



Activating the Mnemonic Learning Model to Enhance Student Motivation in MTs Miftahul Ulum Situbondo

Evi Nurus Suroiyah^{1*}, A.Samsul Ma'arif², Mu'alim Wijaya³, Laili Sholihah⁴

¹Informatics Engineering Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia.

²Islamic Family Law Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia.

^{3,4}Arabic Teaching Universitas Nurul Jadid Probolinggo, Indonesia.

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Abstract

This research focuses on the activation of the Mnemonic Learning model, with the aim of understanding the process of activating the Mnemonic Learning model at MTs Miftahul Ulum. Based on these issues, the researcher is interested in further exploring them in the form of a scholarly thesis. The research objectives include: How does Mnemonic Learning enhance student motivation at MTs Miftahul Ulum Besuki Situbondo and What is the process of activating Mnemonic Learning at MTs Miftahul Ulum Besuki Situbondo. To address these issues, the author employed a qualitative research method, specifically phenomenological research. Data was collected through observations, interviews, and documentation involving various relevant parties related to the research subject. Data analysis involved data reduction, data presentation, and verification. The findings revealed the creation of more active and motivated learning through the use of the Mnemonic Learning model, leading to better understanding of the Arabic language by seventh-grade students at MTs Miftahul Ulum Besuki Situbondo. The author's hope is that the activation of the Mnemonic Learning Model will be able to make students have a high interest in learning Arabic so that they have standardized Arabic language skills.

Keywords: Arabic Language, Mnemonic Learning Model, Motivation in Learning

ملخص

يركز هذا البحث على تفعيل نموذج التعلم بالذاكرة بهدف فهم عملية تفعيل نموذج التعلم بالذاكرة في مدرسة مفتاح العلوم بسوكي. يهدف هذا البحث إلى تفعيل وتحفيز الطلاب على تعلم اللغة العربية، مما يمكنهم من فهمها بسهولة باستخدام نموذج التعلم الممجد وسهل الاستيعاب. المشكلات التي تتمعالجتها تتكون من عدم وجود نشاط الطلاب في التعلم، ونقص الدافع لتعلم اللغة العربية، والحاجة لمعالجة مختلف العوامل لدعم هذه المشاكل من أجل ضمان تعليم فعال وسلس ضمن مؤسسة تعليمية. استنادًا إلى هذه المشاكل، يشعر الباحثة بالاهتمام باستكشافها بشكل أعمق من خلال هذا البحث. أهداف البحث تتضمن علتعزيز التعلم المنمّي دافع الطلاب في مدرسة مفتاح العلوم بيسوكيوكيفية عملية تفعيل التعلم المنمّي في مدرسة مفتاح العلوم بسوكي. لأجل حل هذه المشاكل التعليمية اعتمد الكاتب على أسلوب بحثي نوعي. تم جمع البيانات من خلال الملاحظة والمقابلة وجمع الوثائق التي تشمل مختلف الأطراف ذات الصلة بموضوع البحث كمايشمل تحليل البيانات تقليص البيانات وعرضها والتحقق منها. لقد أظهرت نتائج البحث أبرزها تكوين تعلم أكثر نشاطًا ودافعًا من خلال استخدام نموذج التعلم بالذاكرة، مما أدى إلى فهم أفضل للغة العربية من قِبَل طلاب الصف السابع في مدرسة مفتاح العلوم بيسوكيسيتوبونوا. يرجو الباحثون أن يكون الطلبة لهم الرغبة القوية في تعلم اللغة العربية ويملكون الكفاءة المعيارية في اللغة العربية.

الكلمات المفتاحية: اللغة العربية، نموذج التعلم بالذاكرة، التحفيز في التعلم

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Introduction

Education is one of the important aspects of human life. Education is an activity programmed to influence and help someone who aims to improve knowledge, physical and morals also that gradually it can lead to the highest ideals and goals.¹ The existence of the Arabic language and the Islamic religion is related to this makes Arabic an important aspect that must be studied by society, especially Muslims. Mujib said learning a language is a long work as well as complex, then also not a series of practical steps that can be done observed or programmed according to a concise guideline.² The goal of language learning is to master it adequate language competence.³ Because then, someone can use these abilities in their daily life needs.⁴ For example, language is used as a means of communication to convey things message or express something to another person and also submit request to achieve what he wants.

Teaching Arabic in Indonesia often faces linguistic and non-linguistic problems that must be resolved immediately. Linguistic problems include phonetics, morphology and structure, while non-linguistic problems include learning motivation, learning facilities, teaching methods, learning time and learning environment. Language learning issues vary greatly according to the age of the learner and the learning environment. The role of foreign language learning is crucial in social interaction with modern society. Language serves as a vital communication tool between individuals to convey the meanings of life, whether in the form of spoken words, symbols, images, or letters. The learning of specific languages, particularly Arabic, has been carried out in various formal and non-formal institutions because Arabic is the language of Islam. Consequently, Arabic is rapidly developing among Muslims as it is not just a language for religious purposes but also a means of communication in various forums.

