

Mapping Arabic Discourse: A Substance Analysis and Research Methodology on Master's Thesis Of Arabic Education At State Islamic Universities In Indonesia (PTKIN)

Ahmad Royani*¹, Ubaid Ridlo², Kisno Umbar³, Reza Anis Maulidya⁴
^{1,2,3}Pendidikan Bahasa Arab, UIN Syarif Hidayatullah Jakarta, Indonesia
ahmadroyani@uinjkt.ac.id*¹, ubaid.ridlo@uinjkt.ac.id², kisno@uinjkt.ac.id³,
rezaanis4@gmail.com⁴

Abstract

This research, of significant importance, aims to investigate the prevailing themes and research methods employed in master's theses in Arabic Language Education in Indonesia from 2011 to 2021. The study also seeks to identify the factors influencing the selection of specific themes and methods. A descriptive qualitative approach is utilized, with the researcher acting as the main instrument for mapping based on a predetermined grid. The primary data for this study consists of 1083 archived theses from Master of Arabic Language Education students at UIN Syarif Hidayatullah Jakarta, UIN Maulana Malik Ibrahim Malang, and UIN Sayyid Ali Rahmatullah Tulungagung, accessible through the e-repositories of each university. The findings, of great significance, indicate that the predominant theme in these master's theses is the study of Arabic teaching materials, accounting for 308 titles or 28.44% of the total. The second central theme is learning design research, with 143 titles (13.20%), followed by Arabic teaching methods with 85 titles (7.85%). Regarding research methods, the research and development (R&D) method dominates the master's theses in Arabic Education, comprising 379 titles (35.05%). Descriptive methods rank second with 319 titles (29.48%), followed by case studies with 190 titles (17.56%). Less commonly used research methods include character studies, which have only six titles (0.55%), and survey methods with three titles (0.28%). The dominance of specific themes and research methods in Arabic education indicates a preference for practical field research with socio-educational relevance and intellectual-conceptual approaches. Most of the mentioned research is conducted at UIN Malang, which may be attributed to the program's orientation towards product-based research and its willingness to accept thesis titles based on students' capabilities, unlike some other study programs.

Keywords: Arabic Discourse; Thesis; Arabic Teaching Materials; Research And Development

INTRODUCTION

The scientific discourse of the Arabic language in the Islamic treasury is an early science that became the forerunner of various Islamic studies (Zainuddin et al., 2022). It was certainly based on the spirit of serving the interests of the needs of understanding towards the Islam teachings along with the rapid growth of Muslims from the 'Ajam is an Arabic word meaning mute, which refers to a person whose mother tongue is not Arabic. During the Muslim conquest of Persia, the term took on a racially derogatory meaning people both from African regions such as Sudan, Al-Jazair, Libya, Morocco, and Tunisia, as well as from Asia such as Iraq, Iran, Azerbaijan, and others (Holes, 2018; Versteegh, 1997; Zribi et

al., 2014). In its development, the discourse of Arabic language science not only stands as a prop for Islamic sciences, but it has also developed into an independent scientific discourse (Versteegh, 2018). This is certainly inseparable from the efforts to concentrate on Arabic language development research that has been started since the era of Khalīl bin Ahmad with his monumental work, *Kitāb al-Ain*, the first dictionary in the Islamic world compiled with an Arabic sounds approach (Ibn Jinni, 1957).

Currently, the scientific discourse of the Arabic language is undergoing rapid development. This development can be seen from Al-Gulayaini, a figure of Arabic language scientists who classifies Arabic language science which develops in 13 branches of science such as *al-Sharf*, *al-Nahw*, *al-Rasm*, *al-Ma'ani*, *al-Bayan*, *al-Badi'*, *al-'Arudh*, *al-Qowafi*, *Qardh al-Syi'ri*, *al-Insya'*, *Khitobah*, *Tarikh al-Adab*, and *Matan al-Lughah* (Al-Ghulayini, 2006). This classification does not seem comprehensive enough. Some developing sciences have not been mentioned, such as *ilm al-Mu'jam*, *Usul al-Nahwi*. As a comparison, Abu Sulaiman also offers a classification based on the scientific discourse of the Arabic language that developed in his era. He mentioned, that there are at least eight, including 1) *nahwu & sharf*, 2) *Ushūl al-Nahwi*, 3) *Fiqh al-Lughah*, 4) *Ma'ajim al-Lughah al-'Arabiyyah*, 5) *Ilm al-Arudh*, 6) *Thabaqt al-Lughawiyah*, 7) *al-Naqd wa al-Balaghah*, and 8) *Dirasa tal-Adabiyah* (Wahab, 2004). Thus, the classification is still very much possible to increase because it is based on the map of linguistic discourse that continues to develop in human civilization.

There will be a difference in the scientific classification of Arabic compared to general language studies. 'Abd al-Majid Sayyid Ahmad Mansur, in his book *'Ilm Lughah Nafs*, divides the study of linguistics into two groups of knowledge (Ahmad Mansur, 1986, p. 8), first, *ilm lughah an-nadhary*, namely *ilm ashwat* (phonology), *lughah al-tarikhi* (historical linguistics), *ilm dilalah* (semantics), *'ilm al-qawaaid* (grammar). The second is *ilm lughah at-thatbiqi*, *ta'limul lughah* (language teaching), *ilm lughah an-nafsy* (psycholinguistics), *ilm lughah al-ijtima'i* (sociolinguistics), *'ilm lughah al-ali* (computational linguistics), *shinaat al-mu'jam* (lexicography) (Muhammad, 2012). Moreover, modern language studies have been classified according to the scope of their studies compared to the discourse on the development of Arabic language science. However, this does not mean that Arabic language discourse cannot be categorized based on the point of view of modern linguistics. The scientific classification of Arabic, if included in modern linguistics, will certainly be richer; for example, in *ilm lughah an-nadhary* must include *ilm balaghah*. This section will be an important part discussed in depth to become the basis for reading the development map of Arabic Education in Indonesia.

