

Arabic Learning Analysis Using the Qira'ah Kitabah Method to Improve Students' Learning Skills

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ABSTRACT

This study aims to analyze the effectiveness of the Qira'ah Kitabah method in Arabic language learning to improve the learning skills of tenth-grade students at MAN 1 Gunungkidul. The Qira'ah Kitabah method, which integrates reading (qira'ah) and writing (kitabah) skills, is considered capable of encouraging students to be more active in understanding the structure of the Arabic language contextually. This research uses a qualitative approach with a case study design. The subjects of the study are Arabic language teachers and tenth-grade students who participated in learning with this method. Data collection techniques include observation, in-depth interviews, and analysis of student learning documents. The results of the study indicate that the implementation of the Qira'ah Kitabah method can increase learning motivation, strengthen vocabulary understanding, and improve students' reading and writing skills in Arabic. Supporting factors for the success of this method include active student involvement, contextual learning media, and the communicative approach used by the teacher. This research recommends the broader application of the Qira'ah Kitabah method as an effective alternative strategy for Arabic language learning at the Madrasah Aliyah level.

Keywords: Learning Skills, Arabic Language Learning, Qira'ah Kitabah

ABSTRAK

Penelitian ini bertujuan untuk menganalisis efektivitas metode Qira'ah Kitabah dalam pembelajaran bahasa Arab guna meningkatkan keterampilan belajar siswa kelas X di MAN 1 Gunungkidul. Metode Qira'ah Kitabah, yang mengintegrasikan kemampuan membaca (qira'ah) dan menulis (kitabah), dianggap mampu mendorong siswa untuk lebih aktif dalam memahami struktur bahasa Arab secara kontekstual. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian adalah guru bahasa Arab dan siswa kelas X yang mengikuti pembelajaran dengan metode tersebut. Teknik pengumpulan data meliputi observasi, wawancara mendalam, dan analisis dokumen hasil belajar siswa. Hasil penelitian menunjukkan bahwa penerapan metode Qira'ah Kitabah mampu meningkatkan motivasi belajar, memperkuat pemahaman kosakata, serta memperbaiki kemampuan membaca dan menulis siswa dalam bahasa Arab. Faktor pendukung keberhasilan metode ini antara lain keterlibatan aktif siswa, media pembelajaran yang kontekstual, dan pendekatan komunikatif yang digunakan guru. Penelitian ini merekomendasikan penerapan metode Qira'ah Kitabah secara lebih luas sebagai alternatif strategi pembelajaran bahasa Arab yang efektif di tingkat Madrasah Aliyah.

Kata Kunci: Keterampilan Belajar, Pembelajaran Bahasa Arab, Qira'ah Kitabah

INTRODUCTION

Arabic is one of the core subjects taught in Madrasah Aliyah and holds a strategic position in the Islamic education curriculum (Nisa, 2022). This is inseparable from the role of Arabic as the main language in Islamic teachings, as all sacred texts such as the Quran and hadith are written in Arabic (Wijaya & Hikmah, 2023). Thus, the ability to understand Arabic becomes the key to accessing and deeply engaging with authentic sources of Islamic teachings.

More than just academic aspects, mastery of the Arabic language also has spiritual and cultural dimensions (Khoiriyah, 2020). Spiritually, the Arabic language serves as the main medium in worship and religious communication, such as in prayers, supplications, and the recitation of the Qur'an (Sya'bani & Anwar, 2023). Culturally, the Arabic language serves as a bridge to understand the rich intellectual treasure

and classical Islamic civilization, including in the fields of interpretation, jurisprudence, mysticism, and so on (Dahlia, 2024).

However, in the practice of learning in the classroom, reality shows that students still face a number of quite complex challenges (Hendri Yahya Sahputra, 2024). One of the main obstacles is the low basic language skills, especially in the aspects of reading (qira'ah) and writing (kitabah) (Intan Bayzura Sirait, 2025). Many students struggle to understand the content of Arabic texts as a whole and are unable to express ideas in written Arabic that conform to the rules (Rizki Inayah Putri, 2023). The contributing factors include less varied teaching methods, low student interest in learning, and limited supportive learning media (Umi Kalsum, 2023).