Related to the process of learning Arabic (any language) where learning will be provided or learning language skills by practicing continuously to acquire these skills.⁵ These skills should be improved through the learning process in the classroom and outside the classroom. Learning Ara as

¹ Erni Wahyuningsih, Syindi Oktaviani Tolinggi, and R Umi Baroroh, "Pendekatan Humanistik Melalui Permainan Edukatif Bahasa dalam Pembelajaran Bahasa Arab di Sekolah Islam Terpadu," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2021): 17–43. DOI: <https://doi.org/10.18196/mht.v4i1.12437>

² Ahmad Arifin, "Peranan Permainan Bahasa dalam Proses Kegiatan Belajar Mengajar Mata Pelajaran Bahasa Arab," *An Nabighoh* 19, no. 2 (2017): 302–18. DOI: <https://doi.org/10.32332/an-nabighoh.v19i2.1005>

³ Samsi Setiadi et al., "Model Materi Ajar Kitabah Muqayyadah Berbasis CEFR dan Terintegrasi Keterampilan Abad Ke-21," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 6, no. 1 (2022): 83–94. DOI: <https://doi.org/10.15575/jpba.v5i2.17347>

⁴ Takdir Takdir, "Problematika Pembelajaran Bahasa Arab," *Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab* 2, no. 1 (2020): 40–58. DOI: <https://doi.org/10.47435/naskhi.v2i1.290>

⁵ Nahdiya Tul Ummah and Nurul Azizah Ria Kusriani, "Improving the Memorization of Arabic Vocabulary for Santri Pondok Pesantren Darul Qur'an Mojokerto City Through Book Design" *المفردات واستخدامها الجمل* "with Writing Techniques and Making Sentences | Peningkatan Hafalan Kosakata Bahasa Arab Santri Pondok Pe," *Mantiq Tayr: Journal of Arabic Language* 2, no. 1 (2022): 45–52. DOI: <https://doi.org/10.25217/mantiqtayr.v2i1.2143>

a second language is a challenge for students at MTs Miftahul Ulum Besuki. This learning can be done using academic language or literary language approaches. because language is only a facilitator so that language learning can be successful.⁶

Therefore, an approach proposed by language experts that can enhance students' learning motivation is the communicative approach, emphasizing language learning's proficiency over language structure mastery. To cultivate highly skilled individuals, creative, daring, diligent teachers are needed to sharpen their students' motivation to learn Arabic in line with the proper vocabulary structure (mufrodlat).⁷ In this context, MTs Miftahul Ulum Besuki plays a vital role as an educational field for students seeking knowledge, prioritizing the quality of human resources. Arabic language teachers are an integral part of this human resource.

The memorization method in language learning is the oldest and most familiar method and is considered a successful method.⁸ The memorization method use of learning media is so that the message or information communicated can be absorbed as fully as possible by the students as recipients of the communicated information.⁹ Audiovisual media learning may be rarely known to us, but considering the advances in technology that are very sophisticated nowadays, it is hoped that it will be a good solution. Ability in a foreign language is also a potential that students need to have, where the delivery technique can be oral or written.¹⁰

In MTs Miftahul Ulum Besuki, language learning, especially Arabic, demands specific attention. Arabic language learning in this institution is categorized as less conducive and active since some of the students are not residing in the pesantren. This leads to the perception that Arabic is a difficult language, and consequently, many students lack motivation to learn it. This inefficiency in Arabic learning affects the students' Arabic language proficiency negatively.¹¹ The process of teaching speech skills in the natural environment also has a high level of education management and implementation, and has no far difference from the artificial environment in Indonesia.¹²

Hence, there is a need for a learning model to enhance the motivation of Arabic language learners to create a conducive and effective teaching and learning environment. With an engaging

⁶ Ahmed Jaouhari and Muhammad Syaifullah, "The Centrality of Conceptual Metaphor in Second Language Teaching and Learning| *Markaziyah Al Isti'aroh Attashonuriyah Fii Ta'lim Wa Ta'allum Allughbah Atsaniyah: مركزية الاستعارة التصورية في تعليم وتعلم اللغة الثانية*" Mantiqutayr: Journal of Arabic Language 2, no. 1 (2022): 75–96. DOI: <https://doi.org/10.25217/mantiqutayr.v2i1.2166>

⁷ Fitriani, Muhammad Akmansyah, Ahmad Basyori, Erlina Erlina, & Koderi Koderi, *Manajemen Pembelajaran Bahasa Arab di SMP Qur'an Darul Fattah (SQDF) Bandar Lampung*, Al Maghazi : Arabic Language In Higher Education, 1.2 (2023): 47-60. DOI: <https://doi.org/10.51278/al.v1i2.786>

