*

This method is usually used in one-way learning, namely the *cleric* reads, translates, and sometimes provides comments. The santri or students listen carefully and take notes on the food that is read and give signs of the position of the sentence (*I'rab*).

Etymologically, in the Big Indonesian Dictionary, *Bandongan* defined as "Teaching in the form of classes in religious schools". In terms of terminology, there are several definitions presented by the roots, among others, according to Zamakhsyari Dhofier: The *Bandongan* is a group of students between 5-500 people listening to a teacher who reads, translates, explains and often reviews Islamic books in Arabic. Of course reviews in Arabic of high-level books are given to groups of senior students that are known to the teacher and understood by the students. Each student pays attention to his own book and makes notes or descriptions of difficult words or thoughts (Dhaofier, 2011).

Bandongan is a learning activity that is an approach that prioritizes collective services (collective approach) in studying classical books. The bandongan learning procedure is classical, that is, students take part in learning activities by sitting around the teacher who explains the book (Kamal, 2020).

Meanwhile, according to Mochtar as quoted by Aris, the *Bandongan* is that the students collectively listen to the kyai's readings and explanations while each providing notes on his book, the notes can be in the form of *syakl* or mufrodat meaning or explanations (additional information). It should be noted that Islamic boarding schools, especially those that still use *classical* or (*salafi*) learning methods, have their own way of reading known as reading utawi iki iku, a way of reading with the *nahwu sharaf* right approach (Aris & Syukron, 2020).

From some of the definitions above, it can be concluded that the learning process using the bandongan method is that the cleric or ustadz reads the yellow book printed in Arabic, both with vowels and without vowels or what is called the bare book, by following the rules of Arabic grammar (nahwu shorof) then translate it, usually in Javanese, then explain it to the students. Meanwhile, students write the meaning or meaning of each word read in Javanese also by writing the meaning right under the Arabic word, usually in an italic position for space efficiency, along with the grammatical code. The position of the students in teaching using this method is to circle and surround the kyai or cleric so as to form a halaqah or circle. In the translation, the kyai or ustadz can use various languages that are the main language of the students, for example into Javanese, Sundanese or Indonesian.

Usually with this method, the *kiyai* teaches the book, explaining it using the local language. Santri or students record what the *kiyai says* and some add important notes.

Method *Bandongan* is different from *sorogan*, although there are similarities in several ways. *Bandongan* commonly called *wetonan* is a yellow book study method that is followed by many students simultaneously. Santri sit around the kiai who is reading a book (Chahiry, 2019). The similarity with the sorogan method is the *active* and dominant position of the kiai. Meanwhile, students are only passive by listening and taking notes on what is read and explained by the *kiyai* (Rosi, 2018, p. 84).

The classical model of Arabic learning has several advantages and disadvantages, including:
a.    Advantages
    1)  it is easier and more practical to teach students or a large number of students
    2)  very effective for students who are already actively participating in Arabic learning
    3)  students are very easy to memorize and understand the material, because it is usually delivered over and over again.
    4)   It is suitable for teaching difficult material.
b.    Disadvantages:
    1)  The method is considered slow and old-fashioned because the delivery of material is often repeated
    2)   The teacher seems to master learning because only the teacher is active and runs in one direction.

**Learning Arabic With A Digital Model**
Today we often hear the term digital era in society, mass media both online and in print, even on various social media. The term digital era is a term that is very familiar to our ears and is often associated with various fields of life, including the fields of education and teaching. The digital era is very synonymous with things related to the internet of things (IoT) and artificial intelligence (artificial intelligence).

In the 21st century, new innovations emerged after the 3.0 industrial revolution. computers evolved into computers with extraordinary abilities and the presence of the internet became the primary foundation for the creation of new technological advancements. Automation was a capability of early computers. The internet of things (IoT), a technological advancement, has emerged as a result of internet cooperation, and it has an impact on other recent technological advancements including big data, artificial intelligence (AI), and machine learning. These developments have the capacity to produce data and link machines and people. This new innovation most definitely serves the aim for which it was developed, which is to boost productivity by facilitating human decision-making. This interaction between humans and robots demonstrates the beginning of the fourth industrial revolution, also known as the 4.0 era (Irsyad kamal, 2020).

Real changes in the digital era that can already be felt, among others, when going to travel far or to a new place, we will open a map on smart phones, changes in financial transactions, which were originally payment transactions made in cash, now tend to be financial transactions carried out in cash. using a smart pin in which there is a digital wallet feature. Learning in the digital era requires a technological approach, both hardware and software as a tool in the learning process. Hardware is, of course, like a computer or smartphone that almost everyone has today, while there are lots of software

or software whose purpose is to help the learning process in the digital era. Learning in the digital era will optimize hardware and software related to learning.

