



Psychological Impact of UIN Sunan Ampel Surabaya Students on Academic Arabic Language Mastery

Muhamad Fuad Hasim^{1*}, Mirwan Akhmad Taufiq², M. Baihaqi³, Nurul Amaliyah⁴, Emilia Rachmawati⁴

Email: hasimfuadmuhamad@gmail.com^{1*}, mirwan@uinsa.ac.id², baihaqi@uinsa.ac.id³, nurulamaliyah979@gmail.com⁴, emilrachma24@gmail.com⁵

^{1,2,3,4,5}Universitas Islam Negeri Sunan Ampel, Surabaya.

DOI: <http://doi.org/10.35931/am.v8i1.4337>

Article Info

Received: 7th December 2024

Revised: 4th March 2025

Accepted: 6th March 2025

Correspondence:

Phone: +6289509785298

Abstract: This study aims to determine the psychological impact on Uinsa students in mastering academic Arabic. This study was conducted by interviewing 10 postgraduate students of the Arabic Language Education Study Program, semester 1, at the State Islamic University of Sunan Ampel, Surabaya. The research method used in this study is qualitative research, namely descriptive analysis. We selected the research subjects using the purposive sampling method. Data collection was carried out by interviewing research subjects using structured interviews and unstructured interviews. The research found that 1) 80% of respondents said learning Arabic on campus can affect their mental health. 20% of the respondents indicated that the process of mastering Arabic on campus does not influence their mentality. 2) 100% of respondents believe that readiness to be serious is something that must be present in every student in the process of mastering Arabic. 3) 50% of respondents answered that difficulty in vocabulary or mufrodat is an obstacle in the process of mastering Arabic. Meanwhile, 20% of other respondents revealed difficulties in pronunciation style or lahjah. And the remaining 30% of respondents revealed a lack of mastery of Qowaid or Arabic grammar. 4) 80% of respondents answered that refreshing is the right way to stabilize emotions and mentality in every student. Meanwhile, 20% of the respondents stated that they maintain their emotional and mental stability by persistently learning and striving until they achieve their goals.

Keywords: *Psychology, Mental, Arabic Language Mastery*

INTRODUCTION

Seeing the progress of the current era, knowledge and language skills have become a necessity that must be possessed by all people (Essence and Wisdom 2024). Through language, a person will easily socialize with his/her environment. The ability to socialize in the environment begins when the child is in preschool, which is when the child begins to master language skills. To have language skills, it is necessary to have mastery of language (Dahlia, Azzahra, and Setiyawan 2024). There are many reasons why non-Arabs study Arabic, such as religious motivations, especially for Muslims because the language of the Muslim holy book is Arabic, non-Arabs will feel foreign when visiting the Arabian peninsula if they do not master Arabic, and many works of classical scholars, even those that have developed to this day, use Arabic (Norkhafifah and Syahabuddin 2022).

Arabic language learning is a process to make a student able to understand and comprehend the four Arabic language skills, namely: listening skills (maharah Al-Istima), Speaking skills (maharah Al-Kalam), Speaking skills (maharah Al-Qira'ah) and Writing skills (maharah Al-Kitabah). This is in accordance with the understanding of Arabic language learning explained by (Umam, 2025), learning Arabic is a learning process that conditions students to understand and comprehend four language skills, namely, maharah istima', al-kalam, al-qira'ah, and al-kitabah in a balanced manner.

With the existence of Arabic language learning, there are also objectives for learning Arabic so that students can have the following competencies (Ghifari, 2022):

1. Students can understand the laws and teachings of Islam through the Qur'an and Al-Hadith.

Copyright © 2025, Author et al.

This open access article is distributed under a (CC-BY-SA) License

2. Students can understand culture and science in Arabic
3. Have the ability to listen, speak, read and write in Arabic
4. Providing additional skills for students

We can conclude that learning Arabic is in line with learning religion, namely, first, studying religious knowledge from the sources of the Qur'an and Hadith, second, understanding the concept of writing Arabic, being able to understand and read the contents of Arabic language texts so as to increase understanding of Islam, Islamic culture, and Arabic culture.