In general, the Arabic language discourse in Indonesia does not only seen in one discourse, for example, *nahwu* or *sharf*, which has a strategic position (Aliyah, 2018; Arif et al., 2022; Muna, 2018). Its existence is the main pillar supporting Muslims' understanding of the two fundamental sources of Islamic teachings, the Qur'an and Hadith. Since then, the concrete evidence of this position of the Arabic language discourse is present as a study program in the universities that stands firmly in science, for example, with the existence of the Arabic Education Study Program, Arabic Teaching, Arabic Literature, and Arabic Language and Literature Study Program.

The observation of the scientific discipline of Arabic Education is a form of Arabic language development discourse that does not only stand on a single scientific foundation, namely micro linguistics (*'ilm al-lughah an-nadhary*) (Abdul, 2012). Arabic

Education is a product of the integration of various existing scientific disciplines. Such as Linguistics ('ilm al-lughah), both micro linguistics, macro linguistics, and applied linguistics ('ilm al-lughah al-tathbiqi), as has been classified by Ahmad Mansur (1986). From the aspect of learning, Arabic education cannot be separated from educational sciences, such as educational psychology and curriculum development. Meanwhile, regarding technology utilization, Arabic education cannot be separated from educational technology. Thus, the development of Arabic Education scientific discourse cannot be separated from various related educational disciplines (Wahab, 2008). As a product of integration, the scope of Arabic Education studies has become wider than before. The Arabic language's discourse is seen not only from its linguistic aspects (micro linguistics, macro linguistics, and applied linguistics) but also from education, the utilization of technology as a source and medium of learning, and psychology in its learning aspects. This broad scope provides many broad development opportunities for academics ranging from students to lecturers of Arabic Education.

Based on data from BAN-PT, in 2022, 197 Arabic Education Programs are recognized as legitimately "accredited" in Indonesia with a classification of 170 undergraduate programs, 25 master's programs, and 2 doctoral programs (BAN PT, 2021). That means if it is assumed that each Arabic Education study program has graduated 100 students, there are around 19,700 graduates, 19,700 scientific papers produced, and 19,700 problems solved if the research orientation is to solve a problem. The actual number is more than that, especially considering unpublished research since the presence of arabic education studies existed for a long time in Indonesia. Of the many arabic education study programs, both from the undergraduate and master levels, a question arises regarding whether there is a special orientation of scientific development by Arabic Education study programs in Indonesia, therefore, whether the scientific development map can be seen. The first notion researchers get from research conducted by Wahab entitled "Peta Wacana Studi Bahasa Arab di UIN Jakarta: Analisis Substansi dan Metodologi Tesis Jurusan Pendidikan Bahasa Arab-FITK." The research has revealed the tendency of the developed Arabic discourse and the research methodology often used in the period 1981-2001. However, the research was limited to one university, so it could not provide a broader picture of arabic education study programs in other universities. It is also two decades old. That means the typical research needs to be updated with a wider scope. Furthermore, Muhibb also conducted the next Arabic discourse mapping study entitled "*Map of Arabic Lexicography Development in Indonesia: A Critical Study of Mahmud Yunus' Dictionary*" in 2017. The research has revealed the position of Mahmud Yunus' Arabic-Indonesian dictionary in the development map of Arabic lexicography in Indonesia. However, the scope of the research is very limited to applied linguistics ('ilm al-lughah al-thathbiqi), namely lexicography (Wahab, 2017).

A more related previous study was found, research by Mutmainah (2018) "*Discourse on Arabic Learning Methodology: Comparison of Arabiyat and Lisanuna Journals.*" The study attempts to examine Arabic discourse that develops in two scientific journals, Arabiyat and Lisanuna, which include three levels, ranging from situational, institutional, and social. The development space of this research study is even more limited when compared to previous research because the object is limited to journals only. The other related research was also found from Ridlo's et al., (2022) research entitled "*The Student's Understanding and Response towards Case Study Method in Arabic Language Research.*" This research only focuses on student responses using the case

study method in Arabic language research for the master's level. The similarity in this research can be seen from its object, thesis in the Master's Program of Arabic Education, at three different universities. However, this study only reads trends in research methods. The study has not yet reached the discussion of how the map of Arabic language discourse is developing.

The preliminary studies above revealed the absence of research that covers a broader map of the Arabic education discourse, especially at the master's level, and a map of the various research methods used. This is a research that is filled with elements of novelty when viewed from the aspect of its object and scope and can also be claimed as strategic research when it is directly related to the graduate competency standards (hereinafter read: SKL) that the Directorate of Islamic Religious Higher Education of the Ministry of Religion of the Republic of Indonesia has required. The SKL describes graduates of the Arabic Education study program at the master (S2) level as academics and researchers who can develop arabic education theories based on Islamic teachings and ethics, science, and expertise and produce creative, innovative, and tested works through interdisciplinary or multidisciplinary approaches and are published and gain national and international recognition (Kementerian Agama, 2018).

This research will also directly see whether, during this decade, the "thesis" produced has been able to contribute to developing Arabic Education, either supporting old theories, criticizing old theories, or proposing new theories, or instead, master students are trapped in research that is limited to describing phenomena such as in the thesis. In addition, the absence of research that seeks to map Arabic education, especially at the master's level, is also a strong reason why this research must be accelerated. As is known, Arabic language studies do not stand alone. The scope of Arabic education is quite broad, so the orientation of the institution in mapping, which will be reflected in the results of thesis research, is of interest for the academic development of the department, as well as institutional evaluation materials for study programs that are sustainable following the demands of the times.

This research aims to answer significant questions. First, how is the map of Arabic discourse orientation in the master thesis of Arabic Education research in Indonesia in this decade (2011-2021)? Second, what are the various research methods often used in writing thesis research of Arabic education Master students in this decade (2011-2021)? The answer to the research focuses will also be complemented by the efforts to see what factors support the distribution of the discourse of Arabic language scientific substance and research methodology.

