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The Influence of Learning Arabic on Memorizing the Qur'an for Darul Qur'an Al Waafa Bogor High School Students

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ABSTRACT

This research is useful for knowing the level of Arabic language proficiency, memorization ability of the Quran by students, and determining the extent of the influence of Arabic language learning on Quran memorization of students at SMA Darul Qur'an Al Wafa Bogor. The research is quantitative and aims to test hypotheses. Data collection methods include questionnaires, interviews, and documentation.

Data analysis involves inferential descriptive statistics and simple regression analysis. Arabic language learning at SMA Darul Qur'an Al Wafa Bogor is at a very good level. Various methods (eclectic methods) are used in the learning activities, including using two books, *Silsilah Ta'lim al Lughah al Arabiyah* and *Al Muwajjih*.

The research findings demonstrate the influence of Arabic language learning on Quran memorization among students at SMA Darul Qur'an Al Wafa Bogor. This is supported by the analysis result of the t-value of 3.930, which has a significance value of 0.000, lower than the predetermined significance value of 0.05. The coefficient of determination, at 28.9%, indicates a positive influence, meaning that as students' Arabic language learning increases, so does their Quran memorization. The remaining 71.1% of factors affecting the Y variable were not examined by the researcher.

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1. INTRODUCTION

Education is a crucial factor that has a significant impact on the advancement of a nation, and even human civilization. The goals of education are the goals of the nation itself. Poor-quality education consistently brings about colonization, both physical and non-physical, including the colonization of knowledge, ideas, economics, politics, and religion. (Yunus, M. 1985: 45)

National education is based on Pancasila and the 1945 Constitution. Meanwhile, the function of education in Indonesia is to advance and elevate the quality of life and the dignity of the Indonesian people in order to achieve national goals. That is, it aims to educate the nation's life and develop Indonesian individuals fully, namely producing individuals who believe in and fear God Almighty, have good character, master knowledge, are physically and mentally healthy, have a strong personality and are responsible. (Kodir, A. 2018: 211).

The rapid developments of today's society, in which life in society is increasingly complex, have led to the increasingly pressing need for drastic changes in existing educational institutions, both formal and non-formal, in which the methods of implementation have become increasingly diverse, both in terms of content

and the methods of actualization. Education today must be implemented through sound and systematic planning to achieve optimal results. Linguistically, education originates from the word "didik" with the prefix "pe-an" and the suffix "pe-an." This transition into the verb "educate" means supporting students in acquiring new knowledge, skills, behaviors, and values learned from their families and communities. (Arif, M, and Munirah, 2013: 7-8).

The beginning of Arabic language study in Indonesia dates back to the arrival of Islam in the archipelago around the seventh century AD. At that time, Arabic was studied for communication purposes in trade and inter-community relations, as well as for studying Islam. With the rise of Islamic boarding school-based education and preaching, this second purpose became increasingly strengthened. Arabic subsequently became a crucial subject for studying religious studies, a skill required for students from elementary (ibtida'iyah) to secondary ('aliyah) levels. After the independence of the Republic of Indonesia, Arabic was not only concentrated in non-formal Islamic education but also in formal education, including madrasahs, schools, and universities. The learning objectives also dynamically evolved, not only aimed at deepening religious knowledge but also for

broader communication. Therefore, learning strategies became more varied. (Thohir, M *et al* . 2021:2)

Countries with a Muslim majority population, including Indonesia , are currently paying close attention to the development of their children's education so that they become superior, competitive human beings who follow the developments of the times and at the same time also pay attention to their religious education, so that their lives in the world run according to the guidance of religion so that their lives... prosperity in this world and the hereafter. This can be seen in the increasingly rapid development of religious-based educational institutions starting from the elementary level. Elementary school , middle school , high school up to College .

Many Muslims are enthusiastic about deepening their religious knowledge, especially memorizing the Quran. As a result, many parents often choose to enroll their children in Islamic schools, even Islamic boarding schools, so they can memorize and understand the Quran. However, not all Islamic schools or Islamic boarding schools focus solely on Quran memorization; some schools also implement a curriculum that includes general subjects. This makes memorization somewhat difficult for students, as they must also study general subjects. Therefore, the system implemented

by schools must provide solutions for students to achieve memorization without disrupting general subjects, in other words, they can succeed in both.

Understanding the meaning of Quranic verses allows one to interact with the Quran more quickly. Understanding the meaning of the verses being read is expected to impact the speed of Quran memorization. Based on this, every student needs to have a basic knowledge of Arabic to accelerate the memorization process.

