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Implementation of Arabic Language Learning From an Integration Theory Perspective on Reading Ability

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Abstract

Arabic language learning in Indonesia still needs to improve for Arabic language learners at the high school level, except for learning at Madrasah Aliyah Muallimin Muallimat Jombang, which is different from other schools. The advantage of this school is that its students can have the skills to read Arabic. This research shows that: 1) Implementation of the specific objective aspects of Arabic language learning material is interconnected and interrelated between one subject and another. The aim is for students to have read, 2) The implementation of Arabic language learning material is multidisciplinary, with the existence of linkages and mutual support between Arabic language learning material and religious material as well as a combination of classic Arabic and modern Arabic material. 3) The implementation of the method in this school is divided into two parts, namely the first method outside the classroom, which consists of prayer and reading aliyah together; the second method in learning is the integration of grammar and translation methods, singing methods, writing methods, reading methods, as well as audiolingual methods. 4) Two evaluations were used: the learning evaluation, which used daily, formative, and summative evaluations. Second, learning evaluation to determine the achievement of school goals by using two evaluation models in the final grade, namely a book reading test and a comprehensive test.

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INTRODUCTION

Education has a significant impact on the success of any country. It plays a significant role in human resource development efforts. Education is changing an individual's behaviour and maturing through the teaching process. This is according to the National Education System Law; education is a conscious and planned effort to create an educational situation and learning process so that

students actively develop their potential to have religious and spiritual strength, self-control, character, intelligence, noble character, and the necessary skills in themselves, society, nation, and state. (Kemendikbud, n.d.).

National education is regulated in the laws and ministerial regulations related to general education and religious education. Both education systems are regulated by the National Education System Law, which has been amended several times. In this regard, the National Education System Law No. 20 of 2003 states that the education path consists of formal, non-formal, and formal education that can complement each other. This theory is evidenced by the fact that there are three recognized educational paths in Indonesia. (Darlis, 2017).

Learning becomes one of the components of the education system. The quality of education will only be good if the quality of learning is good. Efforts to achieve good quality education must continue to be supported by improving the quality of education to the maximum extent. Quality education is consistent with adequate education, and learning outcomes are achieved.

Therefore, education must be directed to achieve the goals set by UNESCO. The four foundations identified by UNESCO in learning in the twenty-first century are learning to know, learning to do, learning to live together, and learning to be (Priscilla & Yudhyarta, 2021).

Appropriate education is important in relation to the goals of national education, so education in public schools must be planned. The learning plan describes the procedure and management of learning to achieve one or more of the essential competencies specified in the content standards and described in the curriculum. So, teachers have a full role in preparing their learning plans. Education planning activities carried out by teachers are essential because, without systematic planning, many things will affect the implementation of activities or programs.

It is necessary to integrate education in its application to develop education in schools so that it can follow the pattern of educational development with its characteristics. The model for implementing integration in this education is different in other schools, as education is used by the heritage book.

Education integration will be unique in each environment and context, according to Susan M. Drake. (Drake, 2013) Susan's integration of education is very consistent with 21st-century learning, and several levels of methods and approaches have been proposed.

Muallimin Muallimat High School applied the integration of education patterns. The school integrated education using heritage books. This school's feature is the integration of education. The school uses a different education than other schools.

Education in the school has a variety of subjects, and if managed properly, the number of subjects will be a challenge. The goal is suitable for students to learn many things that combine Islamic religious knowledge and general knowledge. However, the students have become very overloaded. On the other hand, the subjects are not well deepened because the learning hours in school are also not enough. So, in practice, they are half-mastered. However, if it is adequately improved, this will be a school advantage that educational institutions in other schools do not have (Aziz, 2018).

In Indonesia, Arabic language education has been implemented for a long time, but students have not mastered the Arabic language proficiency. The problems facing Arabic language education are very complex. The factors that make it difficult for Arabic to develop and remain in place are the students' unwillingness to receive language lessons, the complexity of the Arabic language

material, the lack of innovation among Arabic language students in their work, the low human resources, specifically in teachers or Arabic language teachers, the lack of access to learning facilities and infrastructure such as learning methods, gaming media, etc., as well as factors in the unfavourable school environment. (Nurtresnaningsih, 2020).