METHOD

This descriptive qualitative research takes data from the literature (library research) and field (field research). This qualitative research seeks to describe facts and data based on the results of the thesis research that has been carried out (Creswell, 2009). Descriptive research does not provide treatment, manipulation, or alteration of data and facts but describes the facts and data as they are analyzed (Sugiyono, 2019). This research was conducted from September to December 2022 at three universities: the Master's Program of Arabic Education at UIN Syarif Hidayatullah Jakarta, UIN Maulana Malik Ibrahim Malang, and UIN Sayyid Ali Rahmatullah Tulungagung. The Master's Program of Arabic Education at those three universities continues to grow and excel in Indonesia (BAN PT, 2021).

Researchers use primary data, first from thesis archives that are published and openly accessible through online sites at UIN Syarif Hidayatullah Jakarta (<https://repository.uinjkt.ac.id/>), UIN Maulana Malik Ibrahim Malang (<http://etheses.uin-malang.ac.id/>), and UIN Sayyid Ali Rahmatullah Tulungagung ([http://repo.iain-tulungagung.ac.id/view/divisions/Arabic Education2/](http://repo.iain-tulungagung.ac.id/view/divisions/Arabic%20Education2/)) in the span of 1 decade (2011-2021). The university selection is based on the availability of university research archives uploaded on the institutional repository page. The amount of data used as the object of research is as follows:

Table. 1 Number Of Objects Studied Classified From The Institution

No	Institution	Number of Arabic Education's Master Thesis
1	UIN Jakarta	52
2	UIN Malang	940
3	UIN Tulungagung	91
	Total	1083

Primary data is also sourced from the results of an online questionnaire using Google Form media to students and alums of the Master's Program of Arabic Education at the relevant university. The questionnaire will be measured on a Likert scale of 1-5, with 1 = "strongly disagree", 2 = "strongly agree", 3 = "undecided," 4 = "agree", and 5 "strongly agree". The data analysis of this study uses the Miles and Huberman model, namely data collection, data reduction, data presentation, and conclusion drawing/verification (Miles & Huberman, 1984, 1994).

RESULTS AND DISCUSSION

Trends in Research Themes and Methods

The master's program of Arabic Education in Indonesia has at least produced more than thousands of written works in the form of theses in the last 10 years. From the object of research that has been determined, namely in the Master of Arabic Education at UIN Syarif Hidayatullah Jakarta, UIN Maulana Ibrahim Malang, and UIN Sayyid Ali Rahmatullah Tulungagung, researchers have identified 1083 research titles through the electronic repository of each university. If in 10 years it produces 1083 titles, at least in one year there are 100s of thesis titles published. The total number is dominated by thesis works published by UIN Maulana Malik Ibrahim Malang, with 940 in 10 years or 87%. The second largest number was contributed from UIN Tulungagung, with 91 titles or 8%. The thesis work of UIN Tulungagung can only be traced to 2015 - 2021. Meanwhile, in the last position is UIN Jakarta, with a total of 51 titles or 5% only.

Of the 1083 thesis research identified, 18 major dominant research themes exist.

1) themes related to *balaghah* teaching; 2) Arabic language learning design themes; 3) Arabic language learning evaluation; 4) Arabic language skills (*mahârat al-Lughah al-Arabiyyah*); 5) pedagogical competence; 6) Arabic language learning media; 7) Arabic language learning methods; 8) Arabic language learning approaches; 9) translation; 10) pragmatics; 11) psycholinguistics; 12) semantics; 13) syntax and morphology; 14) sociolinguistics; 15) Arabic language learning strategies; 16) Arabic language teaching material studies; 17) Arabic education figure studies; and 18) Arabic education institution studies.

The findings show that the research themes in writing a master's thesis in the Arabic Education field in Indonesia are very diverse and varied. In reality, there is no even distribution of themes. However, the themes chosen are very relevant in language education. Almost no research is found purely in the field of language education, for

example, research that focuses on discussing the theme of *nahwu* alone without drawing it in the field of education, as well as the theme of *balaghah* alone without connecting it with education. The main trend in this research theme is still dominated by research related to Arabic teaching materials. This includes analyzing the content of textbooks, analyzing textbook errors, developing textbooks, and developing modules and handouts. The least interesting themes are research themes that marry linguistics, such as pragmatics and semantics in learning.

The following are the results of analyzing all major themes that colour the substantial discourse of thesis research developed in the Master of Arabic Education in the last 10 years.

Table 4.16 Frequency and Percentage of Trends in Major Themes of Research in Master's Programs in Arabic Language Education in Indonesia

No	Major Themes Research	UIN Jakarta	UIN Malang	UIN Tulungagung	F	P
1	Rhetorical Skill in Arabic (Balaghoh)	8			8	0,74%
2	Teaching Design	4	129	10	143	13,20%
3	Arabic Teaching Evaluation	1	49	3	53	4,89%
4	Arabic Skills		70	6	76	7,02%
5	Pedagogical Competency	3	53		56	5,17%
6	Arabic Teaching Media	5	64	15	84	7,76%
7	Arabic Teaching Method	5	55	25	85	7,85%
8	Arabic Learning Approach	1	55	4	60	5,54%
9	Translation		11		11	1,02%
10	Pragmatics	1	7		8	0,74%
11	Psycholinguistics	1	24	4	29	2,68%
12	Semantics	3	5		8	0,74%
13	Syntax dan Morphology	6	17	1	24	2,22%
14	Sociolinguistics	1	30		31	2,86%
15	Arabic Teaching Strategies	5	57	8	70	6,46%
16	Arabic Learning Sources	7	300	1	308	28,44%
17	Arabic Education Figures	1	14	1	16	1,48%
18	Arabic Education Institution study			13	13	1,20%
	F	52	940	91		100%
	N				1083	
	P	5%	87%	8%		

The table above shows the distribution of themes with each frequency and percentage. Arabic teaching materials have dominated the trend of language education research in Indonesia in the masters of Arabic education study program in the last 10 years. Research with this theme was found in 308 titles, or 28.44%. It should be understood that teaching materials here must be understood in a broader scope, as stated by Kosasih, namely something that educators or students use to facilitate the learning process (Kosasih, 2021). The large frequency of the research is certainly seen from various teaching material products, and it can be in the form of books, modules, handouts, worksheets, pocketbooks, auxiliary dictionaries, and flashcards. In addition, from the aspect of research methods, it can be content analysis of teaching materials, error analysis, teaching material experiments, and the development of teaching materials. Further, in more detail, the research in this field is fantastic, supported by the large number of

research on teaching materials from the Master's Program Arabic Education at UIN Malang.