⁸ Ummah and Kusriani, "Improving the Memorization of Arabic Vocabulary for Santri Pondok Pesantren Darul Qur'an Mojokerto City Through Book Design" *المفردات واستخدامها الجملي with Writing Techniques and Making Sentences| Peningkatan Hafalan Kosakata Bahasa Arab Santri Pondok Pesantren.*" Mantiqutayr: Journal of Arabic Language 2, no. 1 (2022): 75–96. DOI: <https://doi.org/10.25217/mantiqutayr.v2i1.2143>

⁹ A Samsul Ma'arif, "Ta'lim Qawa'id Al-Lughah Al-Arabiyah Fi Kulliyati Al-Syari'ah Bi Jaami'ati Maula Na Malik Ibrahim Al-Islamiyah Al-Hukumiyah Malang Bi Barmajiyah 'Arabuna," Journal of Language Intelligence and Culture 2, no. 1 (2020): 28–46. DOI: <https://doi.org/10.35719/jlic.v2i1.23>

¹⁰ Jauharotun Nafisah, Muhamad Akmansyah, and Ahmad Mukhlisin, "Development of Nahwu Learning Module for Students of Madrasah Diniyah Wali Songo Sukajadi Lampung| Pengembangan Modul Pembelajaran Nahwu untuk Peserta Didik Madrasah Diniyah Wali Songo Sukajadi Lampung," Mantiqutayr: Journal of Arabic Language 3, no. 2 (2023): 90–101. DOI: <https://doi.org/10.25217/mantiqutayr.v3i1.2830>

¹¹ Dafik Hasan Perdana, "Strategi Penerjemahan Bahasa Arab yang Berterima dan Mudah Dipahami," Jurnal Bahasa Lingua Scientia 9, no. 1 (2017): 143–60. DOI: <https://doi.org/10.21274/lis.2017.9.1.143-160>

¹² Muhammad Ainul Yaqin and Nailul Izzah, "Teaching Speaking Skill to Non-Arabic in the Natural Environment, Department of Language and Culture, Faculty of Linguistics King Saud University, Riyadh, Kingdom of Saudi Arabia| Ta'lim Maharotul Kalam Lii Ghoiri Al-Arobiiyah Fii Biiati at-Thobiiyyah Q;," Mantiqutayr: Journal of Arabic Language 2, no. 1 (2022): 13–32. DOI: <https://doi.org/10.25217/mantiqutayr.v2i1.1977>

learning model, both teachers and students at MTs Miftahul Ulum can facilitate Arabic language learning effectively and in a controlled manner, in line with their learning objectives. To become Arabic language teachers who can engage their students and make them understand the subject matter, using understandable models is essential. One suitable approach to boost motivation for learning Arabic at MTs Miftahul Ulum is the mnemonic learning model.

Mnemonic, originating from the Greek word "Mnemosyne,"¹³ refers to the goddess of memory in Greek mythology, emphasizing full attention. Mnemonic is a technique that educators can use to improve students' memory by associating thoughts to comprehend words, ideas, and images, making them easy to remember for a longer period.¹⁴ Mnemonic serves as a memory enhancer or a tool for remembering things, often in verbal or symbolic forms.¹⁵ It is also considered a strategy for enhancing the brain's ability to connect words, ideas, and imagination. In practice, mnemonic instructions are specifically designed to aid memory retention. This aims to modify information that can be learned, directly connecting to the information. With this model, students in MTs Miftahul Ulum can become more motivated to learn Arabic and increase the conduciveness of Arabic language teaching. Mnemonic is a creative solution that acts as a memory enhancer for information in one's memory.¹⁶ It optimizes the right brain by creating songs, rhythms, and stories to enhance memory. It allows students to imagine, making it easier to remember information, notes, and other materials they have learned.

There are several mnemonic techniques, including acronyms, acrostics, narratives, and rhymes. Fasih states that basic mnemonic learning strategies include key words, rhyming words, or acronyms.¹⁷ Teaching book or text book is compilation of teaching material. Teaching book consider as one of the most important aspect in teaching activity, because it help teachers to design teaching process in class so the main or aim of the teaching can be achieved.¹⁸ These techniques serve as a way to associate various facts in Arabic language learning to make them easier for students to remember.¹⁹ Simplified memory can then be stored more effectively by students. Using this model, students at MTs Miftahul Ulum can be motivated to participate in Arabic language classes.