In addition, they are based on the Regulation of the Minister of Education No. 17 of 2021 on the National Assessment, which aims to measure the results of cognitive and non-cognitive education and the quality of the learning environment. The results of cognitive education include reading and arithmetic, the results of non-cognitive education include the professional personality of Pangasila students, and the quality of the learning environment includes safety, inclusiveness, and the learning process. (Asesmen Nasional, 2021)

Implementing the integration of Arabic language education at the institute to represent religious lessons and elements of the Arabic language with Arabic language education at a school that represents general lessons will be characterized in the Muallimin Muallimin High School. After the researcher interviews one of the teachers, the advantage of this school is that students can read and write in Arabic. This is proven by the presence of one student who won first place in a national book reading competition in 2021. Many graduates of this school are lecturers and scholars in Arabic and religious sciences, as well as teachers familiar with the textbook.

One of these advantages is that it must be connected to integrated education. The Heritage Book, a religious education foundation, will help students learn Arabic in the classroom.

From the above, for example, heritage books integrated with jurisprudence, such as Al-Taqreeb, Fath Al-Qareeb, and so on. In the subjects of faith and ethics, such as the book of the learner's education and many others, the Arabic subjects use books from the national curricula by adding linguistic elements to help deepen the study of Arabic texts. This integration aims to deepen students' intensive mastery of Arabic, although learning occurs in official school institutions.

From these objectives, teaching Arabic using the integration of education using heritage books will be more effective than learning the language in other official schools. In addition, it is more important for the researcher to investigate this situation. Therefore, the research conducted by the researcher on the subject of "Implementation of Arabic Language Learning From an Integration Theory Perspective on Reading Ability" is essential in providing information to the general public about integrated education.

METHODS

The researcher uses the qualitative approach in the research methodology, and the type of case study used is the case study. In collecting data, the researcher uses interviews, observations, and documentation. The researcher observes, meaning that the researcher participates in the class to observe the process of teaching Arabic directly. The researcher observes by observing the conditions of the students and the teaching process in three classes, and the researcher observes to obtain data on the process of implementing Arabic language teaching and the activities of the teacher and students at the Muallimin Muallimat High School in Jombang. The researcher conducts the interview. This is a method that obtains data related to the application of Arabic language teaching used in that school, and the researcher interviews this method with the school principal, the head of the school, his deputy in the curriculum, the teachers who teach about the Arabic language teaching material, and the students. This interview is related to the methods and evaluation in

teaching Arabic. By documenting, the researcher obtains data on implementing Arabic language teaching planning for the Muallimin Muallimat High School in Jombang. The documentation is related to the history of the school and the curriculum used in that school. Then, the researcher analyzes the planning for teaching the Arabic language in the documents related to the objectives and contents of teaching the Arabic language. Then, the researcher analyzes it using Susan's integrative theory. The analysis model used is collecting data, reducing it, presenting it, concluding it, and examining it.

RESULT AND DISCUSSION

Applying the teaching plan in terms of the objectives of teaching the Arabic language in light of the integrative theory

As mentioned above, Muallimin Muallimat High School has maintained its characteristics by using heritage books for Arabic language and religious subjects. According to the principles of the integrative theory with the multidisciplinary approach, the school is expected to be able to form the students' integrated personality in harmony with the surrounding life, and what is taught in school adapts to the child's life outside school. (Hajjaj, 2020),(‘Athiyah, 2006).

The objectives of teaching the Arabic language in this school are related to achieving the desired education after the students participate in this education. In these objectives, the researcher is divided into two sections, which is appropriate in the opinion of Al-Tayyar Youssef and Saif Al-Anwar, who divided the learning objectives into two sections: general and specific. (Yusuf & Anwar, 1997).