E-learning, often known as digital era learning, has a very broad meaning, therefore many specialists define it from different angles. A definition of e-learning that is widely accepted is, for instance, that it is a form of teaching and learning that enables the delivery of instructional materials to students via the Internet, Intranet, or other computer network media. The materials used in e-learning are created so that they may be accessed from a computer terminal with the necessary hardware and other technological tools to connect to a network or the Internet (Dariyadi, 2019).

Learning in this digital era is important because it will provide convenience for teachers and students so that they can develop materials and ways of learning interactively. Learners are also required to be able to develop knowledge from many appropriate sources as the main reference in cyberspace. In fact, they are also able to explore many things and information easily. Learning in the digital era is no longer about memorizing, but rather strengthening experiments or experiences. If referring to the ten skills needed according to the World Economic Forum in sequence, they are complex problem solving, critical thinking, creativity, managing people, coordinating with others, emotional intelligence, assessing and making decisions, service orientation, negotiation, and cognitive flexibility. All of the skills above can only be created through a learning approach in the digital era (Irsyad kamal, 2020).

Lots of software created by experts. It's not just about applications on social media, but actually a lot of software or applications that can help how to learn for learning. starting from maximizing googie service, the google search engine, to the use of google classroom as an integral part of the digital classroom. In addition, learning in this digital era will also provide references on sites related to academics or applications for online learning. In the learning process, in the current digital era, teachers have also taken advantage of various learning sites available on the internet. One site that is very easy and familiar to access in the learning process is Google. Google is a platform owned by the Google LLC company which is an American company engaged in multi-international internet services and products. Until now, Google has more than 50 products and services, both free and paid.

With regard to learning in the digital era, there are several Google products and services that can be used to support the learning process, such as Google Search, Google Schooler, Google Classroom, Google Form and Google Drive.

1. Google search

Google search is a web disbursement service that brings Google widely known and is a major factor in Google's success. With the help of keywords and operators, users can search through billions of web pages on Google to obtain the information they need. Other search services offered by Google, such as image search, google news, google product search, and others, have also included web search technology.(Irsyad kamal, 2020).

2. Google Classroom

Google Classroom is one of the features or services provided by Google to facilitate teachers and students in interacting and conducting online teaching and learning activities. Google Classroom is a service that can be used for free by anyone and anywhere provided that the user has a gmail account.

The following are the steps to use Google Classroom, namely:

a. Sign in to the Google Classroom application or access it via https://classroom.google.com/ on your laptop/PC.

b. Click Get Started, and choose the Google email address you wish to use to sign up for Google Classroom.

c. c. Press the plus sign (+) in the right corner. If you want to join a class, select **Join Class**. For teachers, select Create **Class.**
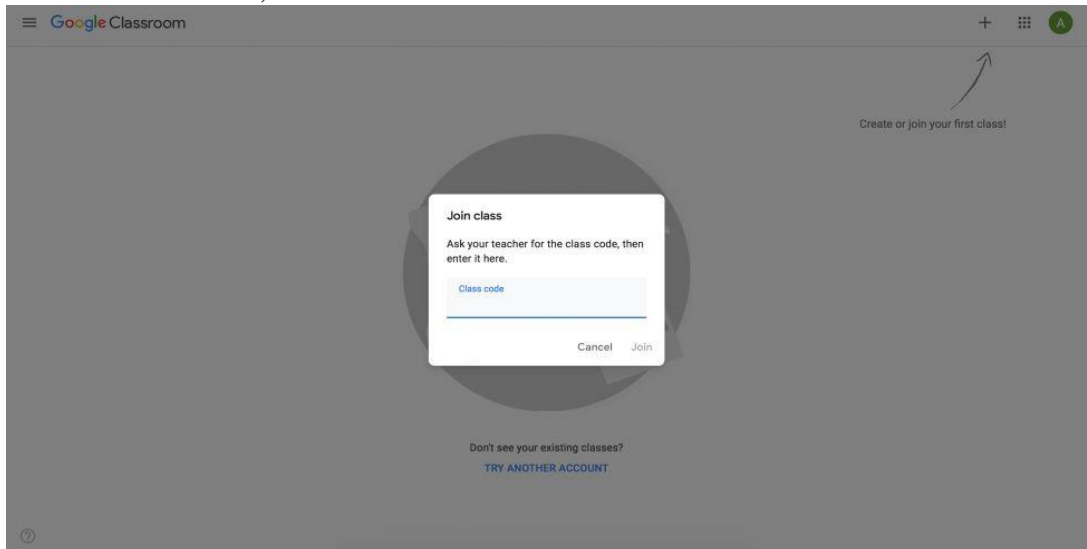


Picture 1. Google Classroom

How to make google classroom are:

a. Open google classroom.com.

b. On the Classes page, click Add (+ sign) and select Create class.

c. Enter the class name.

