



Preparing The Educational Teacher in Teaching Arabic with The *Al-Arabiyyah Baina Yadaik*

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Abstract

Educational preparation in Arabic language teaching is an important foundation that contributes significantly to the success of the teaching process, as it enables the teacher to use appropriate teaching methods to meet the needs of students. It also contributes to the development of the teacher's abilities to use modern technologies and various teaching aids. Also, it contributes to the selection of suitable books in language education, including the book Al-Arabiyyah Baina Yadaik, which is an important educational reference in teaching the Arabic language to non-native speakers. This article aims to identify the concept of educational preparation for the teacher in teaching the Arabic language, the concept of teaching the Arabic language and a general introduction to the book Al-Arabiyyah Baina Yadaik, then the researcher tries to present the methods of teaching the book Al-Arabiyyah Baina Yadaik Volume III using the PowerPoint program. The method used is a library research method, as the researcher relies on the books of ancient and contemporary linguists. This article presents the methods of teaching the book Al-Arabiyyah Baina Yadaik with the PowerPoint program and may it be useful to Islam and Muslims.

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Introduction

Teaching Arabic in Indonesia has evolved dramatically in recent years. This development is represented in increasing the need for students to master the Arabic language, whether for academic or non-academic purposes. It is essential that the Arabic teacher is fully prepared before he or she enters the teaching field (Zainuri, 2019). Abdul Rahman Ibrahim Al-Fawzan divided the preparation of Arabic language teachers into three sections: language preparation, scientific preparation, and educational preparation (Fauzan, 2011).

In our time, the advancement of technology leads to changes in academic conditions, making educational preparation of great importance in teaching Arabic, especially in teaching methods. Teacher educational preparation in an integrated manner enables them to communicate linguistic concepts in creative ways that are in line with the needs of the times, which increases the effectiveness of students. Traditional methods of teaching may not keep pace with the challenges of the current era, so modern education relies on interactive and technological methods such as the use of PowerPoint and communicative methods, which accelerates students'



understanding (Nuraeni, 2023). In addition, educational preparation contributes to developing teachers' skills and enabling them to face various challenges in the classroom, thus contributing to improving the quality of teaching Arabic and disseminating it among new generations efficiently and effectively (Fauzan, 2011).

Because of the importance of this topic, many researchers have spoken about it, but the researcher has not found a research similar to what is in your hands. Art Features This research shows you the methods of teaching the book *Al-Arabiyyah Baina Yadaik* Volume III using the PowerPoint program, which makes it easier for the teacher to demonstrate. The following is some research on that subject:

Scientific article presented by Noor Husnia Omar Khairi, Master in the program Prosiding Konferensi Nasional Bahasa Arab III held in October 2017 in Malang, Indonesia. Under the topic "Modern educational trends to prepare Arabic language teachers for non-native speakers according to international characteristics and standards". This article talks about educational preparation every year and did not talk about methods of teaching the book *Al-Arabiyyah Baina Yadaik* Volume III using the PowerPoint program (Khairi, 2017).

Then a scientific article presented by Sharifa in the year 2020. Under the topic: Analysis of Material Selection and Gradation in Arabic Language Books "Al-Arabiyyah Baina Yadaik" Analysis of Material Selection and Gradation on Arabic Textbooks Al-Arabiyyah baina Yadaik) This article talks about the contents of the book *Al-Arabiyyah Baina Yadaik* and did not talk about ways to teach the book *Al-Arabiyyah Baina Yadaik* Volume III using the PowerPoint program (Syarifah, 2020).

The article in your hands seeks to provide a comprehensive understanding of the preparation of the Arabic language teacher from an educational point of view, as it highlights the importance of the teacher's educational qualification in enhancing his competence and ability to provide educational content to meet the educational needs of students. After presenting this general framework on pedagogical teacher preparation, the article delves into the methods of teaching the book *Al-Arabiyyah Baina Yadaik* Volume III using the PowerPoint program, focusing on the benefit of the PowerPoint as a modern teaching tool. The research aims to explore ways to use this program in presenting lessons and simplifying content, so that understanding is facilitated and students interact with the educational material are increased. This article contains four main points: the concept of educational preparation, the concept of teaching Arabic, getting to know the book *Al-Arabiyyah Baina Yadaik*, and methods of teaching the book *Al-Arabiyyah Baina Yadaik* Volume III using the PowerPoint program.