As for research on the activation of the Mnemonic Learning model, wich was carried out by researchers, the aim was to determine the process of activating the Mnemonic Learning model at

¹³ Fasih Parima, Izadpanahsih Siros, and Shahnavaz Ali, "The Effects of Mnemonic Vocabulary Instruction on Content Vocabulary Learning of Students," *Journal of Language and Education* 4, no. 1 (13) (2018): 42–62. DOI: <https://doi.org/10.17323/2411-7390-2018-4-1-42-62>

¹⁴ Umar Manshur, Fathor Rozi, and Tutik Umi Athiyah, "Mnemonic Learning in Increasing Early Children's Arabic Vocabulary," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 4 (2023): 3925–34. DOI: <https://doi.org/10.31004/obsesi.v7i4.4284>

¹⁵ Dara Tirta Sukwandini, "Implementasi Model Pembelajaran (Super Memory System) untuk Meningkatkan Daya Ingat Siswa dalam Menghafal Cepat Ayat Al-Qur'an di SMP Alam BIS (Banyuwangi Islamic School) Genteng Banyuwangi Tahun Pelajaran 2016/2017" (Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, 2017). <http://digilib.uinkhas.ac.id/id/eprint/21705>

¹⁶ Linna Meilia Rasiban, "Penerapan Student Centered Learning (SCL) Melalui Metode Mnemonik dengan Teknik Asosiasi pada Mata Kuliah Kanji Dasar," *Jurnal Pendidikan Bahasa dan Sastra* 13, no. 2 (2013): 180–89. DOI: <https://doi.org/10.17509/bsjpb.v13i2.290>

¹⁷ Parima, Siros, and Ali, "The Effects of Mnemonic Vocabulary Instruction on Content Vocabulary Learning of Students." *Journal of Language and Education*, 4 (1), 42-62. DOI: <https://doi.org/10.17323/2411-7390-2018-4-1-42-62>

¹⁸ A Samsul Ma'arif and Qurroti A'yun, "Desain Buku Ajar Maharah Qiroah Berbasis Budaya Islam di Sekolah Tinggi Ilmu Tarbiyah (STIT) Ibnu Sina Kepanjen Malang," *Fashohah: Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 1 (2021): 1–11. <https://riset.unisma.ac.id/index.php/fashoh>

¹⁹ Jeffrey P Bakken, "Mnemonic Strategies: Helping Students with Intellectual and Developmental Disabilities Remember Important Information," *Global Journal of Intellectual & Developmental Disabilities* 2, no. 2 (2017): 1–4. DOI: <https://doi.org/10.19080/GJIDD.2017.02.555587>

MTs Miftahul Ulum Situbondo. This activation is intended to motivate students to learn the Arabic language, enabling them to easily comprehend Arabic using an engaging and memorable model. Mnemonic in Arabic learning is a novelty in language research. In mnemonic, students are able to synchronize between internal and external motivation. Learning can use audio or video or audiovisual. The teacher directs and guides the students to learn fun.²⁰

Fakhrurrozi identifies two main issues in Arabic language learning: linguistic problems and non-linguistic problems.²¹ Non-linguistic problems include psychological factors such as motivation and interest in learning. Learning motivation is an internal and external driving force for students to change their behavior and achieve goals. Motivating students can be achieved through internal and external factors. In general, motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is support within a person in achieving.²²

Therefore, the mnemonic learning model serves as an external factor to motivate students at MTs Miftahul Ulum by conditioning the learning environment to be conducive and motivating. This is achieved by applying the techniques within mnemonic learning. This approach has a positive impact on Arabic language learning at MTs Miftahul Ulum Besuki. Therefore, to enhance motivation for learning Arabic, particularly in institutions like MTs Miftahul Ulum Besuki, a suitable language learning model is essential to meet the students' needs in language learning.

Some of the studies above indicate that mnemonic learning has been carried out as an effort to improve and develop students' memory of a material. In contrast to previous research concepts, this study will examine the relevance of learning mnemonics as an effort to improve the ability of early childhood to recognize and enrich their Arabic vocabulary.²³ The previous research above also shows that studies were conducted only on adolescent children/students.²⁴ In contrast to this, making this research a novelty which can illustrate that mnemonic learning methods can also be used for early childhood. This is considered interesting because the mnemonic learning method can raise the role of Arabic as an international language that is important for the children of the Islamic generation to learn.

One of the studies that supports the success of the Mnemonic method is: Ardika, Y. and Sardjana, A.²⁵ with the title "Effectiveness of Mnemonic Methods Judging from Memory and Mathematics Learning Results for Class X Vocational School Students". The level of students'

²⁰ Noor Ahmad Azis and Sulthan Syahril, "The Effectiveness of E-Learning on Learning Activities and Achievements Arabic Students | Faa'ilayyah At Ta'lim Al Iliktruniy Fii Muwajabah Ansyithob Wa Injjaazaat Ath Thulaab Lita'lim Al Lughob Al 'Arobiyyah:فاعلية التعلم الإلكتروني في مواجهة أنشطة وأنجا", Mantiqutayr: Journal of Arabic Language 3, no. 1 (2023): 70–89. DOI: <https://doi.org/10.25217/mantiqutayr.v3i1.3195>