These conditions indicate that a more integrative and aplicational learning approach is needed, so that students not only understand Arabic passively, but are also able to use it actively in both academic contexts and daily life (Iskandar, 2022). One approach that has begun to receive considerable attention is the Qira'ah Kitabah method, which integrates reading and writing skills comprehensively (Nurlaila Sapitri, 2023).

At MAN 1 Gunungkidul, initial observation results indicate that most tenth-grade students still struggle to understand Arabic reading texts and to express them in writing appropriately and correctly. This shows a weakness in learning skills that encompass understanding, analysis, and the ability to express ideas in written Arabic. This low skill level affects students' learning motivation and academic achievement. One method that has the potential to address this issue is the Qira'ah Kitabah method, which is an approach that integrates reading and writing skills simultaneously. This method is believed to strengthen the connection between input (reading) and output (writing), thus enhancing language skills comprehensively. Through this method, students are encouraged not only to understand the meaning of the text but also to reconstruct the content of the text in their own writing, which will ultimately strengthen their understanding of vocabulary, grammar, and sentence structure in Arabic.

So far, various studies on Arabic language learning in madrasa environments have been conducted, focusing on learning methods, communicative approaches, and the use of digital media. Some studies highlight the effectiveness of the qira'ah or kitabah methods separately in improving students' Arabic language skills. However, there is still little research that explicitly examines the integration of these two methods, Qira'ah and Kitabah, as a unified approach used in learning at the Madrasah Aliyah level, especially in non-urban school environments such as MAN 1 Gunungkidul. In addition, most previous studies have focused more on quantitative learning outcomes without deeply exploring the dynamics of the learning process, student responses, teacher strategies, and the contextual challenges faced in implementing the method. In other words, there is a gap in the qualitative aspect that is oriented towards understanding the process and implementation of the Qira'ah Kitabah method in real situations of Arabic language learning in the classroom.

This research offers novelty in two main aspects. Firstly, this study not only uses the Qira'ah Kitabah method as a dual approach but also emphasizes its application in the context of authentic learning in class X MAN 1 Gunungkidul. This integrative approach allows students to develop reading and writing skills simultaneously, thereby strengthening their understanding and expression of the Arabic language holistically. Unlike previous research which is quantitative or generalist in nature, this study uses a qualitative case study approach to provide an in-depth description of how the Qira'ah Kitabah method is implemented by teachers, how students respond to it, and how this method affects their learning skills. The focus on the local context of MAN 1 Gunungkidul also provides a distinctive contribution that has rarely been addressed in previous literature.

Thus, this research not only enriches the study of Arabic language learning methods but also provides practical contributions to teachers and educational institutions in developing more effective and contextual learning strategies. Based on this background, the author is interested in conducting a case study on the application of the Qira'ah Kitabah method in Arabic language learning at MAN 1 Gunungkidul. This research aims to analyze the extent to which this method can improve the learning skills of grade X students, as well as to identify supporting and inhibiting factors in its implementation.

METHOD

This research uses a qualitative approach with a case study research type (Moleong, 2000). The case study was chosen because it allows researchers to conduct an in-depth exploration of the phenomenon of learning Arabic using the Qira'ah Kitabah method in a specific context, namely class X at MAN 1 Gunungkidul. This research aims to comprehensively understand the process of implementing this method,

the responses of students and teachers, and its impact on improving students' study skills, particularly in the aspects of reading and writing in Arabic. The subjects of this research are Arabic language teachers and class X students at MAN 1 Gunungkidul who participated in the learning process using the Qira'ah Kitabah method. The location was selected based on the consideration that this madrasah has implemented this method in teaching and learning activities.