Based on the interview results with the Secretary of the Arabic Education Study Program at UIN Malang, Taufiqurahman explained that Arabic education students freely choose the major research themes, provided that the theme has significance and is worth researching. It can be in the field of teaching evaluation and learning strategies. However, the study program suggests that the research is not only monodisciplinary but has made efforts to integrate the fields of science. In addition, the program emphasizes precisely selecting research methods by directing research and development.

The next research trend is occupied by research themes in the field of learning design, with a total of 143 titles or 13.20%. The big theme of learning design certainly represents many related themes, such as research on learning outcomes, the use of learning media, and many other themes. Arabic Teaching Methods occupy the third research trend with 85 thesis titles or 7.85%. This trend is followed by major themes related to Arabic learning media, with 84 titles or 7.76%. From the distribution of the data above, it is surprising that some research themes have minimal interest, such as the theme of balaghah and its teaching with only 8 titles or equivalent to 0.74%, then followed by research related to pragmatics such as discussing linguistic politeness and speech acts in the learning process with 8 titles as well (0.74%). Another major theme with little interest is semantics, with 8 titles (0.74%). Above these themes is a character study with 16 theses (1.48%), then several studies of institutions that teach or develop Arabic Education with 13 themes (1.20%). In addition, the major theme of translation in Arabic language teaching also received less attention because the theme was only found in 11 titles (1.02%).

To illustrate the distribution of these major themes, researchers try to visualize them with the help of Vosviewer software. Note the research network developed in the Master's Program of arabic education in the last 10 years or 1 decade.

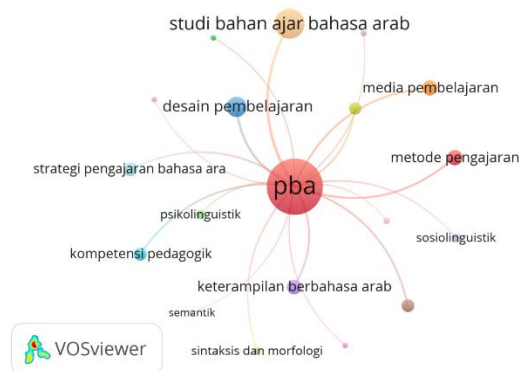


Figure 4.4 The collected major theme distribution data was processed with the Vosviewer application

From this research network, it can be understood that the Arabic language teaching or Arabic Education Study Program is the main focus. Meanwhile, several major research themes are developing around it. The visualization shows that the bigger and clearer the color, it explains a popular research theme or trend in the last 10 years. Based on these trends, the emerging research trends are Arabic teaching materials and Arabic learning design. The other themes are not so dominant.

To illustrate the distribution of these major themes, researchers try to do a visualization with the help of Vosviewer software. Note the research network developed in the Master's

of Arabic education study program in the last 10 years or 1 decade. In addition to the major research themes, the methods used to produce theses in Master's Programs of Arabic Education in Indonesia are also diverse. From a total of 1082 identified researches of graduated students, 13 main methods have become trends in the last 10 years, namely 1) descriptive methods that can be qualitative as well as quantitative; 2) experiments; 3) phenomenology; 4) computational; 5) context analysis; 6) correlation; 7) quantitative ex-post facto; 8) mixed method or mixed method; 9) classroom action research (CAR); 10) research and development (R&D); 11) case studies; 12) character studies; 13) surveys. Of the 13 research methods, the most trending method is R&D, with 379 successfully tracked studies or equivalent to 35.03%. The second trend is followed by the descriptive method, with a total of 319 or 29.48%. The third is followed by the case study method, with 190 successfully identified studies, equivalent to 17.56%. For more details, please note the data distribution in the following table.

Table 4.17 Frequency and Percentage of Trends in Research Methods in Master Programs of Arabic Education in Indonesia

No	Research Methodology	UIN Jakarta	UIN Malang	UIN Tulungagung	F	P
1	Descriptive	35	248	36	319	29,48%
2	Experimental	9	76	6	91	8,41%
3	Phenomenology		4		4	0,37%
4	Comparative Study		5	2	7	0,65%
5	Content Analysis		29	1	30	2,77%
6	Correlational Study	4	24	7	35	3,23%
7	Quantitative ex-post facto		1		1	0,09%
8	Mixed Methods		14		14	1,29%
9	CAR		3		3	0,28%
10	R & D	1	375	3	379	35,03%
11	Case Study	2	152	36	190	17,56%
12	Individual life study		6		6	0,55%
13	Survey		3		3	0,28%
		51	940	91	1082	100%

To illustrate the distribution of these major themes, researchers try to visualize them with the help of Vosviewer software. Note the research network developed in the Master of Arabic Education study program in the last 10 years or 1 decade.

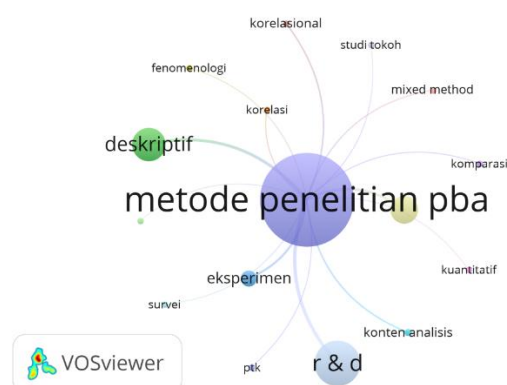


Figure 4.5 The research method distribution data that has been collected is processed with the Vosviewer application

The visualization shows that the research methods in Arabic Education are very diverse. Despite this variety, the distribution of method use is uneven. At the master's

level, Arabic Education students choose more research and development (R&D) methods followed by descriptive research methods. This is certainly different from the findings of Arabic Education from undergraduate students. Muhbib revealed that Arabic Education students at UIN Jakarta, in the mapping conducted over two decades, field data collection-oriented methods (344 people = 71%) in the form of explanatory research with two or three variables (361/45.93%) (Wahab, 2004).

