



IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN IMPROVING MAHARAT KITABAH IN THE ARABIC LANGUAGE DEVELOPMENT PROGRAM IN THE AL-MAWADDAH REGION

Lailatul Qomariyah¹, M. Noer Fadli Hidayat²

^{1,2}Nurul Jadid University, East Java, Indonesian,

Email: qomariyahlailatul545@gmail.com¹, fadli@unuja.ac.id²

Abstract:

Most of the students of the Arabic Language Development Program in the Al-Mawaddah area of the Nurul Jadid Islamic boarding school tend to lack enthusiasm in the learning process; the students have difficulty in composing short stories in Arabic, the students lack confidence when expressing their opinions, lack of confidence, understanding of the material they obtain and placing importance on the many materials they memorize without any practice of the material or materials they get so that students quickly feel bored in learning activities. Therefore, it is necessary to apply the Contextual Teaching and Learning (CTL) learning model in the learning process because it emphasizes the whole learning process of students and connects the material they have in real life to apply it in everyday life later. The purpose of this research is 1) to determine the application of CTL in increasing the understanding of the Kitabah in the Arabic Language Development Program. 2) to determine the inhibiting and supporting factors in implementing CTL in increasing the understanding of the book in the Al-Mawaddah Region Arabic Language Development Program. 3) to find out the results of implementing CTL in increasing the understanding of the ketubah in the Al-Mawaddah Regional Arabic Language Development Program. This type of research looks for case studies using a descriptive qualitative approach. The location of this research is the PPBA Al-Mawaddah Region. The research subjects were the program coordinator, Muslimah install, and santri. Data collection uses observation, interviews, and documentation techniques. Data analysis used data reduction, data display, and conclusions. The results of this research show 1) The implementation of CTL in increasing the taharah of the ketubah in PPBA Al-Mawaddah Region is carried out 2x1 hour a week with the following steps: a. Planning stage, preparing learning materials and models by the program curriculum, b. The implementation stage is the initial stage of the ustadzah, where greetings are given, prayers are offered, Arabic language question and answer sessions are held, and assignments are collected. In the second stage, the ustadzah gives short story sentences in Indonesian, translates them into Arabic in groups, and corrects them. The third stage is concluding the material and giving homework assignments to compose, closing by providing motivation, apologizing, praying, and greeting; c. Learning evaluation, namely by assessing assignments at each meeting. 2) supporting factors include the enthusiasm of the students and ustadzah and the painstaking work of a Muslimah. 3) The results will be seen when there is a lailatul fariyah event to foster students' creativity and appreciate the students' learning results for one year; apart from that, learning results are obtained by having evaluation scores above the KKM.

Keywords: *Implementation of Contextual Teaching and Learning, Maharah Book of Revelation.*

INTRODUCTION

According to Wibowo, language is a system of sound symbols that have meaning and are spoken by humans to communicate and convey feelings and thoughts. The language system is arbitrary and conventional, used by a group of humans to interact and communicate. Language is a very important communication tool in interacting with other people around the world. There are many languages that have been created to facilitate communication between individuals. Language is the main, creative, and efficient communication tool for humans to convey their ideas, thoughts, and feelings. Language cannot be separated from human life because humans use language to interact with each other.

Arabic is the language of the Qur'an, the Islamic religious law. Arabic also has a very close relationship with the Qur'an, which is the holy book of Muslims. Therefore, many Muslim scholars and intellectuals try to understand and interpret the Qur'an using Arabic as the main medium. Arabic is considered a sacred language in Islam because it is used in the Qur'an, namely "indeed we have made the Qur'an in Arabic, so that you may understand it" (QS. Az Zukhruf: 3).

In the fourth edition of KBBI, the beginning of the basic word "ajar" becomes belajar with the meaning of the process, act, way of teaching or instructing so that students have the will in their enthusiasm to learn and the word "ajar" gets the addition of the beginning "pe" and the end "an" to become "pembelajaran". Meanwhile, Bahauddin said related learning is method For help student so that in study it can apply it with good and right. Learning of course is an important process in life human. This process involving experience and interaction with environment around For allow somebody learning and developing. Learning can occurs in various conditions and situations, both both formally and informally.