As in the Ministry of Religious Affairs Report No. 347 of 2022, the objectives of teaching the Arabic language in this school are for students to be able to communicate in the Arabic language through speaking or writing, which includes four skills: the elements of the language in the text or simple conversation, the language with its functions in society, and proficiency in grammar, morphology, and rhetoric using heritage books. (Kementrian Agama Republik Indonesia, 2022).

The objectives of teaching Arabic at the School are as follows:

- 1) Understanding the Arabic language: Helps students understand the rules of the Arabic language, including Arabic words, sentences, and structures correctly.
- 2) Reading heritage books: Helping students read and understand their meaning correctly.
- 3) Writing Arabic: Training students to correctly write Arabic letters and understand the Arabic writing system.
- 4) Speaking Arabic: Helping students speak Arabic fluently and correctly to communicate well.
- 5) Understanding Islamic culture and religious sciences: By learning Arabic, students will understand Islamic culture, traditions, and Arab civilizations related to the Arabic language, as well as religious sciences.

The content mentioned by the researcher has specific objectives. Therefore, the researcher summarizes the application of the teaching plan in the objectives of teaching the Arabic language in light of the integrative theory with the type of multidisciplinary that the researcher found by taking data in education as follows:

Table 1. Integration of Arabic Language Teaching Objectives Across Various Disciplines in this School

Content	Specific Objectives	Integrated Subjects
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Grammar (Nahw)	- Memorize Arabic language rules - Read and write classical texts with correct syntax ('Atha, 1986).	Grammar, Writing, and Prosody
Reading (Mutala'ah)	- Proficiency in reading skills and syntax analysis - Students' proficiency in translation (M. Isma'il, 1983).	Grammar and Islamic History
Writing (Insha)	- Ability in writing skills - Ability to analyze Arabic grammar rules (Qurah, 1981).	Grammar, Rhetoric, and Reading to learn modern vocabulary
Rhetoric (Balaghah)	- Proficiency in using appropriate styles - Proficiency in reading and writing skills - Proficiency in memorizing poetry (Z. Isma'il, 1995).	Grammar, Prosody, and Writing
Prosody ('Arud)	- Proficiency in understanding the basics of poetic texts - Proficiency in reading and writing poetry - Proficiency in memorizing poetry (Nasir, 2015).	Grammar and Writing
Reading Skills	- Proficiency in reading skills - Proficiency in analyzing grammar rules - Proficiency in translation - Proficiency in understanding religious sciences (W. al Mursy, 2011).	Grammar, Rhetoric, and Islamic Studies
Arabic Language Teaching	- Ability in speaking skills - Ability in listening skills (Thu'aimah, 1989).	Grammar, Reading, and Colloquial Subjects

Analysis of the Table:

1. Grammar (Nahw): This subject focuses on memorizing rules and using them in reading and writing classical texts; it is integrated with subjects like Writing and Prosody to develop comprehensive language skills.
2. Reading (Mutala'ah): Develops reading and translation competencies, focusing on integration with subjects like Grammar and Islamic History to deepen cultural and linguistic understanding.

3. Composition (Insha'): This course enhances writing skills and grammar analysis, with a focus on acquiring contemporary vocabulary through Rhetoric and Reading.
4. Rhetoric (Balaghah): Improves proficiency in literary styles and poetry memorization, integrated with Grammar, Prosody, and Writing for advanced expressive skills.
5. Prosody ('Arud): Emphasizes understanding the fundamentals of poetic texts and the skills related to reading and writing poetry, integrated with Grammar and Writing.
6. Reading Skills: Develops skills in reading, analysis, translation, and understanding of religious sciences through integration with Grammar, Rhetoric, and Islamic Studies.
7. Arabic Language Teaching: Focuses on developing speaking and listening skills, integrated with subjects like Grammar, Reading, and Colloquial Studies to enhance communicative competence.

Applying the teaching plan in terms of the content of teaching the Arabic language in light of the integrative theory

The research results that the researcher obtained from the content of teaching Arabic in this school show that the educational contents consist of teaching Arabic and content that helps in teaching Arabic. All the contents are developmental and promote Arabic language teaching.