Literature Review

Studies that discuss Arabic language learning are currently growing rapidly. This shows various approaches in an effort to improve the quality of Arabic teaching in Indonesia, especially for non-native speakers. This can be seen from the many studies that discuss learning Arabic, as well as some studies that have been conducted by previous researchers. Although the focus and context of each journal are different, they



all have one common point: increasing the effectiveness of Arabic learning through innovation in methods, media, and the development of curriculum and teaching resources.

The first journal with the title “Development of Arabic Language Teaching Materials With 4D Model for the Second Semester at STAI Al-Furqan Makassar” written by Muhammad Yusuf discusses the development of Arabic teaching materials based on the 4D model (Define, Design, Develop, Disseminate). This research was conducted at STAI Al-Furqan Makassar and aims to compile teaching materials that are in accordance with the needs of students of the Islamic Religious Education Study Program in the second semester. The research approach used is descriptive qualitative through observation, interviews, and documentation. The advantage of this journal lies in the application of a systematic and structured 4D instructional development model, as well as the evaluation and revision of the material based on the results of expert validation. However, the book used, namely Elementary Arabic by Ahmad Thib Raya, has not been able to answer the development of modern vocabulary, especially in the field of technology and communication.

Another study with the title “Application of the book Al-Arabiyyah Baina Yadaik in Learning Speaking Skills for Students in Higher Education” written by Muharam Hasbi and Pobri Rizky Yani, examines the use of the same book Al-'Arabiyyah Baina Yadaik used by the author in this research. However, this research book Al-'Arabiyyah Baina Yadaik is used in teaching speaking skills (maharah kalam) and is specifically for students of Hosmawi's State Islamic University. This research uses a descriptive qualitative method through observation, interviews, and documentation. The main focus of this journal is the application of the ABY book to online learning using the Zoom application and audiovisual media. The findings of the study show that the use of the book effectively helps students improve their speaking skills and vocabulary mastery. The emphasis on online media and flexibility in teaching are the main strengths of this journal, especially in the context of distance learning. However, this journal only focuses on one language skill (kalam) and has not touched on other skills thoroughly.

The next research by Syamsu Nahar and his team with the title “Implementation of Arabic Learning Through Micro Teaching Program at Babussalam Islamic Boarding School Langkat”, discusses the implementation of Arabic language learning through micro teaching programs at Babussalam Lalat Islamic Boarding School. This research is also qualitative in the field that relies on observation, interviews, and documentation. The main purpose of this journal is to analyze the planning, implementation, evaluation, as well as supporting and inhibiting factors in the Arabic language learning process based on *tadris amaliyah*. The excellence of this journal lies in the comprehensive integration of language skills: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). The emphasis on the direct practice of prospective teachers makes this journal very applicable, especially in *pesantren*-based education. However, this journal does not explore technological innovations or the development of specific teaching materials.

Of the three studies, there are several main similarities with the studies conducted by the researchers, including: all of them discuss learning Arabic as a foreign language for non-native speakers, emphasize the importance of developing or utilizing relevant teaching materials, and carry the mission of improving the quality of the teaching and learning process. Each journal is also oriented towards improving the competence of teachers, students, or learning systems. The book *Al-'Arabiyyah Baina Yadaik* is the focus of the work of Muharam Hasbi and Pobri Rizky Yani and this research shows the popularity and effectiveness of this book in the context of Arabic language teaching.