Students need to master four language skills in learning Arabic, including listening skills (مهارة الاستماع), speaking skills (مهارة الكلام), reading skills (مهارة القراءة) and writing skills (مهارة الكتابة). One of the most difficult skill If compared to with four skills speak is dowry book of books or write composition (insha'). Therefore that, is very necessary with existence habituation practice or exercise in writing or oral.

Write is A activities that express some ideas, thoughts, thoughts or feeling with diverse form language for the purpose the can achieved. Because of that that, in compose a writing, participants educate must have skill in to organize ideas in a coherent, logical and capable manner compose a text with various type language and rules different languages (qowaid) like in writing God willing' or write with speak Arab in the form of dictation or khat.

Abdullah Al-Ghali and Hamid Abdullah in his view, maharah book of books can interpreted as road For realize the writing with to explain letter without existence ambiguity and doubt with highlight importance comply rules writing language recognized by the speaker original, with the aim is for the writing to be own special meaning and significance. In perspective Acef Hermawan, the owner book of books can explained as skills in express and describe Power think somebody through writing. This is covers various levels, starting from ability writing simple words until ability compose more complex. Definitions provided by experts the includes two components main in skills writing, namely ability For to form letter refers to the ability somebody For change symbol sound become written symbols and expressions feeling in a way written and ability disclose ideas and emotions in a way written. From both aspect said, can concluded that skills write focused on training in to form letter in a way more the so-called skilled with dictation, calligraphy (khat), composing (insya') where 3 aspects the get continuous and intensive training For reach skills write optimally.

Al-Mawaddah area is a satellite area or dormitory located on Jalan Kh. Zaini Munim, Karanganyar Village Paiton District, Regency Probolinggo and usual known with Tanjung village which is located below shade Cottage Nurul Jadid Islamic Boarding School which fosters a number of student daughter from various level education. One of the programs in the al-Mawaddah area is the Foreign Language Development Program

(PPBA)

Learning Language Arabic applied in PPBA Al-Mawaddah Region educators more take importance the amount memorization vocabulary or applied material in activity Study teach, without practice material that has been accepted. Deficiencies in learning Arabic in the al-Mawaddah Region, namely lack of exercise write Language Arab so that there are often mistake to writing, lack of practice in use knowledge tool or qowaid so that There is error in use harokat end or change appropriate sightot with knowledge nahwu shorof, and not enough active in activity learning.

In the learning process in the Al-Mawaddah Region Arabic Language Development Program there are a number of factor inhibitor because of the learning model applied by the mu'allimah not enough in accordance so that a number of student not enough active during the learning process in class, including that is part participant educate No brave convey in his opinion, less believe self in answer or submit questions inside class, participants educate with origin follow activity learning Because there is fear to penalties that exist in the development program Language Arab as well as lack of understanding to a number of student with the material presented so that a number of student feel bored in the learning process in class.

Consequence from No conformity in learning models above, less understanding to a number of student with the material they can as well as the need look for the right solution For overcome a number of the only problem focus on the learning process participant educate No only see the values obtained by the students. With Thus, the need for a teacher in choose a learning model that makes learning walk with effective and unidirectional with condition or need student Because with suitability of learning models will make it easier a the leader in delivery materials and students will motivated so that students become more spirit and keep going Study with activities. learning will it is said succeed when can achievement A objective learning. With as appropriate approach learning in problems that exist in the Arabic Language Development Program in the al-Mawaddah Region, then the teacher will use approach learning contextual.

Contextual Teaching and Learning (CTL) learning model is a more advanced learning model emphasize to the learning process student in a way full and pushing student For connect material that has been own and apply it in life everyday. Learning process the No only activity memorize material, remembering facts, or repeating material only, will but the learning process is connected in the real world so that in life everyday student Can implementing it. The existence of CTL in activity Study Language Arab can grow results Study enough students Good Because with the presence of CTL participants educate more enthusiastic, active, confident self and a very high sense of curiosity to unfinished material He know so that student No feel constrained with the learning process teach the.