The contents of teaching Arabic indicate that the content of grammar, rhetoric, and prosody in this school includes teaching linguistic rules. As for the content of writing, reading (Muthalaah), and reading skills in this school, they include teaching reading skills. As for the content of the Arabic language in this school, they include teaching speaking skills. There are two systems in teaching Arabic: the branch system and the unit system. If the contents of teaching Arabic using the theory of branches, or rather the basis of the approach used, were appropriate to the basis of integration, as Susan said in her book, the integration approach is divided into four sections, which are fusion, multidisciplinary, interdisciplinarity, and transdisciplinarity (Drake, 2013).

The content of teaching Arabic in this school is classified in a multidisciplinary manner, which is the gateway to solving a problem by using an integrated review of various allied scientific viewpoints. The researcher also gave the example that grammar and reading skills are two science contents in one field to teach Arabic because students could not master reading skills before studying grammar.

This statement is appropriate for the characteristics of multidisciplinary studies. The essential characteristics of this approach are that many subjects are in the same field. (Sudikan, 2015). For example, grammar, reading, and rhetoric are two fields in the sciences of the Arabic language. As for the content that helps in teaching the Arabic language, it is the content written in the Arabic language that helps students improve their skill efficiency. As in theory, the degree of students' efficiency in learning the language is divided into two parts: for the beginner level, the vocabulary that must be mastered is from 0 to 1000 words, and for the intermediate level, from 1000 to 2000 words. (Hadidy, 2002).

Also, students need 350 words to speak Arabic and 500 to 750 words to read in Arabic. They need 1000 to 1500 words to read with difficulty in Arabic, 1500 to 2000 words to translate from Arabic to a foreign language, and 2000 to 3000 words to translate from Arabic to a foreign language or vice versa. ('Abduh, 1996).

Therefore, if these theories were compared to the auxiliary contents with the students' efficiency, they would have an easier time in the translation degree. Because they practice their language efficiently every day using Arabic language books.

From the above results that the researcher obtained from the content of teaching Arabic in the Islamic Secondary Teachers' School, the content of the school has different characteristics from that of other schools. With these characteristics, teaching Arabic and the content that helps in teaching Arabic is classified as a multidisciplinary approach. With this integration in the educational content, students achieve the school's goals, and students have apparent proficiency in teaching Arabic in depth, which is better than other schools that did not apply this integrative theory. Therefore, every school that has goals to focus on the Arabic language can model these contents and develop them according to the characteristics of the school.

Applying the teaching plan in terms of Arabic language teaching methods in light of the integrative theory

The research results that the researcher obtained in the third step of applying Arabic language teaching methods with two activities: the method outside the classroom and the method in the classroom. The method of teaching the Arabic language used at this school is as follows:

1. Grammar and translation method

Baalbaki explained that the basic principles of this method are memorizing the rules, grammatical analysis of the discourse, and translation. Thus, there are two essential aspects of grammar and translation: the ability to master the grammatical rules and the ability to translate. (Hermawan, 2010).

This method is used in all content except Arabic content. This method focuses on studying linguistic texts and language-related information that refers to grammar explanations. Therefore, to see the main ideas in the foreign language writing being studied, it is necessary to carry out activities to translate vocabulary or sentences into students' everyday language. The essence of foreign language learning activities is to analyze grammar, write sentences, and memorize vocabulary to convert them into everyday language.

2. Auditory and oral method

The auditory and oral method begins with sound words, then forms the word and then forms the sentence, and the students imitate what the teachers say. (Ba'labak, 1990). The audio-oral method is based on an approach that assumes that language is a habit. Behavior becomes a habit when it is repeated many times. Therefore, language should be taught using repetition techniques. (Ahmad Fuad Effendy, 2017).

This method is used in Arabic language content only as the teacher orders a conversation between their friends in Arabic from the materials in the book that the teacher reads the dialogue and then the students repeat from the dialogue that he reads. Achieving the expected goals in teaching Arabic depends on focusing on the goals expected by the party that the school is teaching Arabic. In this case, the goal of the audio-oral method is for students to understand and practice Arabic conversation.