The data in this study consists of primary and secondary data (Sugiyono, 2022). Primary data is data obtained directly from the main source through direct interaction in the field. In this research, primary data was obtained through: direct observation of Arabic language learning activities in class X using the Qira'ah Kitabah method. Examples of data include teacher activities during teaching, student engagement, techniques for delivering material, use of media, and classroom interaction. In-depth interviews with Arabic language teachers regarding the implementation strategies of the method, learning objectives, and evaluation of learning outcomes. Class X students regarding their learning experiences, perceptions of the Qira'ah Kitabah method, and challenges faced. Student learning outcomes, such as written assignments, reading exercises, and exams related to the aspects of qira'ah and kitabah.

Secondary data is data obtained from existing documents or written sources that are relevant to the research (Moleong, 2000). In this research, secondary data includes learning documents such as the Learning Implementation Plan, the syllabus for the Arabic language subject, teaching materials, and learning modules used by teachers. Institutional data from MAN 1 Gunungkidul includes the profile of the madrasa, the number of students in class X, report card grades or results of previous learning evaluations. Literature and literature reviews include books, journals, and scientific articles discussing Qira'ah methods, Kitabah, or a combination of both, theories of foreign language learning, and integrative approaches in Arabic language learning.

Data collection was carried out through several techniques (Sugiyono, 2022), namely direct observation of the learning process in the classroom, to see how the Qira'ah Kitabah method is applied practically. In-depth interviews with Arabic language teachers and several students, to explore perceptions, experiences, and the challenges faced during the learning process. Documentation, in the form of student learning outcome notes, lesson implementation plans, and teaching materials, to reinforce the findings of observations and interviews.

The data obtained was analyzed using thematic analysis techniques, by identifying patterns, themes, and categories that emerged from observations, interviews, and documentation. The steps of analysis include data reduction (filtering and selecting relevant data), presenting the data in the form of narratives or thematic tables, and drawing conclusions descriptively. To ensure the validity of the data, source triangulation and method triangulation techniques were used, which involve comparing data from various sources (teachers, students, documents) and various collection techniques (observations, interviews, documentation).

RESULT AND DISCUSSION

Result

The qiro'ah kitabah method carried out in the process of implementing this learning aims to increase insight from students and hone Arabic language learning skills which contain Arabic language learning materials by reading and writing on the readings or al qiro'ah that has been learned. Each of the students was given the opportunity to listen, listen, read and describe the al qiro'ah material that had been studied. Then the next stage is to apply it by writing. So the qiro'ah kitabah method has been achieved well.

Educators deliver Arabic material using the qiro'ah kitabah method, which aims to achieve the Arabic language skills that have been learned. The teacher first reads the reading text or al qiro'ah, and the students are asked to listen and listen to the explanations given. Afterwards, students are asked to imitate, understand, and convey what they have learned through writing skills. With the implementation of effective and fun Arabic language learning, it is hoped that this qiro'ah kitabah method can help improve Arabic language skills properly and correctly.

After the learning activity, the learning results of class X D MAN 1 Gunungkidul students were obtained that in the application of this qiro'ah kitabah method, most students of class X D were able to practice Arabic with the qiro'ah method by reading the readings or materials properly and correctly. So, the use and application of learning Arabic with the qiro'ah kitabah method can support the success and achievement of effectiveness in reading and writing Arabic properly and correctly and the learning goals are expected to be achieved.

The advantage of the qiro'ah kitabah method is that the purpose is to hone students' skills by describing what they have heard, listened to, and learned through reading al qiro'ah properly and correctly and then writing it with the al kitabah method correctly. This qiro'ah kitabah method also has weaknesses such as when listening and hearing explanations from educators but what happens is that the student does not grasp the explanation or content of the material from the lesson, then students will have difficulty in describing the qiro'ah kitabah method.

This study shows that the qira'ah kitabah method is effective in improving students' Arabic language skills. This method not only aims to increase insight, but also hone reading and writing skills through a learning process that involves listening, listening, and describing al qiro'ah material. The learning outcomes of class X D MAN 1 Gunungkidul students showed that most of the students were able to read and understand the material well, which indicates the success of the application of this method. Although the qira'ah kitabah method has advantages in developing students' skills, there are also weaknesses, namely the lack of students' understanding of the educator's explanations that can hinder the learning process. Therefore, it is important for educators to ensure that explanations are clearly conveyed so that students can describe the material well. Overall, the application of the qira'ah kitabah method can be considered successful in achieving the expected Arabic language learning goals.