Arabic is a foreign language widely used throughout the world. Moreover, many Muslims are enthusiastic about learning Arabic to more easily understand Islamic law in its entirety. Theoretically, Arabic and the Quran are like two sides of the same coin, inseparable. This is because the Quran is written in Arabic, and Arabic is the language of the Quran. Therefore, logically, memorizing the Quran while also knowing Arabic will certainly make the process easier or faster, as they master one side of the Quran.

Several previous studies have not included Arabic language learning among the factors that can influence Quran memorization. Research conducted by Heri Saptadi Ismanto (2011) on factors supporting Quran memorization ability did not mention Arabic language learning among those

factors. Similarly, research by Darlimatur Fitriah (2008) on factors influencing Quran memorization speed did not mention that Arabic language influences Quran memorization speed. Similarly, research by M. Ramadhan Syahdinur and Usman Al Farisi (2021) on improving Quran reading and memorization ability also did not mention Arabic as a factor influencing Quran memorization ability.

Based on the above, the author wants to conduct research on whether there is an influence of learning Arabic language on the ability to memorize the Al-Qur'an of students at Darul Quran Al Wafa Bogor High School .

2. RESEARCH METHODS

In this study, the researcher used a quantitative approach . Quantitative research is used to test hypotheses. These hypotheses will be tested by collecting field data. This will allow us to determine whether the hypotheses are proven (Sugiyono, 2018:16-17).

In this study, the location of the research was Darul Qur'an Al Wafa Senior High School in Bogor. This school was chosen because it implements a curriculum that focuses on memorizing 30 Juz (chapters) over a three-year period. It also implements effective Arabic language learning coupled with general subjects, consistent with those tested in the National Examination.

The population in this study was all 180 students of Darul Qur'an Al Wafa High School in Bogor, with a sample size of 40 students. This study used probability sampling as the sampling technique, with random sampling being the method. namely, randomly selecting from the existing population. This determination is based on Sugiyono's opinion that in probability sampling techniques, samples taken from the population have an equal chance of being selected as sample members. Non-probability sampling, on the other hand, does not provide an equal chance of being selected as a sample.

Data collection utilized several techniques, including questionnaires, interviews, and documentation. A questionnaire is a method of collecting data by asking several questions to informants (Sugiyono, 2018:199). In this study, the researcher used a Likert scale to measure the perspectives, conclusions, and views of an individual or group of people regarding social phenomena. Documentation, in the form of photographs, drawings, and written text, is one method for collecting data to strengthen research data. Interviews are conducted when conducting preliminary studies to identify problems and gain a deeper understanding of the respondents.

The data obtained was analyzed using several tests, namely: Validity test to test the

data to see the accuracy and precision of the measuring instrument used. Reliability measures the consistency or stability of measurement results. If the results are consistent, the research instrument is considered reliable. Simple Linear Regression Analysis tests the effect of independent variables on the dependent variable.

3. RESULTS AND DISCUSSION

Description of Arabic Language Learning

Data for each variable was obtained through field observations. Arabic language learning in this study was the X (independent) variable, while Quran memorization was the Y (dependent) variable. In this study, the data were presented first, followed by the presentation of the frequency distribution data.

Arabic language learning data was obtained through a questionnaire distributed by the researcher to students of Darul Qur'an Al Wafa High School, Bogor. The highest score for the Arabic language learning variable was 95, and the lowest score was 19. Each statement was given a score from 1 to 5, with the highest score being 95 and the lowest being 19. Furthermore, from the above scores, a class interval of 19 was created.

Table 1. Classification of Arabic Language Learning Values

No	Classification	Mark
1	Very high	76-95
2	Tall	57-75
3	Low	38-56
4	Very Low	19-37

There are 19 statements in this instrument. The lowest score is 19 (the sum of the 19 statements multiplied by a score of 1), and the highest total score is 95 (the sum of the 5 statements multiplied by a score of 19). Using the distribution data obtained, a frequency distribution table for Arabic language learning was created, as follows:

Table 2. Frequency Distribution of Arabic Language Learning

No	Classification	Amount	Presentation
1	Very high	35	87.5%
2	Tall	5	12.5%
3	Low	-	-
4	Very Low	-	-
Amount		40	100%

Thirty-five sources had very high percentages, and five sources had high percentages. No sources had low or very low percentages.

Description of Memorizing the Qur'an

Al-Qur'an memorization data was obtained through the results of the Al-Qur'an exam (report card scores) of students of SMA Darul Qur'an Al Wafa Bogor for the 1st semester of the 2023-2024 academic year. The results of the Al-Qur'an memorization exam obtained the highest score of 99 and the lowest was 76. The highest classification of the Al-Qur'an exam score was 100 and the lowest was 50. From the classification of the scores mentioned, a class interval length of 10 was created.