3. Reading method

The reading method is a method of delivering lessons by reading, either aloud or silently. Through this method, students will be able to pronounce Arabic words and sentences fluently and correctly according to the specified rules. This method was developed based on the assumption that language teaching is not multi-purpose and that the ability to read is the most realistic goal regarding the needs of foreign language learners and the ease of acquiring it. Reading skills are a means for students to develop their knowledge independently. (Khoiriyah, 2020).

4. Writing method

The primary purpose of writing is as a means of indirect communication. Therefore, the written content and graphic symbols must be explicit so students can understand them. The objectives of the writing skill are appropriate to the level of the stage : (A.Muradi, 2015).

Beginner stage: Copying simple language units, writing simple language units, writing simple phrases and questions, and writing short paragraphs. As for the intermediate stage, I will write data and questions, paragraphs, letters, short articles, and reports. As for the advanced stage, I am writing paragraphs, writing letters, writing different types of articles, and writing reports. The method used in this content is known as the advanced stage. Students are created from the given topic. Teaching in writing is divided into two parts: directed writing and free writing. This method used in this school is called free writing because it forms sentences or paragraphs without any guidance from the teacher. In this case, students are given the opportunity and freedom to express everything about a sure thing. This form of writing is higher than directed writing because free writing continues the directed writing technique.

5. Singing method

The singing method is used by singing to achieve teaching and learning successfully. (Muliawan, 2009). This method is used in the subject of grammar in the Arabic language, which is syntax, rhetoric, and prosody because it is in the form of a system, and the teacher uses the singing method to make it easier for students to memorize the system of rules. The benefit of this method is also for students to be advanced in language proficiency, skilled in the mind, and love art (M. S. Mursy, 2001)Applying the singing method to memorizing Arabic grammar rules can make students more enthusiastic and happy to learn Arabic grammar. This is because singing can improve students' moods more than other methods.

6. Discussion method

In the tremendous Indonesian dictionary, consultation is described as a joint discussion aimed at making decisions to solve everyday problems. (Departemen Pendidikan dan Kebudayaan, 1989)This student-centred approach to education allows students the opportunity and resources to build their knowledge, leading to a deeper understanding and ultimately improving student quality. For this reason, the teacher must be able to provide education to students to improve the quality of students' education activities. The other factors in student success depend on the effectiveness of reading skills, which is the strategy before teaching. The Constitution is divided into advocacy and the practice of millennium systems every day.

As for prayer, it has an impact on the lives of students. Research shows that individuals with spiritual components enjoy a healthier and relatively happier life. (Rio Pebrian et al., 2018)This is also relevant to previous research on children's spiritual intelligence through prayer activities. The key to children's success is prayer, prayer, and more prayer. (Muntaz & Hariansyah, 2016). Spiritual

intelligence is the higher intelligence in humans that encompasses all human intelligence. This means that the intelligence quotient (IQ) and emotional intelligence (EQ) will function effectively depending on spiritual intelligence. (Zohar & Marshall, 2001).

Practising systems before education affects the efficiency of understanding the rules. Practice is the repeated engagement in activities, and through this strategy, it is hoped that the activities carried out repeatedly and deliberately can aid in understanding the rules. This strategy is suitable according to the principles in practice according to Al-Shaybani, which are (M.Noor, 2023). : 1. Understanding their students' motivations, needs, and interests. 2. Knowing the educational objectives that have been set. 3. Understanding the developments and changes of students. 4. Understanding individual differences among students. 5. The focus on understanding and knowing the relationships between the integration of experience and its continuity. Be a good role model.

Applying the teaching plan in the aspect of evaluating Arabic language teaching in light of the integrative theory

Evaluation in the sense of adding to work, modifying, and correcting is more crooked than that. Evaluation activities had specific goals in the field of education, namely: (a) stimulating students' activities in educational programs, (b) finding the factors that cause students' success in participating in educational programs so that they can be searched for and solutions or ways to fix them can be found. The researcher considered the importance of evaluation in determining the quality of education, so the efforts made to plan and implement evaluations must be concerned with several principles in evaluation. The principles that must be considered when evaluating are integration, student participation, cohesion, pedagogy, and responsibility (Hidayat & Abdillah, 2019).