Discussion

Research conducted by (Tahir & Hairuddin, 2021) focusing on the effectiveness of the Qira'ah method in improving the competence of reading Arabic texts. This research uses a class action approach (PTK) and is carried out in two cycles. In its implementation, the Qira'ah method is implemented through several structured learning activities, such as reading demonstrations by teachers, repeated pronunciation of letters and words in Arabic, and the habit of reading the Qur'an (tadarus) at the beginning of learning. Through this approach, students are trained to recognize and understand Arabic texts more intensively and sustainably. The results showed a significant improvement in students' reading ability. At the end of the second cycle, as many as 53.85% of students reached the good category, 38.46% were very good, and only 7.69% were still in the poor category. These findings show that the Qira'ah method, if applied consistently and with appropriate strategies, is able to improve Arabic reading competence effectively at the madrasah level.

Research (Wahyuni & Ahsan, 2022) highlighting the implementation of the Qira'ah method in Arabic language learning and revealing a number of important findings related to its effectiveness and challenges in its application. The results of the study show that although the Qira'ah method has the potential to improve students' reading skills, its implementation cannot stand alone. To achieve optimal results, this method needs to be combined with interesting learning media, such as educational videos, illustrative images, and song rhythms in the reading process to be able to attract students' attention and improve understanding. This study also identified several main obstacles in the application of the Qira'ah method, namely. Students' lack of understanding of hijaiyyah letters, which hinders the basic reading process; Low interest in learning Arabic among students, which has an impact on participation and motivation in learning; Weak mastery of vocabulary (mufrodat), which makes it difficult for students to understand the content of the text. Based on these findings, the researcher concluded that in order for the Qira'ah method to run effectively, it is necessary to combine it with other learning methods and media that are able to overcome these obstacles and create a more interactive and fun learning atmosphere.

Studies conducted by (Zain & Asyrofi, 2020) proved that the application of the Qira'ah Hikayah method is effective in improving Arabic reading skills in grade XI students. The Qira'ah Hikayah method emphasizes story-based reading activities (hikayah), which not only helps students understand sentence structure, but also increases their attractiveness and involvement in the learning process. This study uses the Classroom Action Research (PTK) approach which is carried out in two cycles, each consisting of planning, action, observation, and reflection stages. In the first cycle, the percentage of student graduation was still low, which was only 8.33%. However, after improving the learning strategy in the second cycle, the results increased significantly to 94.4%, showing that this method is very effective in improving reading skills. The improvement shows that the use of narrative-loaded reading materials and a systematic learning approach can strengthen students' understanding of Arabic texts and build their interest in reading.

Research conducted by (Rahmawati & Rusydi, 2023) showed that the application of the Qira'ah Jahriyah method had a positive influence on improving the Arabic reading proficiency of grade 4 students. The Qira'ah Jahriyah method, which prioritizes the pronunciation of letters and words clearly, loudly, and repeatedly, has been proven to be effective in helping students recognize the sounds of Arabic letters,

improve pronunciation, and strengthen vocabulary memory (mufrodāt). The application of this method not only improves the phonetic or sound aspects of reading, but also makes it easier for students to understand the meaning of words and sentences, especially for those who are still at the basic stage of learning Arabic. By listening and speaking aloud, students become more verbally active, more focused, and faster at absorbing new vocabulary. This study indicates that the Qira'ah Jahriyah method is very suitable to be applied at the primary education level, because the approach is in line with the characteristics of cognitive development and language of children who are more responsive to sound stimulation and repetition.