Table 3. Classification of Quran Memorization Values

No	Classification	Mark
1	Very high	90-100
2	Tall	80-89
3	Currently	70-79
4	Low	60-69
5	Very Low	50-59

The distribution data obtained above is used to create a frequency distribution table for memorizing the Al-Quran, namely:

Table 4. Frequency Distribution of Quran Memorization

No	Classification	Amount	Presentation
1	Very high	24	60%
2	Tall	14	35%
3	Currently	2	5%
4	Low	-	-
5	Very Low	-	-
	Amount	40	100%

Twenty-four sources had very high percentages, 14 sources had high percentages, and two sources had medium percentages. No sources were found with low or very low percentages.

Inferential statistical analysis of the influence of Arabic language learning

Simple Linear Regression

Simple linear regression is a regression that has only one independent variable and one dependent variable. Its function is to test the effect of the independent variable on the dependent variable.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.538 ^a	.289	.270	5,173

a. Predictor: (Constant), Arabic

The R value is the coefficient symbol. The table above shows the R value is 0.538. This result indicates that the independent variable has an influence on the dependent variable. The table also shows the coefficient of

determination (KD) value, which shows how well the regression model formed by the interaction of the independent and dependent variables fits. The KD value is 28.9%, indicating that the independent variable has a 28.9% impact on the dependent variable.

Table 6. ANOVA ^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	413,422	1	413,422	15,448	.000 ^b
Residual	1016.978	38	26,763		
Total	1430.400	39			

a. Independent variable: Memorizing the Qur'an

b. Predictor: (constant), Arabic

The level of significance or linearity of the regression is determined using the significance test table above. The criteria are determined by the significance value test (Sig), with a decision if the Sig value is < 0.05. In the table above, the Sig value is obtained = 0.000, which can be interpreted as Sig < from the significance criterion of 0.05. Therefore, the regression equation model after being obtained from the data above is significant, meaning the regression equation model meets the criteria.

Table 7. Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
(Constant)	46,364	11,208			4.137	.000
Arabic	.541	.138		.538	3,930	.000

a. Dependent Variable: Memorizing the Qur'an

The simple regression coefficient calculation above is 46.364 (constant value), the independent variable coefficient is 0.541. Furthermore, the regression equation is $Y = 46.364 + 0.541X$. The constant value of 46.364 indicates that when Arabic lessons

are 0, then Al-Qur'an memorization has a value of 46.364.

The results obtained from the regression coefficient of the independent variable which has a positive value of 0.541 indicate that the direction of interaction between the independent variable and the dependent variable is in the same direction, namely the addition of one to the Arabic language learning variable will increase memorization of the Qur'an by 0.541.

T – test

Table 8. Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	46,364	11,208		4.137	.000
Arabic	.541	.138	.538	3,930	.000

a. Dependent Variable: Memorizing the Qur'an

The value obtained from the calculated t using SPSS 22 is 3.930. If the calculated t is greater than the t table, it means that H₀ is rejected and H_a is accepted. With a significance level of $0.000 < 0.05$ and the calculated t of 3.930 indicates that H_a is accepted and H₀ is rejected.

Determinant Coefficient (r^2)

Table 9. Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.538 ^a	.289	.270	5,173

a. Predictor: (Constant), Arabic

After the t -test was found to be 0.538, the next step was to determine the extent of influence of the independent variable on the dependent variable using the determinant coefficient r^2 expressed as a percentage. The results are:

$$R^2 = (0.538)^2 \times 100\%$$

$$= 28.9\% (29\%)$$

From the analysis above, the independent variable has an influence on the dependent variable of 29%. Other variables have an influence of 71%.

4. DISCUSSION

Arabic Language Learning

Arabic learning activities at SMA Darul Qur'an Al Wafa Bogor are included in the very good category, looking at the results of data analysis from 40 respondents, the resulting group with a very high classification value is 35 respondents with a percentage of 87.5%, and a high classification is 5 respondents with a percentage of 12.5%. To answer the formulation of the problem of how Arabic learning activities are at SMA Darul Qur'an Al Wafa Bogor, the researcher conducted interviews with Arabic teachers, conveying that Arabic learning activities at the school use an eclectic method, namely combining several methods. From the combination of these methods, the teacher uses two Arabic learning books, namely the book *Silsilah Ta'lim al Lughah al Arabiyah* which is also used at LIPIA Jakarta and the book *Al Muwajjih* written by him.