So that from results observation and observation of students in the Arabic Language Development Program (PPBA) in the Al-Mawaddah Region, mu'allimat apply learning that makes student come on stage more active and create all over student involved in learning that is learning model approach contextual or CTL. The purpose of the existence of CTL, namely practice students to be more think in a way appropriate critical with the real world and students Can practice it in activity daily they. Implementation learning that is with CTL students No only listen, receive as well as try For understand explanation from the teacher alone, will but student sued For experience it Alone that is with get used to student For look for mufrodat, memorize it Then compose A simple sentence with to hook material that has been they study in a dormitory, school, or in the environment around. Therefore that, with the existence of the CTL learning model activities Study teach more seen the result that is with existence more learning active, productive and meaningful Because student trained For believe self with activity interview, discussion, work groups and so on.

With Thus, there are a number of study previous as reference comparison about CTL implementation written by Muzdalifah in 2009, Masters Program, Postgraduate School, Syarif Hidayatullah State Islamic University, Jakarta, entitled "Efforts to Teach Student Speak Arabic with Contextual Teaching and Learning (CTL) Approach (Case Study at State Madrasah 8 Cakung East Jakarta). Discussion discussed by Muzdalifah about effort to learn student speak Arabic. While the one that will discussed by

researchers about increase dowry book. In a study conducted by Moh. Rifa'I, Iradatul Hasanah, Zubairi and Mukhlisin Sa'ad in 2022 at MTs Nurul Jadid Paiton Probolinggo with title " Implementation of Contextual Teaching and Learning (CTL) in Increase Performance Study Students on Arabic Language Material (Case Study at MTs Nurul Jadid Paiton Probolinggo). The discussion discussed by Moh. Rifa'I, Iradatul Hasanah, Zubairi and Mukhlisin Sa'ad about material Language Arab in increase performance Study students. Research results Adtman A. Hasan in 2019 at UIN Sunan Kalijaga, Yogyakarta with title " IT- based CTL learning model for Control Arabic Language Dictionary ". Discussion discussed by Adtman A. Hasan about the IT- based CTL learning model. In the research conducted by Alifia Istiqamah, Nur Fadilah and Muhammad Ibrahim in 2023 at the Muhammadiyah University of Makassar with title " Learning Model Analysis Contextual in Arabic Language Learning in Class X IPA of Madrasah Aliyah Muhammadiyah Limbung. Discussion discussed by Alifia Istiqamah, Nur Fadilah and Muhammad Ibrahim about learning Arabic in class X IPA of Madrasah Aliyah Muhammadiyah Limbung. In a study conducted by Ariska Fitriyani in 2022 at the State Islamic Institute (IAIN) Kudus Faculty of Tarbiyah entitled " Implementation of the Contextual Teaching and Learning Learning Model Picture and Picture Type for Increase Memorizing Arabic Vocabulary for MI NU Miftahut Students Tholibin Mejobo Kudus". The discussion was discussed by Ariska Fitriyani about picture and picture type.

From several results study previous above, not yet There is discussion that discusses about contextual teaching and learning models in increase dowry kitabah. With results observations in the Al-Mawaddah Region Arabic Language Development Program can concluded that with Apply CTL to written compositions student more getting better and being seen from results evaluation every meeting and creativity student seen when the event " lailatul farihah " which includes read news Arabic, qisoh, and sermons.

Interest background the back that has been exposed writer so that writer take the initiative For do study with title " Implementation of Contextual Teaching and Learning (CTL) in Increase Maharah Books in the Al-Mawaddah Region Arabic Language Development Program" with focus on implementation How is Contextual Teaching and Learning (CTL) in increase dowry books in the Arabic Language Development Program in the al-Mawaddah Region, what factor inhibitors and supporters from Implementation of Contextual Teaching and Learning (CTL) in increase dowry books in the Arabic Language Development Program in the al-Mawaddah Region, and how results from implementation of Contextual Teaching and Learning (CTL) in increase dowry books in the Arabic Language Development Program in the al-Mawaddah Region?