Meanwhile, the striking difference lies in the focus and approach of each journal/researcher. As explained earlier, the previous research has an approach that emphasizes the structure of systematic material development through a 4D approach, focuses on speaking skills and online-based learning, presents a traditional approach based on direct practice (micro teaching) that is typical of pesantren, while this research focuses on the readiness and ability of teachers and the use of PowerPoint in teaching. Other differences can also be seen from the use of media that relies more on books and curriculum, uses Zoom and audiovisual, uses direct teaching aids such as whiteboards and class discussions, and this study uses PowerPoint

Method

The method used by the researcher is the library research method, as referred to by Sutrisno Hadi, whose topics rely on library data in the form of books as a source of data. As Sugiyono said, desk research means collecting data from library information sources related to the research topic, such as research summaries, indexes, reviews, periodicals, and reference books (Sugiyono, 2022).

Zed Mestika says that library research is a series of activities related to the method of collecting data from books, reading, recording, and processing library materials without the need for field research. According to Abdul Rahman Shula, library research is research that uses the method of obtaining information by placing data in the library, such as books, magazines, documents, and historical articles, within the field of study.

The data sources in this research were obtained from secondary sources. Secondary data means that it is data obtained from third parties, not directly obtained by the researcher. To obtain secondary data, desk research is conducted that includes primary information, especially library materials across academic articles and books. Secondary data used includes books, magazines and Internet resources dealing with language learning theories.

The researcher chose this method or methodology for multiple reasons, including that teaching *Al-Arabiyah Baina Yadaik*, volume III, is not easy, especially by applying the direct method. The teacher must grasp the concepts of educational preparation beautifully, and it can only be obtained by scientific research through the books of linguists.



Result and Discussion

The Concept of Educational Preparation

Teacher preparation is a set of planned programs, other than which helps the education process. It aims to provide a set of cognitive, skill and emotional experiences necessary for the teacher to raise his scientific level and improve his educational or academic tool in both theoretical and practical terms (Hasanah, 2016).

The educational preparation in particular is to provide the teacher with the information he needs. Educational; relating to methods of teaching language as a foreign language, teaching aids, and evaluation methods. Design of the educational process: Preparation of educational materials, such as authoring various lessons and exercises (Fauzan, 2011).

Methods of Teaching Arabic

There is no doubt that the teacher is one of the most important pillars in the learning and teaching process. The teacher has a major role in the process of this process, either by making that process easy or difficult to solve. One of the factors that a teacher must know to facilitate the learning process is the appropriate teaching methods for learners. The following are the most important methods of teaching foreign language:

The first, Grammar and translation method, This method is one of the oldest methods used in teaching foreign languages, and it is still used around the world. This method is called the grammar and translation method because it is concerned with teaching analytical grammar and relies on translation from the target language to the mother tongue (Fida Siti Nur Azizah, Ahmad Fajar, 2022).

This method aims to know the rules of the foreign language, and push the student to memorize and memorize it, and the language is taught by translation between the mother tongue and foreign languages. The method of grammar and translation is taken as follows: its neglect of listening and speech skills, which are the basis of language, and the frequent use of translation, reduces the opportunities for students to present the foreign language, in addition to the fact that the excessive teaching and analysis of foreign grammar deprives students of receiving the same language. Among its most important features are (Thu'aimah, 1986): 1) This method is concerned with reading and grammar at the expense of listening and speech skills; 2) Neglect the element of sounds; 3) Intermediate language is used; 4) Focused on grammatical judgments; 5) Grammar is studied analytically.

The second, Direct Method, This method arose as a reaction to the futility of the grammar and translation method, because it does not make the student use and apply the language, but only the language knows him or something about the language, in addition to that in this way he needs a long time (Ghafir, 2018). This method is characterized by paying great attention to the skill of speech, instead of reading and writing skills, so the teacher does not have to resort to translation or an intermediate language when teaching a foreign language, whatever the reasons. This method is

concerned with applied grammar, as it is satisfied with training on language templates and structures, direct linking between the word and the thing it signifies, and using the simulation and memorization method, so that students get used to many sentences in the foreign language.

Among the most important features of this method are: 1) The student learns the second language in the way that the child acquires the mother tongue; 2) Education by representation and movement; 3) She avoids translation and sees the use of intermediate language in education as too dangerous; 4) Uses the method of imitation and conservation; 5) She is interested in language fluency without losing sight of linguistic correctness; 6) It is implication of this method that the mother tongue has no place in the teaching of a foreign language; 7) This method does not care about analytical grammatical judgments, because proponents of this method believe that these provisions are not useful in acquiring the required language skill (Al-Khuli, 2000b).