In the 2013 curriculum, the assessment of learning outcomes is used by authentic assessment. The assessment in the 2013 curriculum refers to Permendikbud No. 66 of 2013 on the Standards for Evaluation of Education. The assessment of the learning outcomes process cannot be separated from the teacher's planning and implementation of learning activities. (Menteri pendidikan dan kebudayaan republik Indonesia, 2013).

These theories are appropriate to the assessment used in this school. In knowledge, students learn the contents and assess their knowledge in the daily, midterm, final, and comprehensive tests. In the skill area, students apply their knowledge in the teaching application test and the book reading test.

The researcher also believes that this school used accurate evaluation because all the principles above are appropriate to the conditions of evaluation in this school, as in the first principle that evaluation works on the knowledge related to other content. Then, in the second principle, the teacher thinks after the test. Then, in the third principle, students can develop self-evaluation by obtaining the test result. Then, in the fourth principle, evaluation is used to measure students' skills using the evaluation model in this school. Then, in the fifth principle, evaluation works on the abundance of different evaluations. Then, in the sixth principle, evaluation is used to diagnose learning difficulties and determine educational content.

The results the researcher obtains from evaluating Arabic language teaching used in this school are diverse. The evaluation model in education differs between this school and other schools. The test model used is the application of education, the Arabic text reading test, and the comprehensive test. The application of education aims to know the students' proficiency in

education. In contrast, reading the Arabic text aims to know the proficiency of the student's reading skills, and the comprehensive test aims to know the students' knowledge by showing their learning until the end of education.

CONCLUSIONS

The implementation of the teaching plan in terms of the objectives of teaching Arabic at the Islamic Teachers' High School in Jombang is divided into two parts: general objectives and specific objectives. The general objective of teaching Arabic is for all students to be proficient in reading skills. The objectives are teaching grammar, reading, composition, rhetoric, prosody, reading skills, and Arabic. The objective of education was to integrate the subjects in teaching Arabic. The aspect of teaching Arabic in this school is that the educational program consists of the content of teaching Arabic and Islamic content. The content of teaching Arabic consists of grammar, reading, composition, rhetoric, prosody, reading skills, and teaching Arabic. The contents from teaching Arabic are based on heritage books, except for the content of reading and the specific Arabic language. The auxiliary contents in teaching Arabic focus on reading skills, which are the Islamic content used in heritage books. The application of this content is integration with multiple specializations between the content of teaching Arabic and Islamic content to help students in the efficiency of reading and writing skills. The aspect of teaching Arabic language methods is through two activities: the method outside the classroom and the method in the classroom. The methods outside the classroom are supplication and reading poetry. The method in the classroom is the method used in teaching Arabic. The method used in this school is different for all teachers because they have different experiences, different conditions in the classroom, and different characteristics of students. The method used in the classroom integrates grammar and translation methods, singing methods, writing methods, reading methods, and auditory and oral methods. The aspect of evaluation used in the Islamic Teachers' Secondary School in Jombang to know the achievement of the school's goals using two evaluations at the end of the semester, which is the test in reading books and the comprehensive written test (the test in the content that you get in semester 1 to semester 3 high school) with a content of 60% in the third semester, 30% in the second semester, and 10% in the first semester. As for evaluating the content of teaching Arabic to know the achievement of the goals of each content, it is used in the daily test, midterm test, and final test.

CONFLICTS OF INTEREST STATEMENT

Regarding this study, the author declares that there is no conflict of interest.

AUTHOR CONTRIBUTIONS

Study concept and design: Muhammad Tareh Aziz. Acquisition of data: Muhammad Tareh Aziz. Analysis and interpretation of data: M. Abdul Hamid. Drafting the manuscript: Muhammad Tareh Aziz¹. Critical revision of the manuscript for important intellectual content: Nurhadi. Statistical analysis: Muhammad Tareh Aziz.

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