RESEARCH METHOD

Researcher do research in the Foreign Language Development Program (PPBA) Al-Mawaddah Region with use approach study qualitative descriptive. Methodology This allow researcher For display data with form some words and sentences, and also involves data collection through studies cases, observations, and interview as method main For get the necessary data.

Can defined by Bogdan and Taylor that definition qualitative is methodology research that produces descriptive data in written form or oral from some people and behaviors that can observed, while Kirk and Miller stated that study qualitative is tradition certain in knowledge knowledge social dependent from observation man Good in the area and also the event.

For solve problem being investigated, researcher use approach descriptive with method describe or explain condition subject or object study based on a number of existing facts. Research This involving studies Details from object research and involve observation direct with do visit field to the location being studied. The researcher also conducted interview with party related and collaborate with others to to obtain better understanding wide related ongoing conflict researched. During the research process, the researcher also maintains notes personal and notes public For record relevant information.

Therefore that, the goal from study studies case with approach qualitative that is For do search to location research. In terms of this, researcher do observation directly in

the Al-Mawaddah Region Arabic Language Program with gather task results God willing' from class wustho. The data Then identified and classified For to reveal the errors that exist in results essay Furthermore, the researcher explain errors found in essays said. During research, interviews conducted researcher with party related aiming For get better understanding deep about the problem under study involves program coordinator, program administrator, instructor, and participants educate Arabic language program.

RESULT AND DISCUSSION

Implementation of Contextual Teaching and Learning (CTL) in Increase Maharah Books in the Arabic Language Development Program in the al-Mawaddah Region.

According to Sholichin Abdul Wahab, implementation is carrying out a series of actions by individuals, officials, government groups, or private entities with the aim of achieving the targets set out in a policy or decision. According to Usmah, implementation involving activity, action, performance, or mechanism in a system. This is No only just activities, but rather a action planned with purpose reach objective certain. In the view expressed above, the implementation Can interpreted as more from just activity physique solely. Implementation is a activities that have been thought about with mature and implemented with truly in accordance with the norms that have been implemented. This is aiming For reach expected results from implementation activity said. Therefore that, implementation No independent, but context and other factors can affect it.

Johnson defines contextual or CTL as a approach education with objective For help student dig meaning or significance from material lesson and link it with situation daily life. Approach This covers relatedness with environment personal, social and cultural student.

Contextual Teaching and Learning (CTL) is a learning activity that fully involves students which helps teachers combine the material they have with the real world, so that students apply it in their daily lives. With this learning model Contextual Teaching and Learning (CTL). emphasize to skills and activeness students in class. So that the students brave disclose opinion or brave ask. As implemented in the PPBA Al-Mawaddah Region, namely invite student For active in every learning, where in his assessment seen from activity students and the learning process student until results Study student so that mark the obtained with good. The place where researchers thorough namely in the PPBA Al-Mawaddah Region class wustho implementing the CTL learning model where matter the prioritize the learning process student No only see results achieved will but the learning process. Because in class they fast feel bored, no believe self, shame ask and less active so that with the existence of CTL students more active, believe self, and learning walk with effective, creative and productive. This is make student easy understand and enjoy so that they can develop ability they with write story short speak Arabic with good. In the implementation of CTL steps the beginning that must be done that is:

Planning Learning

first step taken by a person the leader that is existence preparation the material to be delivered in accordance with curriculum learning that has been done prepared by the program, so that targets are achieved student achieved with maximum and appropriate with hope beginning. Second, readiness a the leader before teach to material and also self themselves, so that educators easy accept material from a the messenger.

Implementation Learning

Implementation learning God willing, in PPBA class wustho that is using the CTL learning model where every meeting female teacher give task write story short Arabic and every individual student required For bring al- Munawwir dictionary. They do task they with in groups, so that they Can discuss with Friend they about harokat or position sentence the with allocation KBM time 1 hour in 1 day 2 meetings Then to discuss together error results God willing, they will.