The third, Audio-oral methods, This method originated in the fifties of the twentieth century, and is based on the theory of structural behaviorism that arose in the twentieth century as a result of the convergence of the views of structuralists of linguists with the views of behaviorists of psychologists about the nature of human language and analytical methods and methods of acquisition, learning and teaching (Shofwatul Fu'adah, Nur Agung, 2022).

One of the most important foundations of this method is the intensive use of audiovisual aids, and the use of various methods for teaching language, such as: simulation, repetition and memorization, and focusing on the measurement method with less explanation, and grammatical analysis. Instead, students are trained focused on language patterns and grammatical structures. This method takes into account the interest in listening and speaking at the expense of reading and writing skills, and relying on measurement, without grammatical judgments.

Among the most important features of this method are: 1) You see that language is speech (phonetic symbols); 2) Progressing skills gradually sees the best teacher of the language as the native speaker; 3) Focus on making sounds; 4) Texts are presented in the form of dialogues; 5) Learn vocabulary from context; 6) Means are used abundantly; 7) She is interested in language practice; 8) Vocabulary is presented in a limited number; 9) It is based on the principle of commonality in the presentation of vocabulary and structures; 10) She is interested in contrastive studies of language; 11) It seeks to reach the learner to think in the target language (Al-Naqah, 1985). She is interested in linguistic correctness and correct pronunciation of sounds.

Teaching Aids

The use of appropriate teaching aids a lot in enhancing students' understanding of the course content. Means such as images, videos, and other educational tools are prepared according to the material taught, making abstract concepts clearer and easier for students to understand. By choosing the right means, the teaching and learning process becomes more interactive and engaging, as it is able to meet the different



learning styles of students, whether visual, auditory, or motor. In addition, the use of various methods helps in enhancing memory and increasing students' participation in the learning process (Fatimah, 2020).

Learning Assesment

Learning assessment is an important stage to assess students' progress in their studies. The assessment should include three main aspects: the emotional aspect (attitudes), the cognitive aspect (knowledge), and the motor aspect (skills). The teacher should measure the extent to which students understand the material and provide constructive feedback to enhance his abilities (Ansori, 2020).

The concept of assessment in a broad sense is the process of planning, collecting and providing information that is absolutely necessary to make alternative decisions, while learning assessment is a continuous process of collecting and interpreting information, in order to evaluate decisions made to design an educational system.

According to Sanyal, evaluation is a process of gathering and presenting useful information as an alternative to decision-making (Sanyal, 2018). Therefore, it is very important that Arabic language teachers conduct assessment and assessment of learning with students so that the teacher can assess students' ability well.

Design of the educational process

The design of the educational process involves the preparation of an executive plan for education in an orderly manner. In this plan, the teacher must choose the appropriate media and teaching methods for the subject offered. For example, a lecture method can be used to explain concepts, while a presentation method is applied to material that requires practical application (Herdiana, 2022).

The concept of teaching Arabic

The concept of education

Education in language is a source of knowledge – teaches – education, and it is said that the science of the thing is educational, that is, making it learn. Terminology education is the set of strategies and methods through which information, skills and attitudes of an individual or a group of individuals, whether intentional or unintentional, are developed by the individual himself or others (Al-Ushaily, 2002).

The concept of language

Majd al-Din ibn Ya'qub al-Firouzabat saw the word "language" as an authentic Arabic word, and it is from lga-ylgo-lgua: that is, if he speaks. And rhetoric and language: what is not considered in terms of words and others. Al-Razi says in his famous book Mukhtar Al-Sahih: Language is its origin (nullification or moonshine), and its collection is null and void languages (Khotir, 1989).

Some scholars said: The word (language) is not authentic Arabic, but it is an Arabization of the word (logos) Greek, which means a word or an idea, or a word (tongue) First: the great similarity between the Arabic word and the Greek word, the second: the absence of the word (language) in the sense known to us in the Holy Qur'an, but expressed the language with the word (tongue), and the third: the word (language)

did not appear in pre-Islamic poetry or in Arabic literature except for the latecomers (Bakr, 1997).