Although there are different trends in the research methods used, the mapping conducted by Muhbib and the current findings reveals that master's student research also tends to be field research. This shows that scientific discourse in Arabic education students does not stop at intellectual-conceptual (the terms used by Muhbib) but attempts to consider social-educational relevance. The number of product-oriented research evidences this fact. A product in research is impossible to produce without a reading of the reality of existing field needs.

Student Perspectives On The Direction Of Master's Program Of Arabic Education Research In Indonesia

To obtain student perceptions, researchers also collected questionnaire-based data with the following analysis results:

1. Students' Perspectives on Research-Related Study Programs

To determine student perceptions about study programs related to their role in determining thesis research, researchers present 7 (seven) questionnaire points with a Likert scale. The results of the questionnaire analysis can be read through the following descriptive analysis results:

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
x1.1	34	2	3	5	4,62	,095	,551	,304
x1.2	34	3	2	5	4,44	,128	,746	,557
x1.3	34	4	1	5	3,62	,184	1,074	1,152
x1.4	34	4	1	5	3,47	,185	1,080	1,166
x1.5	34	3	2	5	4,18	,155	,904	,816
x1.6	34	2	3	5	4,47	,128	,748	,560
x1.7	34	3	2	5	4,38	,134	,779	,607
Valid N (listwise)	34							

The data above is a summary of the results of descriptive statistical analysis. When viewed from the response, x1 to x7, overall, the mean value gets a positive response, except for x3 and x4, which get a mean value of 3.62 and 3.47, respectively. The x3 variable represents the statements "the study program directs students to research certain topics" and "the study program directs students to use certain methods. To get a detailed picture of variables x1 to x7, the researcher presents each variable in the analysis.

From questionnaire x1.1, it can be explained that the statement "the study program (Head/Secretary) introduces the profile of the study program or department gets mixed responses. Some respondents answered doubtfully, totaling 1 person (2.9%). Then some respondents answered they agreed with a total of 11 (32.4%). As for those who answered strongly agree, there were 22 people (64.7%). This response shows that the general description of the arabic education study program is quite consistent in introducing the study program profile to students.

The questionnaire x1.2 shows that the statement "The study program introduces the orientation of the research topic that is the focus" received mixed responses. Some

respondents disagreed with a total of 1 person (2.9%). Then 2 respondents answered doubtfully (5.9%). Thus, 12 respondents answered that they agreed (35.3%). As for those who answered strongly agree, there were 19 people (55.9%). This response shows that the orientation of Arabic Education study program research topics is not well conveyed, as evidenced by the 8.8% negative response from respondents.

The questionnaire x1.3 shows that the statement "The study program introduces the orientation of the research topic that is the focus" received mixed responses. Some respondents answered strongly disagree with 2 people (5.9%). Some respondents answered disagreed with a total of 3 people (8.8%). Then some respondents answered doubtfully 7 people (20.6%). Thus, 16 respondents answered that they agreed (47.1%). As for those who answered strongly agree, there were 6 people (17.6%). This response shows that the study program does not fully direct students to research certain topics. This is evidenced by the fact that 14.7% of respondents answered negatively. The answer can be interpreted that 14.7% of respondents claimed to choose thesis research topics independently.

From the questionnaire x1.4, it can be explained that the statement "The study program directs students to use certain methods" received mixed responses. Some respondents answered strongly disagree, with 2 people (5.9%). Some respondents answered disagreed with a total of 4 people (11.8%). Then some respondents answered doubtfully 9 people (26.5%). Thus, 14 respondents answered that they agreed (41.2%). As for those who answered strongly agree, there were 5 people (14.7%). This response shows that the study program does not fully direct students to use this method. This is evidenced by 17.6% of respondents answering negatively. At the same time, 26.5% of respondents doubted whether the research method was determined by themselves or by the direction and guidance of the study program. In general, the answer is that 17.6% of respondents claimed to choose their research methods according to the research theme.

The questionnaire x1.5 shows that "The study program provides a source of reference for the latest research topics" received mixed responses. Some respondents answered disagreed with a total of 3 people (8.8%). Then some respondents answered doubtfully 2 people (5.9%). 15 respondents answered that they agreed (41.2%). As for those who answered strongly agree, there were 14 people (41.2%). The response shows that the study program does not fully provide instructions for accessing references to current research topics. This is evidenced by the fact that 8.8% of respondents answered negatively. In comparison, 5.9% of respondents doubted whether they received instructions from the study program in accessing reference sources. In general, these answers can be interpreted that study programs provide information related to reference sources for current research topics because only 8.8% did not feel this way.

From the questionnaire x1.6, it can be explained that the statement "The study program determines student thesis supervisors" received mixed responses. In x.16, no respondents rated it negatively. 5 answered doubtfully (14.7%). The respondents who answered agree were 8 (23.5%). As for those who answered strongly agree, there were 21 people (61.8%). The response shows that the study program fully determines the student's thesis research supervisor. It is just that there are 14.7% of respondents doubt it. This could be interpreted that several of them submit the supervisor's name independently. Meanwhile, the majority of respondents, 85.3%, get thesis supervisors at the discretion of the study program. The answer can be interpreted that the study program generally determines the names of thesis research supervisors.

The questionnaire **x1.7** shows that the statement "The study program monitors the development of student theses" received mixed responses. Some respondents disagreed with a total of 1 person (2.9%). Then some respondents answered doubtfully 3 people (8.8%). The respondents who answered agree were 12 (35.3%). As for those who answered strongly agree, there were 18 people (52.9%). The response shows that the study program does not fully monitor the development of student theses. This is evidenced by the fact that 2.9% of respondents answered negatively. For doubtful responses, it can be interpreted that they did not fully feel the monitoring but could work independently. In general, these answers can be interpreted that the study program monitors and evaluates the development of arabic education students' thesis research.