Evaluation Learning

Evaluation is implemented in PPBA every 2 times 1 week that is with discuss error results essay they with together. The evaluation was carried out by region or called with

exam great that is done twice a year and if follow exam great so too long so they trained For every meeting held evaluation as habituation to they in compose story Arabic. Involvement the leader with support and motivate they are very important Because they more motivated and feel there is a sense of caring to they so that they more Spirit in study and do tasks and so on.

Inhibiting and Supporting Factors of Contextual Teaching and Learning (CTL) in Increase Maharah Al-Mawaddah Region Arabic Language Development Program Book.

Inhibiting Factors

1. Ability Understanding Student

Level of understanding student every individual different when in the learning process. Some of the students there are levels his understanding fast there are some that are slow, so need time special or a more approach to those who have not able and giving support so that they no fast separated hope see other friends.

2. Lack of Focus

Error to they that is focus when compose story their Arabic language, where point error they harokat final in A sentence, the original give harokat kasroh after letter jer will but they give harokat dhommah on the harokat end.

3. Composing Word by Word

Most from they when translate they compose with words so that results essay they not enough suitable as well as they in compose use languages with Madurese accents.

4. Lack of Time Discipline

The Flyer No his discipline time when student come to the assembly, namely when already in their assembly return to room again and they wait existence calling that female teacher Already present and also sometimes when KBM time will be started they Still was in the bathroom.

Supporting Factors

1. Spirit Study

Very high curiosity and enthusiasm to student For Study God willing' because existence Spirit from a the leader during the learning process Because Spirit a the leader will infectious to his students. So that learning walk with effective Because between teachers and students support.

2. Mu'allimah

Motivation, direction, support, guidance, and patience from mu'allimah is very important, because become factor Supporter to student in activity learning increase Spirit student in learning and studying become active. Because without spirit and motivation from a religious teacher, student will arbitrarily in follow learning or the existence of important words present.

Results of Contextual Teaching and Learning (CTL) in increase dowry book in the Arabic Language Development Program in the al-Mawaddah Region.

The results obtained in the PPBA Al-Mawaddah Region itself that is with there is a lailatul event farihah, where with the existence of the event results Study student will seen and the event of lailatul farihah implemented every 1 time a year with objective For appreciate results Study student during One year. Appearances held at the Lailatul event farihah the covering qissoh, sermon, read story Arabic which is matter the is results essay they alone, will but results essay the authenticated moreover formerly before they display appearance they.

In addition, the results Study PPBA class students wustho obtained from mark

task every the meeting which resulted in task they almost all student reach mark above KKM (Criteria) Minimum Completion). Evaluation done every semester or twice a year and exams the carried out by each program with simultaneously which is usually called with exam akbar. If the evaluation only wait exam great so female teacher assume too long, so they No used to For compose Arabic. Therefore that, evaluation implemented every meeting that is in 1 week There were 2 meetings with the aim of For know ability they as well as get used to they in compose Arabic with good. In the learning process mentioned, there is improvement mark participant educate every time a meeting is held in three Sunday lastly. This is a success can seen when a objective learning achieved with good and appropriate with provisions.

CONCLUSION

According to researcher about Implementation of Contextual Teaching and Learning (CTL) in increase dowry books in the Al-Mawaddah Region Arabic Language Development Program, can conclude that is:

Implementation of Contextual Teaching and Learning (CTL) in increase dowry book in the Arabic Language Development Program in the al-Mawaddah Region.

In activities learning, a female teacher the need choosing a directional learning model with need student that is with a helpful CTL learning model student For more active, creative, confident self and in the learning process the involving to student in a way full so that they can to express opinion they and them can to hook knowledge they in life daily.

Planning

Prepare the material to be delivered to students of course in accordance with curriculum that has been determined by the program is step early, so that the target is achieved realized in accordance with curriculum In addition, Ustadzah prepare appropriate learning models with program curriculum so that you can applying the learning process with good and easy to santri. Next, the female teacher must prepare self before enter class in matter mastery the material to be delivered, strong understanding so that the learning process walk with effective, material easy understood by students and makes student more spirited and fun.