In the development of Arabic language learning in Indonesia, teachers and students as the main components in learning often experience various difficulties and learning problems, both problems originating from students and problems encountered by teachers, so that they can hinder the achievement of learning objectives properly (Al-Azizi et al. 2024). This is understandable, considering the many differences in the systems between Arabic as a second language being studied and the Indonesian language system that is already closely attached to students in Indonesia (Jabbar and Putra 2025). These differences can be seen for example in the aspects of phonemes, grammar or language rules, vocabulary systems, and language style (uslub) (Womb 2024). The development of language learning requires a valid and precise concept. This can be done by mixing and adopting from various disciplines. The theories obtained are then processed into techniques, methods and approaches or even into new theories that can be used in language learning (Nurlina and Bahri 2021).

In Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Rahman et al. 2021). This means that education is guidance from teachers that is carried out consciously and planned towards students in forming good personalities. In addition, teachers are one of the components that are very decisive in achieving learning goals (Sukmawati, 2021). Educators according to Law No. 14 of 2005 are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education on formal education paths, basic education, and secondary education (Nur and Fatonah 2022).

In the phenomenon that occurs, many teachers feel that they can teach well and teach only by paying attention to the material or in other words, teaching is important, the teaching material has been conveyed, then the obligation to teach is dropped, so they do not consider the psychology of children's learning important. With this

wrong assumption, the way teachers teach like that tends to be misleading and reduces creativity. In fact, students are intelligent, characterful, talented and developing humans. Therefore, with this wrong assumption, there are still many students who do not really understand the lesson.

The achievement of learning objectives in class is greatly influenced by the application of active learning strategies or methods. (Ningsih, 2024). According to (Yuni, Rambe, and Gusmaneli 2024) Active learning is a learning process that aims to empower students to be able to learn by using various methods or strategies actively. Active learning is intended to optimize the use of all potentials possessed by students, so that all students can achieve satisfactory learning outcomes according to their personal characteristics (Yanti, 2023). In active learning it is derived from two basic assumptions, namely (1) that learning is basically an active process, and (2) that different people learn in different ways (Icmawati n.d.). Meanwhile, according to learning, PAIKEM is an abbreviation of Active, Innovative, Creative, Effective, and Enjoyable Learning. Active means that in the learning process, educators must create an atmosphere in such a way that students actively ask, question, and express ideas (Asari et al. 2021).

Apart from the application of learning strategies and methods, an understanding of psychology is also very necessary (Ekaningtyas, 2022). The understanding of psychology by educators towards students in the active learning process should be a focus that cannot be ignored considering that the activeness of student learning is influenced by the willingness, interest and motivation so that it is something that determines the success of an educator when teaching (Harahap et al. 2023). Educators do not only teach but in the process involve their students in playing a more active role, namely optimizing the overall potential of the students, both physically and mentally, so that they can develop optimally (Lutfillah, Zulhendri, and Supena 2022).

Learning a foreign language, especially Arabic, for those who have never studied it will experience difficulties compared to those who have studied it (Wijaya and Wisdom 2023). In addition, because of the stigma in the general public that Arabic is difficult in terms of grammar and vocabulary. Learning Arabic for beginners or those who are proficient requires extra thought and effort to understand it (Mawardi, Muhaemin, and Pratiwi 2023), especially when faced with indicators of achievement in the process of learning Arabic, emotional effects and feelings of worry or anxiety can arise (Yuslizar and Arifa 2021).

Psychology is the science that studies human behavior and human mental processes that are physical and spiritual in nature with the surrounding environment, both inside and outside the surrounding environment (Quran 2025). without looking at psychological

development and involving the active role of students in the learning process, the desired learning objectives will be difficult to achieve (Herman et al. 2023), so that the understanding of educators in active learning needs to be improved, especially regarding the mental aspects that construct activities that build students (Kanda and Rustini 2024). The conditions in the field are still found to be a learning process that is merely monotonous where educators are only the main source and only emphasize cognitive aspects and ignore the psychological aspects of learning that are enjoyable and empower students (Fitriano, 2024). So the focus of this study is to see the impact of learning psychology from the implementation of active learning at the State Islamic University by trying to include psychological aspects in it so that the goal of national education, namely to educate the nation's life and develop the Indonesian people as a whole, can be achieved (Afida, Elmiah, and Chanifudin 2024).