2. Students' Perspectives on Research Methodology Lecturers Regarding Research Direction

To determine students' perceptions of research methodology lecturers regarding their role in determining thesis research, the researcher presents a 7 (seven) point questionnaire with a Likert scale. The results of the questionnaire analysis can be read through the following descriptive analysis results:

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error Statistic	Std. Deviation Statistic	Variance Statistic
x2.1	34	3	2	5	4,59	,113	,657	,431
x2.2	34	2	3	5	4,41	,113	,657	,431
x2.3	34	3	2	5	4,03	,149	,870	,757
x2.4	34	3	2	5	4,06	,152	,886	,784
x2.5	34	3	2	5	4,03	,166	,969	,939
x2.6	34	3	2	5	4,21	,151	,880	,775
x2.7	34	4	1	5	3,91	,186	1,083	1,174
Valid N (listwise)	34							

The data above is a summary of the results of descriptive statistical analysis. When viewed from the response, x2.1 to x2.7, the mean value gets a positive response, except for x2.7, which gets an average value of 3.91. The x2.73 variable represents the statement "lecturers invite students in research activities". That means there is not much research by lecturers involving Arabic Education master students. To get a detailed picture of variables x2.1 to x2.7, the researcher presents the analysis of each variable.

From the questionnaire x2.1, it can be explained that the statement "Lecturers deliver lecture contracts at the beginning of the meeting" received mixed responses. Some respondents disagreed with a total of 1 person (2.9%). The respondents who answered agree were 11 (32.4%). As for those who answered strongly agree, there were 22 people (64.7%). The majority response can be interpreted as the lecturer delivering the lecture contract at the beginning of the meeting.

From the questionnaire x2.2, it can be explained that the statement "Lecturers deliver lecture material interestingly" received mixed responses. Some respondents answered doubtfully, with 3 people (8.8%). The respondents who answered agreed were 14 (41.2%). As for those who answered strongly agree, there were 17 people (50.0%). The majority response can be interpreted as the lecturer delivering the lecture contract at the beginning of the meeting. However, the possibility of lecturers delivering uninteresting material is also encountered in lectures, as evidenced by 8.8% of respondents who answered doubtfully.

The questionnaire x2.3 shows that the statement "Lecturers recommend certain topics to be used as research topics" received mixed responses. Some respondents answered doubtfully, with 3 people (8.8%). 14 respondents agreed (41.2%). As for those who answered strongly agree, there were 17 people (50.0%). The majority response can be interpreted as the lecturer delivering the lecture contract at the beginning of the meeting. Nevertheless, the possibility of lecturers delivering uninteresting material is also encountered in lectures, as evidenced by 8.8% of respondents who answered doubtfully. The questionnaire x2.4 shows that the statement "lecturers recommend certain research methods for research" received mixed responses. Some respondents disagreed with a total of 2 people (5.9%). Some respondents answered doubtfully, with 6 people (17.6%). Thus, 14 respondents answered that they agreed (41.2%). As for those who answered strongly agree, there were 12 people (50.0%). The majority response can be interpreted that students get the lecturer's direction to use certain research methods in thesis research. Only 5.9% of respondents did not get recommendations or directions from lecturers regarding research methods. Not getting this recommendation, it could be that the student is already right in determining the method used. Then the remaining 17.6% were undecided about whether their research methods were determined.

The questionnaire x2.5 shows that the statement "lecturers convey their expertise to students" received mixed responses. Some respondents answered disagreed with a total of 3 people (8.8%). Some respondents answered doubtfully, with 6 people (17.6%). The respondents who answered agree were 12 (35.3%). As for those who answered strongly agree, there were 13 people (38.2%). The majority response can be interpreted as the lecturer delivering the material in class according to what was mastered. Only 8.8% of respondents responded negatively, meaning that based on the respondent's perspective, the lecturer delivered less mastered material.

From the questionnaire x2.6, it can be explained that the statement "lecturers convey their willingness to guide the field they master" received mixed responses. Some respondents disagreed with a total of 2 people (5.9%). Some respondents answered doubtfully, with 4 people (11.8%). The respondents who answered agree were 13 (58.2%). As for those who answered strongly agree, there were 15 people (44.1%). The majority response can be interpreted as lecturers always expressing willingness to guide the field they master. Only 5.9% of respondents responded negatively, meaning that based on the respondents' perspectives, some lecturers did not convey their willingness to guide their fields. From the questionnaire x2.7, it can be explained that the statement "lecturers invite students to research activities" received mixed responses. Some respondents answered strongly disagree, with 1 person (2.9%). Some respondents answered disagreed with a total of 3 people (8.8%). Some respondents answered doubtfully, with 6 people (17.6%). The respondents who answered agree were 12 (35.3%). As for those who answered strongly agree, there were 12 people (44.1%). The majority of respondents feel involved in lecturer research.

3. Student Perspectives on Mastery of the Scope of Language Education Research

To determine students' perceptions about understanding the scope of linguistic education research in determining the choice of thesis research, the researcher presents a 7 (seven) point questionnaire with a Likert scale. The results of the questionnaire analysis can be read through the following descriptive analysis results:

Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic	Variance Statistic
					Statistic	Std. Error		
x3.1	34	2	3	5	4,41	,113	,657	,431
x3.2	34	3	2	5	4,09	,136	,793	,628
x3.3	34	2	3	5	4,41	,120	,701	,492
x3.4	34	2	3	5	4,38	,112	,652	,425
x3.5	34	3	2	5	4,68	,109	,638	,407
x3.6	34	3	2	5	4,18	,143	,834	,695
x3.7	34	4	1	5	3,53	,175	1,022	1,045
Valid N (listwise)	34							

The data above is a summary of the results of descriptive statistical analysis. When viewed from the response, x3.1 s.d x3.7 overall, the mean value gets a positive response, except for x3.7, which gets a mean value of 3.53. The x3.7 variable represents the statement, "Students change their research topics". That means some students do not determine their research titles independently. To get a detailed picture of variables x3.1 to x3.7, the researcher presents the analysis of each variable.