As for the language in the terminology, Mustafa al-Ghalayin said that it is "words by which all people express their intentions"(al-Ghalayin, 1994). Al-Khuli defined language as "the voices with which all people express their purposes." Some linguists have more accurately defined this definition as "voices by which each people expresses their purposes and uses them as a tool for thought, communication, and the education of taste and imagination" (Al-Khuli, 2000a).

From the previous two definitions, it is clear the characteristics of language and its importance to humans, as it is a tool for communication between members of the linguistic community and for expressing ideas.

The concept of teaching Arabic

Teaching Arabic is an educational process that aims to push, guide and develop the ability of the correct Arabic language, whether positive or negative. The purpose of teaching Arabic is to develop the four skills, which are listening skills, speech skills, reading skill and writing skills. These skills are organized or organized in the process of teaching Arabic (Amrullah et al., 2022).

As for teaching Arabic in particular, Faisal Hindra said that it is the teacher's delivery of the Arabic language and knowledge to the minds of students in a correct way in order to obtain the desired four language skills or the process of rebuilding the experience through which the learner gains knowledge of the Arabic language and the four language skills, trends and values (Hendra, 2015).

The book Al-Arabiyyah Baina Yadaik III

Throw the book Al-Arabiyyah Baina Yadaik On the efforts of A number of prominent authors: Dr. Abdul Rahman bin Ibrahim Al-Fawzan, Dr. Mukhtar Al-Taher Hussein, and Dr. Muhammad Abdul Khaliq Muhammad Fadl. The book was published in two versions: a version for learners (the student's book) and a teacher's version (the teacher's book) (Ghofur, 2019). The book is written in Arabic, without translation into any language (Amin, 2021).

The book Al-Arabiyyah Baina Yadaik aims to facilitate students Arabic Language Non-native speakers in Their learning process. This is done through the use of technology to improve the quality of education. And it was in its first publication, The book consists of of four parts, then evolution So it becomes eight parts. Contains on four books, each book containing two parts (Syarifah, 2020).

The book focuses on the development of the four basic language skills: listening, speaking, reading, and writing. The book introduces elements of the Arabic language such as letter sounds, vocabulary, grammar and morphology, and spelling. The main objective of this The book is to enable the reader to communicate Direct In Arabic, whether oral or written, as well as from the structure of sentences and expressions used in everyday situations (Either Oral expression or written) (Toha et al., 2019).

Methods of teaching The book Al-Arabiyyah Baina Yadaik

According to Amrullah, the method is organized steps that systematically plan to carry out a particular activity with a specific goal. These steps are arranged based on theoretical treatment (based on previous references) and practical treatment (based on research reports and field experiments) (Amrullah, 2024).

How to teach the book *Al-Arabiyyah Baina Yadaik* - volume three Using PowerPoint, a modern and integrated teaching methodology can be followed, taking advantage of the features of PowerPoint in enhancing student interaction and facilitating understanding of content. Here are the basic steps to teach this book via PowerPoint:

Introduce lesson objectives

You can start by clarifying the main objectives of each lesson, so that they are organized and clear to prepare students for what they will learn in class.

Figure 1, Objectives Of Each Lesson



Gradient presentation of content

Since the book follows a gradual methodology in teaching language, each slide can be customized to a specific part of the lesson, gradually moving from one level to another according to the difficulty of the material presented.

Figure 2, Presentation Of Content

الوَحْدَةُ (1) المِعْجِزَةُ الْخَالِدَةُ الدَّرْسُ (1)