In the study of learning psychology, there are two factors that influence learning achievement, namely internal and external factors (Marlina and Sholehun 2021). Internal factors consist of three factors, namely physical (physiological), psychological, and physical or mental maturity. While external factors are environmental factors (Nasution et al. 2022). Therefore, Arabic language teachers must also have extensive knowledge regarding the types of learning in students and the internal and external conditions that influence it (Dayana, 2023). So teachers are advised to understand the psychology of learning and have concepts or learning strategies that can make it easier for children to learn (Love and Septiana 2024).

In learning Arabic, Psychology has an important role as in learning other languages (Fitria, 2023). Psychology helps in understanding how students learn and how teachers can teach more effectively. (Putri et al. 2023). In addition, psychological knowledge of students can be used to design appropriate learning methods with the stages of cognitive and emotional development of each student (Arifuddin 2022). In addition to studying developments and learning needs, psychological knowledge also studies the effectiveness of educational institution management, so that it can provide a comprehensive picture of the implementation of the learning process in an educational institution (Qudsiyah, 2024).

There are several studies that discuss psychology in learning Arabic. The first of them is research by (Romadhon et al. 2024), from the results of the study revealed that psycho-socio linguistics in Arabic language learning helps understand the role of psychological factors, such as language comprehension and information processing, in the context of social and cultural interactions. This study also explains the importance of understanding the differences in dialect, grammar, and social context in teaching Arabic. The results of this study

can be used as a basis for developing more effective learning strategies in teaching Arabic by considering the psychological and social aspects involved.

Second, research by (Fitria, 2023), The results of this study are that the use of technology in Arabic language learning can affect the psychology of children or students. The positive impact that we can see is that children become more enthusiastic because they feel easy and fun to learn Arabic with technology supported by creative presentations from teachers, can increase learning motivation for students, can make it easier for children to communicate with friends, ask questions or discuss lessons without having to meet in person. The negative impact is that the presence of this technology can shift the role and can even replace teachers because children can learn anywhere and anytime independently without having a teacher, allowing children to be apathetic, indifferent. can make children addicted, can reduce the aspect of attachment between teachers and students because the learning is not done directly.

Third, research by (Izomi, 2023), The results of the study show several facts supported by the majority of learning that is adjusted to the material and follows the curriculum applied in the classroom. Where educators ask students to continue to use the mufrodat (Arabic vocabulary) that has been given so that it can make it easier for students to always remember what has been learned.

Seeing the importance of the impact of psychology in the process of mastering Arabic and the lack of research on psychology at the student level in mastering Academic Arabic is the background for researchers to conduct research on the impact of psychology on UINSA students in mastering academic Arabic.

METHOD

Research This approach uses a descriptive qualitative research type. In this study, researchers describe the psychological impact of students in mastering academic Arabic. researchers want to know the students' perceptions of themselves psychologically during the process of mastering academic Arabic. this study uses this method is expected to provide a clear picture and with the results of observations and data collected to be analyzed and presented in writing in this study. the reason researchers use this method is because it is considered capable of describing in more detail the psychological impact of UINSA students in mastering academic Arabic studied by researchers. The research subjects were found and their information was taken according to the needs of the research. The subjects in this study were 10 people. Consisting of postgraduate students of the Arabic Language Education study program, semester 1, Sunan Ampel State Islamic University, Surabaya. The selection of research subjects used the purposive sampling method.

Data collection techniques were carried out by interviewing research subjects. In-depth interview techniques. Researchers communicate directly with respondents and can find out in depth various information related to the research problem. This interview used by researchers is a structured interview where researchers have compiled a number of questions in advance before conducting the interview. In addition, unstructured interviews were also conducted where questions were likely to arise spontaneously and openly which were designed to elicit views and opinions from research objects or participants, so that the information and data obtained would be more in-depth.

RESULT AND DISCUSSION

In the interview that has been made, there are 4 questions that must be answered by the respondents. The questions are related to the psychological impact of students in mastering Arabic.



Figure 1. Interview with respondents

From the picture above, the researcher conducted an interview. The following are the answers from the respondents, namely the first question about whether the process of mastering academic Arabic on campus can affect one's mentality, and 80% of respondents answered that the process of mastering Arabic on campus can affect one's mentality. This is based on the level of difficulty in each student. Most of them are quite busy so that it can affect their mentality in terms of mastering Arabic on campus. The mental influence in question is the emergence of stress and fatigue in each of them. respondents also added that the side effects of stress are also reduced time management. As a result of stress and fatigue, many of them feel the negative impacts such as often staying up late, poor quality sleep hours, the body feels tired quickly, and lack of focus on themselves.