d. To enter a brief description, grade level, or class schedule, click Section and enter the details.
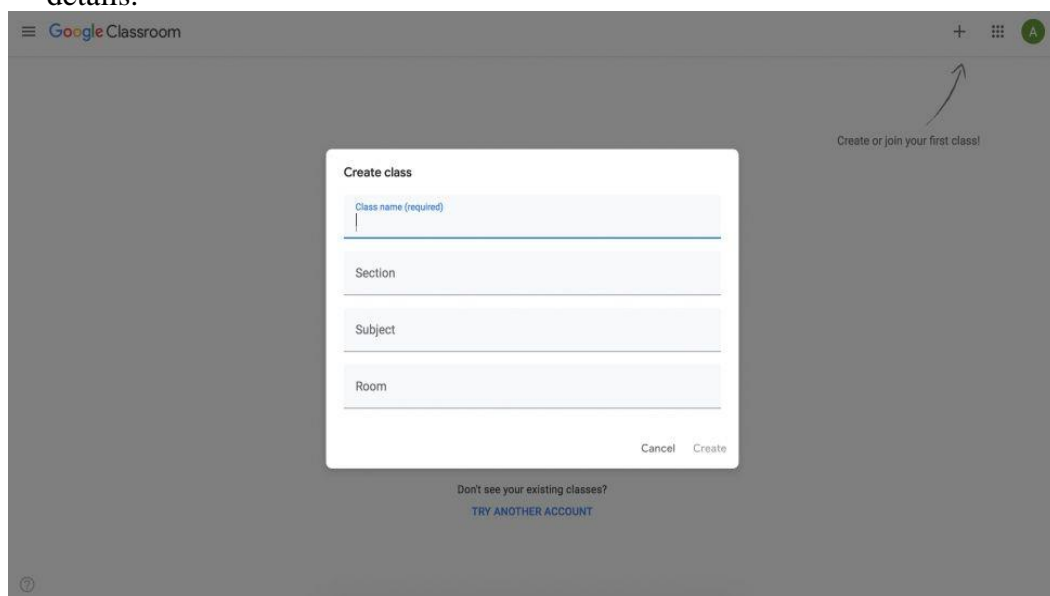


Picture 2. Create class

3. Google form

Google form is one of the services provided by Google that serves to create web-based forms and collect answers online. Google forms can be used by teachers and students to do academic assignments.

Apart from being a questionnaire platform, Google Form also has a quiz feature that can score each answer to a question. Teachers can use google forms to conduct tests or evaluations of students through devices (smartphones, tablets or laptops).

4. Zoom Meeting

In the digital age, zoom meeting is one tool that enables face-to-face communication between teachers and students is video conferencing using a PC, laptop, or smartphone. Zoom Cloud Meeting is an application that combines video conferencing, chat, meetings, online communication, and mobile collaboration to serve as a platform for remote communication. In one virtual meeting, this application's utilization of meetings can host 1000 participants. Calls, webinars, presentations, and many other functions are available in this application, which may be downloaded for free.Companies using this service who have made it into the Fortune 500 are proof that this application is thought to be of high quality (Junika Monica, 2020).

When it comes to teaching and learning, Zoom may be characterized as an online learning tool that enables the distribution of lesson materials to students via the Internet. There are many advantages to using online learning resources instead of computer-based learning, particularly for distant learning.When creating online learning materials, it's important to take into account users' expectations and goals, as well as their access to the internet or network's speed, bandwidth restrictions, expenses, and level of preparation for learning (Brahma, 2020).

Some Advantages of Using Zoom Cloud Meeting Media are:(Mubarak et al., 2020)

a. Flexible.
   Learning using this zoom offers flexibility in the process of lecture activities. Both teachers and students can arrange lecture times according to agreement.
b. Contains a number of Features to Aid the Lecture Process
   The existence of several additional features such as mute & unmute, chat, record, and whiteboard can support the ongoing process of lecture activities. When the teacher uses the mute feature when one student is telling a story, the other students can listen carefully to the story being told without any intervention from outside voices. The chat and whiteboard features are also very helpful in understanding the material well due to the fluctuation of internet network signal. The Record feature is used to record the ongoing process of lecture activities from beginning to end in video form. The results of video recordings can help teachers evaluate the results of the entire process of lecture activities that have taken place. Students can also use the results of the video recording to repeat the evaluation results of what has been conveyed by the teacher at the end of the lecture.
c. Improve Discipline.
   The flexibility provided by the Zoom Cloud Meeting media of course also has a positive impact on discipline. The agreed learning schedule between the teacher and the students demands the birth of commitment and responsibility from both parties to

mutually comply with what has been agreed unless there are events or reasons that are acceptable and reasonable.

In addition to the advantages of zoom meeting, it also has disadvantages, including:

a. Poor Internet Network.