Studi yang dilakukan oleh (Putri, 2020) emphasized that Qira'ah learning strategies are not only effective in improving Arabic reading and writing skills, but also play a big role in increasing students' learning motivation. In this study, the Qira'ah strategy was applied with a systematic and interactive approach, which included guided reading exercises, text discussions, and writing activities related to the material read. This approach provides space for students to be more active in the learning process, both cognitively and emotionally. Students show increased enthusiasm for Arabic lessons, which were previously considered difficult and tedious. This higher involvement of students directly contributes to the improvement of their abilities, especially in the aspect of reading, comprehension and writing sentences in accordance with the rules of the Arabic language. This study confirms that the success of the Qira'ah method lies not only in the reading technique itself, but also in the way it is presented that is interesting and encourages active participation of students, making learning more meaningful and enjoyable.

Research by (Rahman, 2022) finding that it is very helpful in improving students' reading skills. Through the activity of reading texts in Arabic, students not only practice pronouncing Arabic words correctly but also enrich their vocabulary and strengthen their understanding of sentence structures. However, the challenges that often arise are the weak mastery of the hijaiyyah letters and the limited understanding of the meanings of vocabulary. Therefore, reading learning should be accompanied by supporting media such as images, videos, or glossaries of difficult words. On the other hand, research by (Erlina, 2024) It states that the Kitabah method encourages students to actively write in Arabic. A study in the environment of the State Islamic University of North Sumatra shows that continuous writing practice helps students understand the patterns of Arabic sentences and improve their skills in paragraph composition. With the habituation of writing, students are not only trained in grammar but also become more confident in expressing ideas in writing.

When these two methods are combined, the learning process becomes more comprehensive. Reading activities provide the necessary language input for students, while writing serves as a means of expression and application of what has been read. Thus, students not only become passive in receiving information but also active in processing and producing language. Overall, the use of Qira'ah and Kitabah methods in Arabic language learning has proven to significantly enhance students' learning skills. These two methods not only improve cognitive aspects but also encourage critical and creative thinking skills. Therefore, Arabic language educators are highly encouraged to integrate these two methods in a balanced and innovative way in every learning process.

The application of the Qira'ah Kitabah method at MAN 1 Gunungkidul has been proven to improve the learning skills of class X students, especially in the aspect of reading and writing Arabic. In the learning process, students experience significant development in the ability to read Arabic texts, as well as in writing sentences that are in accordance with the correct rules of Arabic. This shows that the combination of the Qira'ah method that focuses on reading skills and the Kitabah method that emphasizes writing skills has a positive impact on honing two important competencies in mastering the Arabic language. However, despite the improvement, the study also identified several obstacles in its implementation, such as students' lack of understanding of hijaiyyah letters and weak vocabulary. This hinders students in mastering Arabic texts thoroughly. To overcome these obstacles, it is recommended to combine the Qira'ah Kitabah method with other learning media, such as videos, images, or interactive learning applications, which can better capture students' attention and help them understand the material better. A more interesting and varied approach can also increase student motivation, making learning Arabic more effective and fun. Thus, the combination of the systematic Qira'ah Kitabah method with supportive learning media and a fun approach is expected to optimize the learning process and accelerate the improvement of students' skills in Arabic.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the Qira'ah Kitabah method in learning Arabic can significantly improve the learning skills of students in class X of MAN 1 Gunungkidul. This method has proven to be effective in developing two important

aspects in language mastery, namely. Students show improvement in understanding sentence structure, vocabulary (mufrodat), and the content of Arabic texts in more depth. This is shown through increased grades and active participation in reading activities. Students become better able to write sentences and paragraphs in Arabic with the correct structure and more diverse vocabulary. Repetitive writing exercises help them form habits of thinking and expressing ideas in Arabic. This increase is also supported by the use of varied learning media, such as reading texts, writing exercises, and group discussions that encourage active student participation. In addition, teachers play an important role in providing systematic guidance and feedback on student learning outcomes. Overall, the Qira'ah Kitabah method not only improves language skills, but also students' motivation to learn Arabic lessons. Therefore, this method is feasible to be developed and applied more widely in Arabic language learning at the madrasah and public school levels.

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