Meanwhile, 20% of respondents answered that the process of mastering Arabic on campus did not affect their mental state. This answer was based on the existence of sufficient provisions from the Islamic boarding school so that they could overcome the difficulties in the process of mastering Arabic with all the activities they carried out

simultaneously. Another reason revealed that the accuracy of the learning method kept their mental state stable. The accuracy of learning in question is the effective use of free time, not forcing oneself, and using many methods in undergoing the process of mastering Arabic.

The majority of the activities that affect the respondents' mentality include many things, one of which is work activities. This can greatly affect mentality and can even trigger stress (Saragih et al. 2023). This stress can be triggered by various things such as pressure to prepare for the desired destination, increased expenses, and fatigue due to travel (Mukhtar, 2021). Other respondents also revealed that the process of mastering Arabic did not affect mentality because respondents had sufficient provisions from Islamic boarding schools. As we know, Islamic boarding schools are educational institutions that are very suitable in the process of mastering Arabic from basic to proficient (Rahman, 2021). The right learning strategy, sufficient time, and the formed language environment make alumni have skills in the field of Arabic (Zarkasyi, Gandhi, and Tazali 2023). And another opinion says that the process of mastering Arabic does not affect the mental is the accuracy of the learning method. Choosing the right learning method can keep the mental stable. Knowing the learning time limit, always asking experts when you can't understand the material, and making the learning process a fun thing are effective steps in stabilizing the mental. So it is natural that the respondent feels that the process of mastering Arabic does not affect the mental.

In the second question, regarding what kind of self-preparation must be prepared in mastering Arabic, 100% of respondents are of the opinion that the readiness of intention in being serious is the readiness that must be present in every student in the process of mastering Arabic. The existence of a serious intention is a suggestion for students to return to their main intention even though they are faced with various problems or busyness. Readiness of intention also encourages the character of each student in mastering Arabic, both in making each student have a high curiosity and forming a creative attitude in optimizing daily time. Intention is important in the process of self-development. Intention is what drives us to persist even though we fail many times. Intention will ignite the motivation within you to fight. Intentions will not make someone back down if they are determined (Rahimah, 2022).

Next, the third question about what obstacles or difficulties are often faced by students in the process of mastering Arabic, 50% of respondents answered that vocabulary or mufrodat difficulties are obstacles in the process of mastering Arabic. The large number of Arabic mufrodat is the main reason for respondents in this regard. Another 20% of respondents revealed that the difficulties in mastering Arabic that they often experience are difficulties in pronunciation style or lahjah. And the

remaining 30% of respondents revealed that the lack of mastery of qowaid or Arabic grammar is a difficulty that they often face. The lack of mastery of qowaid due to various factors is a serious problem for them. For them, the lack of mastery of qowaid can be an obstacle in mastering Arabic in 4 maharah. Namely maharah Al-Kalam, maharah Al-Istima', maharah Al-Kitabah, and Maharah Al-Qiraah which really need qowaid in mastering each maharah.

The majority of respondents' answers regarding obstacles or difficulties in the process of mastering Arabic are vocabulary. This difficulty is based on the very large number of Arabic vocabulary. Another difficulty is maintaining the memorization so that it is remembered. Of course, this difficulty occurs due to the difficulty of forming or finding a language environment. Like other languages, a language environment is very much needed for every student in optimizing vocabulary. With a language environment, they can routinely apply their vocabulary with their conversation partners. Other respondents' difficulties are in the form of lahjah or various language styles. According to the difficulty in using lahjah arabiyah, it is caused by environmental factors and various cultures, Unaccustomed to using the actual lahjah arabiyah, Not spoken Arabic so it is difficult to speak Arabic according to lahjah arabiyah, Often using additional words according to the surrounding environment such as "koh, beh, atuh, pang, etc. "in every muhadatsah al-yaumiyah, There is no emphasis on the obligation to use lahjah arabiyah, The learning system is lacking in the field of lahjah arabiyah, and Learning that does not really support the development and improvement of errors in using lahjah arabiyah. then, the respondent's difficulty is the lack of mastery of qowaid or Arabic grammar. The lack of mastery of qowaid is caused by many factors. The factor that is often found is the educational background of students, especially non-alumni pesantren students.