Implementation Learning

Stage beginning, female teacher give greetings and reading prayer together as well as open a number of questions and giving question with speak Arabic. Then, they gather task God willing, meeting previously Then discuss results essay they. Stage second, female teacher give task God willing, I'll be back with give A sentence or story short with speak Indonesian then made into essay in Arabic in groups. Then correcting mistakes results essay they in a way together. Stage third, to conclude material and ask to student related unfinished material they understand. In addition, Ustadzah give homework assignment writing story short speak Arabic and close with give motivation, request Sorry to students, reading prayer, and the last one that is to pronounce greetings.

Evaluation Learning

The evaluation that has been applied in PPBA class wustho that is almost every meeting stage evaluation results God willing, they and everyone the moon also holds evaluation small-scale with objective For know how far is the ability they during learning. In fact, evaluation determination from the region every 1 year 2 times so there are 2 semesters "exams akbar ", will but they will fast forget If evaluation wait every semester.

Inhibiting and Supporting Factors of Contextual Teaching and Learning (CTL) in Increase Maharah Al-Mawaddah Region Arabic Language Development Program Book.

Inhibiting factors

First, the ability understanding students of course every individual have different

abilities. Second, the lack of focus student when translate story short the that is repeated mistakes, often in harokat final. Third, make up words so that arrangement the sentence No in accordance or not enough suitable with arrangement sentence Arabic language which is usually they translate with follow direction sentence the Indonesian language. Fourth, less his discipline time Because they Still is at in the bathroom if the teaching and learning activities start and do not existence female teacher they Still return to room Again so that they late enter class.

Supporting Factors

First, enthusiasm his studies student Because built from Spirit self Alone in follow learning and passion female teacher in convey material. Second, a Mu'allimah who was patient and painstaking to student so that make students are also more spirit and always motivated.

Results of Contextual Teaching and Learning (CTL) in increase dowry book in the Arabic Language Development Program in the al-Mawaddah Region.

The results will be seen during the learning process that is obtained when held the event "Lailatul Farihah" because with the event they emit creativity them. With the existence of the event aiming For appreciate results Study they during One year, where creativity the obtained from results they Alone Then authenticated to miss Mabruroh Zaini which includes read news Arabic, qissoh, and khitobah. In addition, the results will seen with existence evaluation learning God willing, that's the value they reach above KKM or more and the KKM with value 80.

REFERENCE

- Acep Hermawan, *Arabic Language Learning Methodology*, 2011
- Ariska Fitriyani, 'Implementation of the Contextual Teaching and Learning Learning Model Picture and Picture Type to Improve Arabic Vocabulary Memorization of Class V Students of MI NU Miftahut Tholibin Mejobo Kudus.', 2022
- Bisri Mustafa, Abdul Hamid, 'Methods and Strategies of Learning Arabic, (Malang: UIN Maliki Press, 2012), p. 68', *Nidhomul Haq: Journal of Islamic Education Management*, 1.1 (2012), 1–28 <<http://e-journal.ikhac.ac.id/index.php/nidhomulhaq/article/view/4>>
- Cutri Tjalau and Suharia Sarif, 'Thariqah Al-Ta'lim Al-Siyah Al-Lugawiy in Arabic Language Learning', *Ajamiy*, 08.2 (2019), 101–35
- Darmuki, Agus, Ahmad Hariyadi, and Nur Alfin Hidayati, 'Improving the Ability to Write Scientific Papers Using Faststone Video Media During the COVID-19 Pandemic', 7.2 (2021), 389–97 <<https://doi.org/10.31949/education.v7i2.1027>>
- Hasan, Adtman A, 'IT-Based CTL Learning Model to Master Arabic Vocabulary', *AL-Lisan: Jurnal Bahasa (e-Journal)*, 4 (2019), 133–47 <<https://www.journal.iaingorontalo.ac.id/index.php/al/ar;title/view/860>>
- Isdianto, Muhammad Eko, 'Language and Technology', *Bahas*, 31.1 (2020), 90–99 <<https://doi.org/10.24114/bhs.v31i1.18588>>
- Istiqamah, Alifia, Nur Fadilah Amin, and Muhammad Ibrahim, 'Analysis of Contextual Learning Models in Arabic Language Learning in Class X IPA of Madrasah Aliyah Muhammadiyah Limbung', *ULIL ALBAB: Multidisciplinary Scientific Journal*, 2.6 (2023), 2337–51 <<https://journal-nusantara.com/index.php/JIM/article/view/1623>>
- Khabibul Khoiri, 'Implementation of the Stages of Learning Arabic in Maharah Kitabah', 2, 1–7
- Masdul, Muh Rizal, 'Learning Communication', *Iqra: Journal of Islamic and Educational Sciences*, 13.2 (2018), 1–9
- Mudarris, Badrul, And Mohammad Syifaur Rizal. 2023. "Manajemen Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru Dan Karyawan Di SMA Nurul Jadid." *Jiip-Jurnal Ilmiah Ilmu Pendidikan*