²¹ Nahdliyyatul Azimah et al., "استخدام وسائل أنشور. ف. م في تعليم اللغة العربية", *The Use of Anchor. Fm Based Arabic Learning Media*, Jurnal Al-Maqayis 10, no. 1 (2023): 102–22. DOI: <https://doi.org/10.18592/jams.v10i1.8837>

²² Linda Urfatullaila, Ima Rahmawati, and Zulfikar Ismail, "The Influence of Intrinsic and Extrinsic Motivation on Students' Learning Achievement in Class V Arabic at MI Al Azkia Tenjolaya Bogor", Primer Edukasi Journal 1, no. 1 (2022): 43–51. DOI: <https://doi.org/10.56406/jpe.v1i1.9>

²³ Nanin Sumiarni and Aziz Syafruddin Syafrawi, "Efektifitas Pembelajaran Menyimak dan Berbicara untuk Pemula (Maharat Al-Istima'Wa Al-Kalam Lil Mustawa Al-Tambidi) Berbasis KKNI pada Mahasiswa Jurusan Pendidikan Bahasa Arab (PBA) IAIN Syekh Nurjati Cirebon", EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab 8, no. 1 (2019): 78–92. DOI: <https://doi.org/10.24235/ibtikar.v8i1.3910>

²⁴ Edi Kurniawan Farid, Mamluatu Ni'mah, and Nur Arifah, "The Teaching of the Speaking Skill Using the Audio-Oral Method for The Students of Islamic Senior High School of Zainul Hasan Genggong Probolinggo", Mantiqutayr: Journal of Arabic Language, Vol. 1 No 1. (2021): Page 1-10. DOI: <https://doi.org/10.25217/mantiqutayr.v1i1.1197>

²⁵ Yokhana Ardika, "Efektivitas Metode Mnemonik Ditinjau dari Daya Ingat dan Hasil Belajar Matematika Siswa Kelas X TPA SMK N 2 Depok Sleman", Kreano, Jurnal Matematika Kreatif-Inovatif 7, no. 1 (2016): 66–73. DOI: <https://doi.org/10.15294/kreano.v7i1.5006>

memory abilities overall after following the lesson using the Mnemonic method, namely at the criteria for memory are high and can be said to be effective with the number of students who enter very high criteria plus more than 75% of the students who fall into the high criteria student. 85.71% of the total number of students, namely 24 students entered the high criteria, 3.58% of the total students, namely 1 student, entered the very high criteria and 10.71% of the total number of students, namely 3 students falls into the sufficient criteria.

Mnemonic learning strategy is a learning model designed to improve an individual's memory²⁶ or memory skills by meeting or associating words,²⁷ thoughts or ideas with images, making it easier for students to learn something. the researcher is interested in further exploring them in the form of a scholarly thesis. The research objectives include: How does Mnemonic Learning enhance student motivation at MTs Miftahul Ulum Besuki Situbondo and What is the process of activating Mnemonic Learning at MTs Miftahul Ulum Besuki Situbondo. To address these issues, the author employed a qualitative research method, specifically phenomenological research.

Method

Materials and methods should make readers be able to reproduce the experiment. It should be provided sufficient detail to allow the work to be reproduced. Methods that already published should be indicated by a reference: only relevant modifications should be described. Do not repeat the details of established methods.

It is both conventional and expedient to divide the method section into labeled subsections. These usually include a section with descriptions of the participants or subjects and a section describing the procedures used in the study. The latter section often includes description of (a) any experimental manipulations or inter-ventions used and how they were delivered—for example, any mechanical apparatus used to deliver them; (b) sampling procedures and sample size and precision; (c) measurement approaches (including the psychometric properties of the instruments used); and (d) the research design. If the design of the study is complex or the stimuli require detailed description, additional subsections or subheadings that divide the subsections may be warranted to help readers find specific information.

These subsections include the essential information to comprehend and replicate the study. Insufficient detail will make the reader confused ; too much detail will burden the reader with irrelevant information. It should be considered when using appendices and/or a supplemental website for more detailed information.

Appropriate identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. If humans participated in the study, report the eligibility and exclusion criteria, including any restrictions based on demographic characteristics.