Finally, the researcher asked the fourth question about how they stabilize their emotions and mentality in the process of mastering Arabic. 80% of respondents answered refreshing in stabilizing emotions and mentality in each student. Refreshing is in the form of stopping activities temporarily when reaching the point of fatigue. This is done because if the brain or body is experiencing fatigue, then the activities being carried out will not be carried out optimally. So, stopping activities and filling them with fun activities is their way of stabilizing emotions and mentality in themselves. The fun activities in question can be exercising, watching movies, playing games, and other activities. While 20% of respondents think that continuing to learn and continue to try until they succeed in achieving their goals is their way of stabilizing emotions and mentality in themselves. The satisfaction of receiving results after trying maximally and continuously is a stable payment and will increase high optimism in facing future difficulties (Huda and Priyanto 2022).

In the question about how they stabilize their emotions and mentality in the process of mastering Arabic, Refreshing is the answer of the majority of respondents in overcoming the problem. Refreshing is an activity that aims to entertain oneself, is done with a sense of pleasure and can restore inspiration and mood, and can eliminate tiredness which aims to improve physical and spiritual health (Hsb, Mutmainna, and Aprianty 2023). as Imam Al-Ghazali advises in, "After finishing studying, children should play with good games that can eliminate fatigue during studying and reciting the Koran. But do not let them get tired. Forbidding children to play and forcing them to study continuously will actually kill the heart, eliminate intelligence, and cloud the soul." (Irna, 2023). While other respondents expressed that their way of stabilizing emotions and mentality in the process of mastering Arabic is to continue learning and continuing to try until they succeed in achieving their goals. Achieving a goal is considered as a paid-off fatigue and makes individuals more optimistic in facing the next obstacles.

CONCLUSION

The Based on the results of the research conducted by the researcher by interviewing 4 questions to 10 postgraduate students of Arabic Language Education, semester 1, Sunan Ampel State Islamic University, Surabaya as research respondents, data was obtained based on each question that was asked.

The first question is whether the process of mastering academic Arabic on campus can affect one's mental state? 80% of respondents answered that the process of mastering Arabic on campus can affect one's mental state. While the other 20% of respondents answered that it does not affect one's mental state.

In the second question, regarding what kind of self-preparation must be prepared in mastering Arabic?, 100% of respondents are of the opinion that readiness with intention to be serious is the readiness that must be present in every student in the process of mastering Arabic.

Then on the third question about what are the obstacles or difficulties that students often face in the process of mastering Arabic?, 50% of respondents answered that vocabulary or mufrodats difficulties were an obstacle in the process of mastering Arabic. Meanwhile, 20% of other respondents revealed difficulties in pronunciation style or lahjah. And the remaining 30% of respondents revealed a lack of mastery of qowaid or Arabic grammar.

Finally, the fourth question is about how they stabilize their emotions and mentality in the process of mastering Arabic. 80% of respondents answered that refreshing is the right way to stabilize emotions and mentality in every student. While the other 20% of respondents think that continuing to learn and keep trying

until they succeed in achieving their goals is their way to stabilize emotions and mentality in themselves.