6(12):10265–71.

- Muhamad, Afandi, Chamalah Evi, and Oktarina Puspita Wardani, Learning Models and Methods at Unissula Schools , Computer Physics Communications , 2013, clxxx
- Muzdalifah, 'Efforts to Teach Students Arabic Using the Contextual Teaching and Learning (CTL) Approach (Case Study at State Madrasah 8 Cakung East Jakarta)', 2009, 1–169
- Nasution, Novita Sari, and Lahmuddin Lubis, 'The Urgency of Arabic Language Learning in Islamic Education', Jurnal Simki Pedagogia , 6.1 (2023), 181–91 <<https://doi.org/10.29407/jsp.v6i1.227>>
- Nidar Yusuf, M.Pd, and Putri Arfiani, 'EFFECTIVENESS OF THE TILAWATI METHOD AS A LEARNING TO READ THE QURAN FOR CHILDREN WITH DYSLEXIA', 2018, 215–24
- Nuremberg, Tribunal International de, '1PROBLEMATICS OF LEARNING ARABIC LANGUAGE', Plant Physiology , 1.1 (1947), 11–19
- Praheto, Biya Ebi, Andayani, Muhammad Rohmadi, and Nugraheni Eko Wardani, 'The Role of Interactive Multimedia in Learning Indonesian Language Skills in PGSD', The 1st Education and Language International Conference Proceedings Center for International Language Development of Unissula (ELIC 2017) , 2017, 173–77 <<http://jurnal.unissula.ac.id/index.php/ELIC/article/view/1224>>
- Rathomi, Ahmad, 'Maharah Kitabah in Arabic Language Learning', Journal of Islamic Teacher Training and Education, TARBIYA ISLAMICA ISSN (p): 2303-3819; ISSN (E): , 1 (2020), 1–8 <http://ojs.iaisambas.ac.id/index.php/Tarbiya_Islamica/index>
- Rifa'i, Moh. Iradatul Hasanah, Zubair, Mukhlisin Sa'ad, 'IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN IMPROVING STUDENTS' LEARNING ACHIEVEMENTS IN ARABIC LANGUAGE MATERIAL (Case Study at MTs Nurul Jadid Paiton Probolinggo)', Journal of Islamic Religious Education and Elementary Madrasahs , 01.02 (2022), 68–82
- Rizal, Mohammad Syifaur. 2024. "Educational Evolution: Sustainable Beturnment With Country In The Development Of The Trainer." Pp. 28–36 In Proceeding Of International Conference On Education, Society And Humanity. Vol. 2
- Rosad, Ali Miftakhu, 'Implementation of Character Education Through School Management', Tarbawi: Journal of Educational Management Science , 5.02 (2019), 173 <<https://doi.org/10.32678/tarbawi.v5i02.2074>>
- Suhendriyo, Agus, Budi Setiawati, and Rahmi Hayati, 'Implementation of E-Ticketing at Tabalong Police (Study of the Traffic Fine Payment Process with e-Ticketing)', Ja[B , 2.2 (2019), 391–408