²⁶ Naila Cahya Nahdla, Afifah Nadilla, & Fatkhur Roji, "Strategi Pembelajaran Qira'ah di Pondok Pesantren Nahdlatul 'Ulum Kota Metro." *Al Maghazi : Arabic Language in Higher Education*, 1.2 (2023): 38-46. DOI: <http://dx.doi.org/10.51278/al.v1i2.716>

²⁷ Muhammad Syaifullah, et.al. *The Application Of Experiential Learning Model Perspective David A. Kolb To Improving Students Reading Skill l Tatbiq Namudz al-Ta'ulum al-Tajribi 'inda David A. Kolb li Tarqiyah Maharah al-Qira'ah lada Talabah*, *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* Vol 13, No 2 (2021): 208-230. DOI: <http://dx.doi.org/10.24042/albayan.v13i2.8424>

Specify the research design in the method section. Were subjects manipulated, or were they observed naturalistically? If multiple conditions were created, how were participants assigned to conditions, through random assignment or some other selection mechanism? Was the study conducted as a between-subjects or a within-subject design? The data was sourced from documents available.²⁸ The steps of the analysis carried out were making categories of the information obtained, selecting one of the categories and placing it in a theoretical model, and composing a narrative of the relationships between the categories found. The conclusion was drawn deductively.

Result and Discussion

These findings are based on previous research that discusses the motivation of learning the Arabic language. In the inauguration speech of their head teacher, Ainin mentioned that there is currently a phenomenon of demotivation in learning the Arabic language, especially at the primary and secondary education levels, particularly in Madrasah Ibtidaiyah (MI), Tsanawiyah (MTs), and Madrasah Aliyah (MA) in the context of Arabic language learning in Indonesia.²⁹

From the above research results, it can be concluded that the motivation of students in MTs and MA is still significantly lower compared to the motivation for learning Arabic. The difference in motivation is influenced by students' motivations, where those who choose English tend to have instrumental motivation for learning the language, while those who opt for Arabic tend to have integrative motivation.³⁰ This system of activating The Mnemonic is thought to be more or less functionally homogeneous, having a special role in declarative memory, and making little or no contribution to other functions such as perception.³¹ The experiments evaluate the effectiveness of a two-stage mnemonic procedure, the keyword method, for learning foreign language vocabulary.³²

Based on the research findings regarding the activation of the Mnemonic Learning model to enhance the motivation of Arabic language learners at MTs Miftahul Ulum Besuki Situbondo by educators, several activities have been conducted and implemented, including: (a). Assessing students' language abilities, knowledge, and skills. (b). Introducing the use of audio-visual learning media in every teaching and learning session. (c). Conducting evaluations at the end of each lesson to assess the memorization of vocabulary learned. (d). Dividing the students' learning activities at MTs Miftahul Ulum into daily, weekly, and monthly activities, including daily Arabic language lessons, weekly assessments using student worksheets (LKS) twice a week, and monthly skill development evaluations, such as "*kitabobah*," conducted twice a month. To achieve that goal, planting

²⁸ John W Cresswell, *Penelitian Kualitatif dan Desain Riset : Memilih Diantara Lima Pendekatan*, (Yogyakarta: Pustaka Pelajar, 2015), hlm.45

²⁹ Moh Ainin, "Fenomena Demotivasi Dalam Pembelajaran Bahasa Arab Di Madrasah: Penyebab dan Alternatif Pemecahannya," *Mereka Pembelajaran Inovatif*, Fakultas Sastra F S UM, 2011, 59. https://repository.um.ac.id/1481/1/KUMPULAN%20PIDATO%20PENGUKUHAN%20GURU%20BESAR_MER_EKA%20PEMBELAJARAN%20INOVATIF.pdf#page=70

³⁰ Nur Fuadi Rahman, "Motivasi Belajar Bahasa Arab (Studi Kasus Mahasiswa PBA LAIN Palangkaraya 2017/2018)," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 1 (2018): 22–35. DOI: <https://doi.org/10.24042/albayan.v10i01.2593>

³¹ Parima, Siros, and Ali, "The Effects of Mnemonic Vocabulary Instruction on Content Vocabulary Learning of Students." *Journal of Language and Education*, 4 (1), 42-62. DOI: <https://doi.org/10.17323/2411-7390-2018-4-1-42-62>

³² R. C. Raugh, M. R., & Atkinson, "NA Mnemonic Method for Learning a Second-Language Vocabulary.o Title," *Journal of Educational Psychology* 1, no. 67 (1975): 57. DOI: <https://doi.org/10.1037/h0078665>

language skills is not only providing knowledge, and language learning require a pragmatic process, not mere theorics. As well as making learners active, creative and become a good problem solver.³³

These activities aim to assist students at MTs Miftahul Ulum and broaden their understanding of the Arabic language, particularly in developing the four language skills: *Mabarab Al-Kalam* (speaking), *Mabarab Al-Istima'* (listening), *Mabarab Al-Kitabah* (writing), and *Mabarab Al-Qiroah* (reading). By doing so, students can enhance their language skills by relying on the vocabulary (mufrodat) they have memorized and learned.