Poor internet network has always been one of the obstacles that occur in the implementation of digital lectures.

b. Media Restrictions

Free media of course has some limitations in its use. Learning using the free Zoom Cloud Meeting media can only be carried out for 40 minutes. If it has reached 40 minutes, a notification will appear on all user screens and the Zoom Cloud Meeting screen will automatically stop. The record feature is only available if you use the Zoom Cloud Meeting media on a laptop or PC.

In addition to the above features that can be used as Arabic learning media, there are still many innovations that we can do using other sites available on the internet to package and design language learning media creatively and innovatively by utilizing internet facilities that are widely open in the digital era. at the moment.

In the current digital era, there are many Arabic learning media that we can access on the internet. The following are five sites that are suitable for use in learning Arabic for children: (Dariyadi, 2019)

a. http://www.areeg.org
b. http://www.schoolarabia.net/asasia/duroos_1_2/arabi_main.htm
c. http://www.alef-ba-ta.com/
d. http://www.madinaharabic.com/
e. http://arabiyatuna.com

To Improve grammar skills or to learn Arabic grammar we access the following sites:(Darisy Syafaah, 2019)

a. http://pba.aldakwah.org/b.http://arabindo.co.nr/,
b. http://lughah-arabia.tripod.com/,
c. http://www.drmosad.com/,
d. http://www.schoolarabia.net/asasia/duroos_1_2/arabi_main.htm,
e. http://lexicons.ajeeb.com/intro/mgz01.asp
f. http://www.fikr.com/freebooks/afghani/index.htm,
g. http://www.mediu.org/eMaahad/eBooks/index.htm,i.
h. http://www.lughah.uni.cc/,

Meanwhile, to improve Reading and Understanding Skills To improve reading and understanding skills we can use reading materials that can be downloaded for free or also visit online Arabic media such as:

a. http://www.alittihad.co.ae/,http://www.elakhbar.org/,
b. http://www.ahram.org.eg/,
c. http://www.alayam.com/,

As for enriching the vocabulary of scientific terms, we can use scientific institutions at http://www.assr.org/. Likewise, when we want to find addresses of Arabic-language sites in various fields, we can use the Dalil al-Internet program which issued by shamel.net which can be downloaded for free at www.shamel.net.

To improve Listening Ability some sites that can be visited to improve listening quality are:

a. http://www.iiu.edu.my/arabic/rusli/
b. http://www.q8y2b.com/poems/poems.html
c. http://www.omkolthoum.com/
d. http://www.muslimtents.com/muslimguide/11-

Currently with the development of technology, face-to-face learning activities have been replaced with digital-based learning methods or *e-learning*. However, unlike the name that sounds sophisticated, digital learning also has advantages and disadvantages. The advantages of applying digital learning include:

a. Easily

Accessible Easily accessed using a smartphone connected to the internet, you can already access the material you want to learn through a *digital learning*. By using *digital-based learning,* learning activities can be carried out anywhere and anytime.

b. More affordable costs.

Only with an internet data package, students can access various learning materials without worrying about missing lessons and can download them to study on their own.

c. Flexible study time

For students who work during the pandemic, they can study flexibly with *digital learning models* that can be accessed anytime and anywhere.

d. Broad insight

With the E-*Learning*, of course, there are many things that were previously unknown from face-to-face learning. This is due to the fact that part of the subject matter covered by digital learning is not yet covered by print materials like books, which are frequently utilized in face-to-face teaching and learning methods.

In addition to the advantages of digital learning, there are several disadvantages of applying digital learning, including:

a. Limited internet

Access Limited internet access in areas where it is quite difficult to get stable internet coverage, it will be difficult for students to access digital learning services.

b. Less interaction with teachers

There are some one-way digital learning techniques. Less engagement between teachers and pupils results from this. Therefore, it will be challenging for students to receive additional explanations from the instructor concerning content that is challenging to understand..

c. Understanding of the material

Depending on the students' ability, the digital learning system's material is reacted to at various levels of understanding.Some kids can pick up information more quickly just by reading it, but some require longer to fully comprehend.Some pupils may require the assistance of others in order to comprehend the subject that has been presented. Lack of Supervision in Learning.

d. Students become complacent when using digital learning tools since there isn't enough supervision. Some pupils tend to put off studying due to this system's accessibility.To become oriented and accomplish goals, the digital learning process needs self-awareness.

**CONCLUSION**

From the discussion above, it can be concluded that learning Arabic has undergone a transformation in its learning model. Previously, Arabic learning was only done classically, but now Arabic learning has been done digitally following the developments and demands of the current era. In the learning process, both the classical model and the digital model have their respective advantages and limitations. But the most important thing is how the Arabic language learning activists continue to process and try to innovate learning models that make it easy and fun for learning Arabic.

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