The questionnaire x3.1 shows that the statement "Students understand the scope of Arabic Language Teaching research" received mixed responses. Some respondents answered doubtfully, with 3 people (8.8%). The respondents who answered agreed were 14 (41.2%). As for those who answered strongly agree, there were 17 people (50.1%). The majority of respondents understand the scope of Arabic Education research. From the questionnaire x3.2, it can be explained that the statement "students understand research methods that are relevant for research" received mixed responses. Some respondents disagreed with a total of 2 people (5.9%). Some respondents answered doubtfully, with 3 people (8.8%). Thus, 19 respondents answered that they agreed (55.9%). As for those who answered strongly agree, there were 10 people (29.4%). The majority of students understand research methods that are relevant to the final research (thesis). Only 5.9% of respondents do not understand the methods used, and the remaining 14.5% are hesitant about the methods they use in thesis research.

From the questionnaire x3.3, it can be explained that the statement "students determine research topics independently" received mixed responses. Some respondents answered doubtfully, with 4 people (11.8%). The respondents who answered agree were 12 (35.3%). As for those who answered strongly agree, there were 18 people (52.9%). The majority of students determine research topics independently. Only 11.8% of respondents are unsure whether the research topic is self-determined. From the questionnaire x3.4, it can be explained that the statement "students determine the research methodology according to the topic" received mixed responses. Some respondents answered doubtfully, with 3 people (8.8%). 15 respondents answered that they agreed (44.1%). As for those who answered strongly agree, there were 16 people (47.1%). The majority of students determine research methods independently. Only 8.8% of respondents are undecided about whether they determine their research methods independently. From the questionnaire x3.5, it can be explained that the statement "students get a thesis supervisor" received mixed responses. Some respondents disagreed with a total of 1 person (2.9%). The respondents who answered agree were 8 (23.5%). As for those who answered strongly agree, there were 25 people (73.5%). The majority of students get guidance in the thesis writing process.

From the questionnaire x3.6, it can be explained that the statement "students know the field of expertise of thesis supervisors" received mixed responses. Some respondents disagreed with a total of 2 people (5.9%). Some respondents answered doubtfully, with a total of 3 (8.8). Some respondents answered that they agreed, with a total of 16 people (47.1%). The respondents who answered strongly agree were 13 (38.2%). The majority of students know the field of expertise of the thesis supervisor, but only 5.9% do not understand the field of expertise of the supervisor. From the questionnaire x3.7, it can be explained that the statement "Students change their research topics" received mixed responses. Some respondents answered strongly disagree with 2 people (5.9%). Some respondents disagreed with a total of 2 people (5.9%). Some respondents answered doubtfully, with a total of 11 (32.4). Some respondents answered that they agreed with a total of 14 people (41.2%). The respondents who answered strongly agreed were 5 (14.7%). The majority of students can change their research topics.

Trends in Arabic Education Thesis Research and Research Methods in 1 Decade

The analysis above has shown that the theme of the thesis research in language education is very diverse. As a study program that integrates the sciences of language and education, and even sometimes there are themes of psychology (educational psychology), it is successful because Arabic education research does not only focus on linguistic research as initial theories about the division of Arabic language science (Hassan, 1990) (Bisyr, 1986). The themes of language or in Arabic language science in Indonesia have been developed separately in the Arabic Language and Literature Study Program. So, readers should not be surprised when the results of Arabic education research identification for 1 decade, pure language and literature research gets 0% or 0 enthusiasts. The researcher's search led to several interesting facts. *First*, the institution that produces the most scientific works in the form of theses in the field of Arabic education is UIN Maulana Malik Ibrahim Malang, with 940 titles in a decade. It shows that per year, UIN Malang can produce 94 experts in the field of Arabic education, or every month at least 7 to 8 theses are produced. The difference is very far compared to UIN Syarif Hidayatullah Jakarta, which in 1 decade only produced 51 thesis pieces of research (after being confirmed, only referring to the repository while some theses were not uploaded in the repository). When compared between UIN Malang and UIN Jakarta from the production of theses, it is found that the number is 1: 18. This means that for every 1 number of thesis publications at UIN Jakarta, there are 18 theses at UIN Malang. Similarly, when compared to UIN Tulungagung, the number of theses works in the repository is 91 titles. This number is certainly more than at UIN Jakarta. The comparison of the number of outputs is, of course, directly proportional to the new student admission policy at each university.

Second, the major theme that becomes the focus of research around Arabic teaching materials. The theme related to teaching materials is not new in Arabic education research. Muhib and several researchers has already revealed this tren (Wahab, 2004; Yusuf & Akbar, 2018). He revealed that the thesis research of Arabic language students at UIN Jakarta with the theme "Arabic language teaching materials" reached 80.52% of the 611 theses mapped. This fact does not seem to change much. If mapped more deeply, the study of Arabic teaching materials found in the thesis not only represents teaching materials as materials but can be interpreted more broadly, such as books, dictionaries, pocketbooks, handouts, modules, flashcards, and teaching cards. Teaching materials in

Arabic are not only researched using descriptive or explanatory methods with 2 or 3 variables, but it uses research and development methods. The big theme of the study of Arabic teaching materials also shows that orientation Arabic Education research is currently compulsive in developing Arabic teaching materials such as research from (Amrulloh, 2016; Andrian, 2018; Anggraini, 2021). This fact is certainly inseparable from the development of technology. Technology development requires that teaching materials adapt to this technology, for example, the emergence of Arabic games such as research from (Adila, 2022; Jannah, 2022; Wakhidah, 2021). These Arabic books can speak, digital handouts, and Arabic language materials in Flipbook.

The next big theme trend is followed by learning design. This learning design theme is still an interesting discussion besides teaching materials. This trend is certainly colored by research from UIN Malang because the number is very dominating. Learning design can be understood broadly, starting from learning planning to the end of learning (Brown & Lee, 2015). There are several emerging researches such as (Islami, 2022). *Third*, research themes related to micro-linguistics and their relation to language education do not receive much attention. For example, semantic themes, themes around syntax (*nahu*), and morphology (*sharf*). Themes related to micro-linguistics, if associated with Arabic language teaching, become a discussion that is no less interesting than studying Arabic teaching materials. In addition to the diverse major themes, the 1083 theses reviewed have also shown the diversity of methods used in master's research in Arabic education in Indonesia. There are at least 13 methods that the research team has successfully mapped. Of these 13 methods, the researchers also revealed some interesting facts. First is the trend of research and development (R&D) methods, with 379 (35.03%). This means that every year there are 37 to 38 theses with R&D methods published, as well as 38 products that have been produced. This trend is interesting; this R&D method in producing products must conduct a field review to appropriate the products produced (Branch, 2009; Gall et al., 2014; Sugiyono, 2015). This process is usually called preliminary research to conduct a needs analysis. However, behind these numbers, theses from UIN Malang again contributed the most R&D research, namely 375, 1 from UIN Malang, and 3 from UIN Tulungagung.