The comprehensive approach consists of four steps: orientation, exploration, strengthening, and summarizing.³⁴ Orientation is the first step in the teaching process that encourages students to focus their study on the subject presented. Exploration is the next step in the process that encourages students to be active in finding the facts, problems, and its solutions. Strengthening step is the process of deepening, broadening, and strengthening the students' skill and mastery of the subject obtained in the exploration step. The last step is summarizing, encourages the students to present and summarize the subject they studied.³⁵

As we know and understand there is Several variations or techniques in the Mnemonic Learning model include: Keyword Technique: Associating a new word or term with familiar or easily remembered words or concepts in another language. For example, linking the word "casa" (house in Spanish) with the word "casa" in Indonesian, which means "house." Acronyms and Acrostics: Creating abbreviations or short phrases from the initial letters of the words to be remembered. For instance, to remember the names of planets: "MVJNeMS" for Mercury, Venus, Earth, Mars, Jupiter, Neptune, Saturn. Method of Loci: Associating information with specific places or locations in memory. For example, linking each piece of information with points along one's daily travel route. Visualization: Imagining pictures or scenarios to aid in remembering information. For instance, to remember the names of historical figures, picturing oneself interacting directly with those figures. Storytelling: Associating information to be remembered with a specific story or narrative, helping reinforce connections and memory of that information.

Each of these techniques is designed to help enhance students' ability to remember information, make the learning process more enjoyable, and facilitate a deeper understanding of the lesson material.³⁶ This ice breaker is intended to dilute the condition of students who are initially bored or tense to make it fun. Students can play while learning. Without leaving out the core materials from literary books or others.³⁷

The Mnemonic Learning model can also leverage acronyms, where the initial letters of specific phrases in Arabic are used as easily memorable abbreviations. For example, to remember the sequence of planets in the solar system in Arabic, students can create an acronym using the names of

³³ Cutri Tjalau and Suharia Sarif, "Penerapan Thariqah At-Ta'lim As-Siyah Al-Lughahy dalam Pembelajaran Bahasa Arab," A Jamiy: Jurnal Bahasa dan Sastra Arab 8, no. 2 (2019): 101–35. DOI: <https://doi.org/10.31314/ajamiy.8.2.101-135.2019>

³⁴ Edi Kurniawan Farid and Aisyatur Rodhiyah, "The Strategy of Teaching Arabic Composition in The Arabic Language Development Center at Pondok Pesantren Darul Lughah Wal Karomah Kraksaan Probolinggo Indonesia | Istirotiliyah Ta'lim Al-Insyafiy Markaz Tababbur Al-Lughah Al-'Arabiyah Bi Ma'had Darul L: ," Mantiqutayr: Journal of Arabic Language 2, no. 2 (2022): 132–45. DOI: <https://doi.org/10.25217/mantiqutayr.v2i2.2370>

³⁵ Lady Farah Aziza and Ariadi Muliansyah, "Keterampilan Berbahasa Arab dengan Pendekatan Komprehensif," El-Tsaqafah: Jurnal Jurusan PBA 19, no. 1 (2020): 56–71. DOI: <https://doi.org/10.20414/tsaqafah.v19i1.2344>

³⁶ Aam Amalia, "Ice Breaking dalam Pembelajaran Bahasa Arab," Jurnal Shaut Al-Arabiyah 8, no. 1 (2020): 75–85. DOI: <https://doi.org/10.24252/saa.v8i1.11551>

³⁷ Asnul Uliyah and Zakiyah Isnawati, "Metode Permainan Edukatif dalam Pembelajaran Bahasa Arab," Jurnal Shaut Al-Arabiyah 7, no. 1 (2019): 31–43. DOI: <https://doi.org/10.24252/saa.v1i1.9375>

those planets. By applying these techniques, learning Arabic can become more enjoyable and efficient, aiding students in better retaining and comprehending the material.

The Mnemonic learning model of teaching is an educational approach that relies on the use of specific techniques to enhance memory, comprehension, and information retention. This technique relies on associative connections, where the association or connection between the information being learned and previously known information or easily memorable imagery makes learning more effective.

One of the techniques commonly used in the Mnemonic learning model is the keyword technique. This technique works by associating foreign words with words in one's native language or with specific imagery that is easy to remember. The first example involves the use of the keyword technique. For instance, to remember the word "بيت" (meaning "house" in Arabic), one can associate it with the word "bayt," which sounds similar to "bet" in English, and then visualize a house with the shape of the letter "T," reminiscent of a house roof. Additionally, visualization techniques can also be applied. For instance, to memorize the sequence of letters in the Arabic alphabet, students can imagine the shapes of these letters in their minds and associate them with objects or images that help sharpen their memory.

Additionally, there is the visualization technique, where students are encouraged to visualize an image related to the information being learned to aid in information retention. For instance, to remember the order of the names of planets in the solar system, students can visualize themselves walking through the solar system, visiting each planet. This model often makes use of other mnemonic aids like acronyms (pronounceable abbreviations), acrostics (creating a phrase from the initial letters of the words to be remembered), or the method of loci (associating information with specific locations or places).