المُعْجِزَةُ الْخَالِدَةُ

١- الْقُرْآنُ الْمُعْجِزَةُ: الْقُرْآنُ مُعْجِزَةُ الرَّسُولِ ﷺ أَنْزَلَهُ اللَّهُ، سَبَّحَانَهُ وَتَعَالَى، عَلَيْهِ مَنَّجِمًا (مُتَّفَقًا) حَسَبَ الْحَوَادِثِ، وَالْحِكْمَةُ مِنْ ذَلِكَ، تَثْبِيَتْ قَلْبَ الرَّسُولِ ﷺ، وَقَلُوبَ الْمُسْلِمِينَ، وَيَكُونُ حِفْظُهُ سَهْلًا عَلَيْهِمْ. قَالَ تَعَالَى: ﴿وَقَالَ الَّذِينَ كَفَرُوا لَوْلَا نُزِّلَ عَلَيْهِ الْقُرْآنُ جُمْلَةً وَاحِدَةً كَذَلِكَ لِنُثَبِّتَ بِهِ فُؤَادَكَ وَرَتَّلْنَاهُ تَرْتِيلًا﴾ [الفرقان: ٣٢].

٢- كَانَتْ لِلرَّسُولِ ﷺ مُعْجِزَاتٌ أُخْرَى، وَمِنْهَا: انْتِشَاقُ الْقَمَرِ، وَخُرُوجُ الْمَاءِ مِنْ بَيْنِ أَصَابِعِهِ. كَمَا كَانَتْ لِلرُّسُلِ قَبْلَهُ مُعْجِزَاتٌ: كَالْعَصَا مُعْجِزَةُ مُوسَى عَلَيْهِ السَّلَامُ، وَالثَّاقَةَ مُعْجِزَةُ صَالِحٍ عَلَيْهِ السَّلَامُ، وَقَدْ دَهَيْتَ تِلْكَ الْمُعْجِزَاتِ بِدَهَابٍ مِنْ ظَهَرْتِ فِيهِمْ، وَتَقَبَّيْتَ أَخْبَارَهَا لِلْعِبْرَةِ. أَمَّا مُعْجِزَةُ الرَّسُولِ ﷺ الْخَالِدَةُ، فَهِيَ الْقُرْآنُ الْكَرِيمُ، وَهِيَ بَاقِيَةٌ إِلَى يَوْمِ الْقِيَامَةِ. قَالَ تَعَالَى: ﴿إِنَّا نَحْنُ نُزِّلْنَا الدُّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ﴾ [الحجر: ٩]. وَقَدْ حَدَّثَنَا الْقُرْآنُ الْإِنْسَانَ وَالْجِنَّ: بِأَتَوْا بِمِثْلِهِ، فَلَمْ يَنْتَظِعُوا. قَالَ تَعَالَى: ﴿قُلْ لَنْ أَجْمَعَتِ الْإِنْسُ وَالْجِنُّ عَلَى أَنْ يَأْتُوا بِمِثْلِ هَذَا الْقُرْآنِ لَا يَأْتُونَ بِمِثْلِهِ وَلَوْ كَانَ بَعْضُهُمْ لِبَعْضٍ ظَهِيرًا﴾ [الإسراء: ٨٨].

Insert the reader's voice in the reading text

The reader's voice can be inserted during the reading text to clarify the correct pronunciation of words and facilitate understanding. This add-on helps students improve their listening skills and recognize the correct methods of reading in Arabic.

Figure 3, Add-on to Helps Students



Engage with students

By designing interactive questions on slides, such as multiple choice questions or matching words to pictures, students can be encouraged to interact with the content directly, and provide instant feedback on their answers.

Figure 4, Students Engagement



In this way, the teacher can offer lessons *The car is in your hands* Great presentation, where the PowerPoint contributes to simplifying the material and making it more interesting, which helps students acquire the Arabic language in a fun and easy way.

Conclusion

The educational preparation of the teacher is an important basis in teaching the Arabic language, as it has a great role in providing teachers with educational skills that help them improve the performance of the education process. This research also indicates that educational preparation is an organized process aimed at equipping teachers with theoretical and applied knowledge of teaching Arabic. This research refers to the use of the book *Al-Arabiyyah Baina Yadaik* in teaching Arabic, which is an important



educational reference in teaching Arabic to non-native speakers. This article introduces the methods of teaching the book *Al-Arabiyyah Baina Yadaik* in the third volume, and presents various methods of teaching Arabic. This is done using the PowerPoint program that allows the content to be presented in a wonderful and easy-to-understand way.

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