REFERENCES

- Afida, N., Elmiah, T., & Chanifudin, C. (2024). Keterkaitan Antara Pendidikan Islam Dan Pendidikan Nasional. *Innovative: Journal Of Social Science Research*, 4(3), 3362–3369.
- Al-Azizi, A., Kabir, A. S. Z., Choiriah, S., & Bakar, M. Y. A. (2024). Implementasi Teori Multiple Intelegent Pada Pembelajaran Bahasa Dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Ilmu Pendidikan Islam*, 22(4), 507–519.
- Harahap, S. A., Hardiansyah, F., Rambe, S. A., Rahmayanty, D., Konadi, H., Fitria, U., Mendoza, W. D., & Haryanto, P. P. P. (2023). *Belajar Dan Pembelajaran*. Penerbit Tahta Media. <http://tahtamedia.co.id/index.php/issj/article/view/70>
- Herman, D., Khasanah, F., Hutapea, B., Heriansyah, M. M., Kusnadi, I. H., Hasanuddin, M. I., Noervadila, I., Prayogo, T. I., Tumiyem, D. P. S., & Zuzanti, Z. (2023). *Psikologi Belajar Dan Pembelajaran*. Padang: PT Global Eksekutif Teknologi.
- Hsb, L. A., Mutmainna, S., & Aprianty. (2023). *Refreshing Dan Upgrading Guru*. Al-Furqan: *Jurnal Agama, Sosial, Dan Budaya*, 2(3), 58–66.
- Huda, M. N., & Priyanto. (2022). *Sikap Dan Kepuasan Kerja Dalam Dunia Pendidikan*. Ta'dibi: *Jurnal Manajemen Pendidikan Islam*, 11(1), Article 1. <https://doi.org/10.61088/tadibi.v11i1.445>
- Icmawati, A. D. (n.d.). *Peningkatan Hasil Belajar Matematika Faktor Dan Kelipatan Melalui Pembelajaran Aktif Metode Peer Lesson*. *Social, Humanities, And Educational Studies (SHES): Conference Series*, 5(6), 1463–1467. Retrieved February 24, 2025.
- Irna, I. (2023). *Pentingnya Permainan Anak Dalam Kajian Al-Qur'an Dan Hadits*. *Journal Of Responsible Tourism*, 3(1), Article 1. <https://doi.org/10.47492/jrt.v3i1.2733>
- Izomi, S. (2023). *Aspek Psikologis Dan Metodologis Dalam Pembelajaran Bahasa Arab Di MI Al-Amin Pejeruk Kota Mataram*. *Ibtida'iy: Jurnal Prodi PGMI*, 8(2), 10–16. <https://doi.org/10.31764/ibtidaiy.v8i2.19654>
- Jabbar, A. Z., & Putra, H. A. (2025). *Pengaruh Nadwah Usbu'iyah Terhadap Peningkatan Penguasaan Kaidah Bahasa Arab Mahasiswa Pendidikan Bahasa Arab IAIN Palopo*. *Tadris Al-Arabiyyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 5(1), 1–15.
- Kanda, A. S., & Rustini, R. (2024). *Implementasi Pembelajaran Aktif Dalam Meningkatkan Motivasi Siswa Pada Pembelajaran Di MA Nurul Iman*. *Jurnal Ilmiah Research Student*, 1(3), 566–579.
- Lutfillah, M. M., Zulhendri, Z., & Supena, A. (2022). *Pengaruh Model Brain Based Learning Terhadap Pembentukan Karakter Siswa Di Sekolah Dasar*. *Ar-Rihlah: Jurnal Inovasi Pengembangan Pendidikan Islam*, 7(1), 68–81.
- Marlina, L., & Sholehun, S. (2021). *Analisis Faktor-Faktor Yang Mempengaruhi Hasil Belajar Bahasa Indonesia Pada Siswa Kelas IV SD Muhammadiyah Majaran Kabupaten Sorong*. *Frasa: Jurnal Keilmuan, Bahasa, Sastra, Dan Pengajarannya*, 2(1), 66–74.
- Mukhtar, A. (2021). *Stres Kerja Dan Kinerja Di Lembaga Perbankan Syariah*. Penerbit NEM.
- Nurlina, N., & Bahri, A. (2021). *Teori Belajar Dan Pembelajaran*. Makassar: CV. Berkah Utami.
- Qur'ani, B. (2025). *Perkembangan Peserta Didik*. Penerbit Tahta Media. <http://tahtamedia.co.id/index.php/issj/article/view/1156>
- Rahimah, R. (2022). *Urgensi Profesionalisme Guru Dalam Kehidupan*. *Iuris Studia: Jurnal Kajian Hukum*, 3(3), 270–277. <https://doi.org/10.55357/is.v3i3.292>
- Sari, R., & Hikmah, K. (2024). *Implementasi Kegiatan Pembelajaran Bahasa Arab Pada Boarding School SMA Muhammadiyah 2 Sidoarjo*. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 7(2), Article 2. <https://doi.org/10.35931/am.v7i2.3990>
- Yanti, D. K. (2023). *Strategi Pembelajaran Aktif Melalui Strategi Pembelajaran Kooperatif Jigsaw*. *Attractive: Innovative Education Journal*, 5(3), 181–189.