The implementation of the Mnemonic learning model not only helps students remember information more effectively but also enhances long-term memory and facilitates a deeper understanding of concepts. With these techniques, the learning process becomes more engaging, interactive, and efficient in retaining information.

One concrete example from the discussion about enhancing students' motivation to learn Arabic at MTs Miftahul Ulum involves the use of Mnemonic learning techniques by Mrs. Riskiyatul Hasanah, an Arabic language teacher. She employs engaging methods, such as incorporating musical elements by singing 'mufradat' to captivating tunes. This innovative approach is designed to infuse vibrancy and engagement into the learning process. For instance, Mrs. Riskiyatul Hasanah might utilize popular melodies or create catchy tunes to help students remember and internalize Arabic vocabulary. By linking words or phrases to specific melodies, the students are more likely to retain and recall the vocabulary in a more enjoyable manner.

This approach has directly impacted students, noticeably increasing their enthusiasm for learning Arabic. Students, motivated by these engaging sessions, have shown increased participation and a more proactive approach to their Arabic language studies. As a direct consequence, the classroom environment becomes more interactive, fostering a lively atmosphere conducive to learning. The implementation of these engaging models by Arabic language teachers, particularly in utilizing mnemonic strategies with musical elements, has been highly valued by the head of MTs Miftahul Ulum Besuki Situbondo. As a result, this approach is being considered as the primary model for teaching Arabic. This commitment to incorporating engaging techniques not only aligns

with the institution's educational goals but also propels a more active and participatory approach to learning Arabic.

This practical application showcases how the Mnemonic Learning model is implemented in the classroom, using engaging techniques like music and song, resulting in increased student motivation and active participation in learning the Arabic language. After describe the research findings and then discuss the theory used.

In order for Arabic language learning to run smoothly, a language environment is needed. Bi'ahlughawiyah activities can improve the ability of maharahkalam. This was discovered through interviews and observations with board leaders and administrators of the language section and several students. They said that the success of the students in mastering maharahkalam was seen from the students' one-year language habituation and they were able to communicate in English. speak Arabic. The advantage of having *bi'ab lughawiyah* activities is that they can get used to Arabic and it is no longer considered a foreign language.³⁸

Closing

Based on research conducted by researchers regarding Mnemonic Learning to increase students motivation to learn Arabic at MTs Miftahul Ulum Besuki Situbondo, the result can be obtained that in Mnemonic Learning to increase Students motivation at MTs Miftahul Ulum Besuki Situbondo two alternatives were found. First, students can be motivated to learn Arabic by using an interesting model, including students can improve their memory of the Arabic vocabulary (mufrodah) that has been taught, students can also increase their knowledge of Arabic and apply it in everyday life and students can improve their knowledge of Arabic.

This result of learning the language is proven by obtaining a perfect score as an evaluation of the learning process. Second, the Mnemonic Learning model activation process involves the application of certain institutional rules and language-related activities, including: encouraging the use of learning models through songs that include mufrodah in the lyrics, students are also given examples of mufrodah singing with these songs by giving students time to memorize and understand the mufrodah sung in the song which is then the final result of the teacher evaluating students by asking them to sing the mufrodah with the song without making mistakes.

Therefore, researchers focused on Mnemonic Learning because it was proven to be effective in increasing the motivation to learn Arabic of MTs Miftahul Ulum Besuki students through the use of fun techniques, especially using the learning model through songs. The Mnemonic Learning activation process requires the teacher's active involvement in providing examples and support to students in understanding and mastering Arabic vocabulary. The results of this research can be a basis for developing more interactive and effective language learning approaches in various educational institutions.

Working hard in educating and teaching students underlies the work of teachers in educational institutions to produce quality students, especially in motivating them to learn Arabic. This of course avoids the quality of teaching being haphazard so there is still a need for further research by

³⁸ Farid and Rodhiyah, "The Strategy of Teaching Arabic Composition in The Arabic Language Development Center at Pondok Pesantren Darul Lughah Wal Karomah Kraksaan Probolinggo Indonesia | Istirotijyah Ta'lim Al-Insha'iy Markaz Tabahbur Al-Lughah Al-'Arabiyah Bi Ma'had Darul L: ." Mantiq Tayr: Journal of Arabic Language 2, no. 2 (2022): 132–45. DOI: <https://doi.org/10.25217/mantiqtayr.v2i2.2370>

implementing learning models through other models wick of course just look at the circumtances ang conditions of each class because not all models can be applied to all students.

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Working hard in educating and teaching students underlies the work of teachers in educational institutions to produce quality students, this research could be carried out well, thanks to help from various parties. For this reason, the researcher would like to thank the MTs Miftahul Ulum Besuki Sitobendo school, especially the Arabic language teachers and the great students who were willing to collaborate well in this research.

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