The R&D trend at UIN Malang is inseparable from the intervention of policymakers in UIN Malang's Arabic education Master Program. Thesis research at UIN Malang, according to Taufiqur Rochman, a Secretary in the study program of Arabic Education, is directed to be product-oriented. Research conducted by master graduates must be able to create new things in the form of products that can be utilized practically. This policy has become a common understanding among Arabic education Study Program managers and lecturers who teach proposal seminars and research methodology courses. The proposal seminar course determines the passing of the thesis proposal. Taufiq added that research with descriptive methods would be passed if it has strong significance.

The dominance of this research method in language education shows that research in Arabic education is not much oriented towards intellectual-conceptual. Research that leads to a philosophical approach is almost not found. Research in Arabic education in this decade is more based on social-educational relevance. This fact is supported by the major themes of research that tend to be on teaching materials and learning design. *Second*, some methods are rarely used with a percentage below 1%, such as phenomenological methods, quantitative ex-post facto, class action research (CAR),

character studies, and surveys. Phenomenological methods are rarely used in language education research. However, they are widely used in sociology and anthropology research and quantitative ex-post facto or cause-and-effect methods. This research is often used in psychology to determine behavior. CAR is irrelevant if used in thesis research and only accepted in it. The research included the character study, which was not so attractive. This fact certainly repeats Muhbib's findings, revealing that only 6 thesis titles (0.98%) discuss Arabic Education figures out of 611 titles. This shows that character study research is not in demand by some Arabic education graduates in Indonesia, even though figures in Arabic Education are worldwide and influence Arabic language learning.

The rationale behind the Trend of Major Themes and Methods

The trend of the research theme is certainly not without reason. In addition to conducting interviews with study program managers, researchers also tried to analyze the answers to questionnaires from students and alums who had written theses and successfully obtained master's degrees. The choice of the big theme of language education in thesis research and leaving pure language and literature is certainly inseparable from the fact that there is a socialization of the Arabic education study profile, which has a concern with education and language and research orientation in Arabic education. This fact received approval from 34 respondents from the university, which became the object of research.

Introducing research orientation does not necessarily direct students to research certain topics. So basically, students are free to determine their thesis research topic. However, if seen from the response with an average score of 3 (undecided), it means that there are those whose topics are directed by their lecturers or study programs or determined personally. The same fact was also found when determining the research method. Some were directed by the study program to use certain methods, and some independently. The fact of directing to use this particular method was found in the explanation of the Arabic education Secretary of UIN Malang, namely R&D. This fact is not found at UIN Jakarta and UIN Tulungagung, which give students more freedom to determine the methods that are relevant to the chosen theme. The study program plays a considerable role in providing reference sources for the latest research topics, determining student thesis supervisors, as well as making efforts to monitor the development of student theses.

Research methods lecturers and proposal seminar lecturers also play a role in determining Arabic education students' major themes and research methods. It was also found that lecturers often recommend certain topics to be used as research topics. This topic is also about the development of teaching materials, both conventional and technology-based. In addition to lecturers and study programs, students also have the independence to determine their research topics and relevant methods. It is not uncommon for students to choose a theme they are familiar with, understand well, and consider the availability of references. From the many research themes and methods used, it turns out that it does not fully emerge from the strategic steps formulated by the management of study programs or faculties. Arabic Education study programs at UIN Jakarta, Malang, and UIN Tulungagung almost do not have a research plan followed in the study program. The absence of an orientation map makes the distribution of major research themes uneven and seems to accumulate at a certain point. Fatally, if the next research chooses

its title with many references, the dominant theme will be examined based on the availability of reference sources.

CONCLUSIONS

The map of substance orientation that characterizes the 1083 titles of Master's of Arabic Education theses (2012 - 2021) or 10 years is the theme of Arabic teaching material studies. (This teaching material can be in the form of analysis of teaching materials and the development of teaching materials, such as books, handouts, modules, pocket dictionaries, and digital learning materials). The second trend is research in the field of learning design, with a total of 143 titles or 13.20%. The big theme of learning design certainly represents many related themes, such as research on learning outcomes, the use of learning media, and many other themes. The third trend is Arabic language teaching methods, with 85 thesis titles or 7.85%. This trend is followed by major themes related to Arabic language learning media, with 84 titles or 7.76%. As for the big themes of quiet interest, such as the theme of balaghah and its teaching with only 8 titles or equivalent to 0.74%, the theme of pragmatics has 8 titles (0.74%). There is semantics with 8 titles (0.74%). There is also a character study with 16 theses (1.48%) and some institutional studies that teach or develop Arabic Education with 13 themes (1.20%). In addition, the big theme of translation in Arabic language teaching also received less attention because the theme was only found in 11 titles (1.02%). This percentage shows that the amount of research is not evenly distributed in the broad discourse of language education.

The research and development (R&D) method, with 379 titles (35.05%), is the orientation map of research methods that dominate thesis research in Arabic education. This is followed by descriptive methods with 319 titles (29.48%); the third trend is case studies with 190 titles (17.56%). Research methods rarely used, such as character studies, only have 6 titles (0.55%), and survey methods with 3 titles (0.28%). The diversity of themes and research methods in Arabic education research comprehensively leads to the tendency of practically oriented field research with attention to socio-educational relevance. Not many studies appear with a philosophical orientation with an intellectual-conceptual approach. Some of the reasons underlying this field research orientation are the dominance of research from UIN Malang, which already has an orientation for product-based research (although this orientation has not been outlined in the study program policy), in contrast to several other study programs which naturally flow to accept title submissions from students based on their abilities.

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