The *Silsilah Ta'lim* method, as a quality Arabic language learning method, has a key point in terms of learning Arabic *ta'bir* and *uslub* in accordance with the standards of *fushah* Arabic. However, one of the

difficulties for elementary students in Indonesia in using this *Silsilah Ta'lim* book is a lack of vocabulary mastery and a lack of a complete understanding of the Arabic *uslub* in the *Silsilah* book, which cannot be translated word for word. Therefore, an additional method is needed, namely the *Al Muwajjih* method. The *Al Muwajjih* method is an Arabic language learning method based on translating vocabulary and *uslub*, even narrative texts, from Indonesian to Arabic and vice versa, using official spelling.

The combination of these two methods was carried out by the teacher by modifying the original book of *Silsilah Ta'lim* which was entirely in Arabic and had no Indonesian translation vocabulary by adding Indonesian translation vocabulary, exercises translating texts from Indonesian to Arabic, exercises of a nature *تعبير موجّه* (examples can be seen in the *Ta'bir Silsilah* book which had been composed by the teacher) and other exercises typical of the *Al Muwajjih* book. The combination of these two methods resulted in students easily learning the *ta'bir* book with the enrichment of exercises with high-quality *uslub*.

The main and fundamental principles that teachers always apply to immerse Arabic in students so that they are successful in learning Arabic include:

a. Intensity in Arabic language learning.

Students are required to spend at least one

hour of Arabic lessons every day for a week. The goal is to cultivate a continuous flow of Arabic in the students' minds and memories.

b. Focus and discipline in memorizing vocabulary, *uslub* (traditional grammar), and applicable grammar rules. In Arabic language learning, memorization is one of the most important efforts after understanding the material. Therefore, the first step for teachers is to help students understand the material being studied. Once students have grasped the rules, vocabulary, and *uslub*, teachers require all students to memorize the material. Memorization should be directed to a reflexive level (*truly mutqin*).

c. Integrate all elements of Arabic grammar into one lesson. The elements of Arabic grammar, grammar rules, vocabulary, and Arabic grammar/*uslub* must be taught simultaneously in one lesson. They cannot be separated, for example, students learn Arabic grammar today, grammar rules next week, and grammar the following week. All elements of Arabic material should be taught in one lesson. An example can be seen in the book "The Most Beautiful and Beautiful Arabic", Language written by him.

Memorizing the Qur'an

The memorization of the *Al-Qur'an* of Darul Qur'an Al Wafa Bogor High School

students is included in the very good category, based on the results of the Al-Qur'an exam for semester 1 of the 2023-2024 academic year. The results of the Al-Qur'an memorization exam obtained the highest score of 99 and the lowest score of 76. Students with a very high score classification were 24 people with a percentage of 60%, students with a high classification with a percentage of 35% 14 people, and students with a moderate classification with a percentage of 5% 2 people.

Researchers also conducted interviews with muhaffidz (religious scholars), indicating that students' memorization targets were 1 to 2 pages per day. Quran memorization in schools uses several methods, including the Talaqqi method, Tikrar method, Qira'ah method, and the bin Nazhar method. Some students also read the Quran by listening, while others read it by both seeing and hearing. This involves a combination of several methods.

The Qur'an memorization activities of Darul Qur'an Al Wafa Bogor High School students are carried out in groups or halaqah and are held at the school mosque. Each halaqoh is held by one muhaffidz or mahaffidzah, totaling 19 halaqaahs, 8 male halaqaahs and 11 female halaqaahs. The schedule for student memorization activities is divided into several sessions. Memorizing new memorization is done during the evening halaqah, namely the halaqah after

maghrib and the halaqah after isya until 21.00 to be submitted the next day. New submissions are made every morning, namely the halaqah after dawn at 05.00 to 06.15 and the dhuha halaqah 1 at 07.30 to 09.30, during which time all students must have completed submitting the new memorization. After students complete their new memorization, they are immediately directed to review their new memorization, known as "robth." Once students have completed their new memorization, their "robth" is also submitted to the muhaffidz. For example, if they have memorized the first page of a juz' (chapter) and want to submit the second page the next day, they must submit the first page, so both the first and second pages must be submitted.

The time for students to review their memorization is carried out at the post-Asr halaqah until 17.00, and for students who have submitted their new memorization at dawn, the time for the Dhuha 1 halaqah is used for review. Reviewing old memorization is done in several ways, including: first, submitting their old memorization to the muhaffidz at least 5 pages a day, second, done with the tsuna'i system (in pairs) with their friends, third, by means of fardiyah review (repeating their memorization alone).

The Al-Qur'an examination system of Darul Qur'an Al Wafa Bogor High School consists of several types of examinations:

first, weekly examinations held every weekend on Saturday, each student is tested on their memorization by being given 3 questions, second, mid-semester examinations, by giving several verse connection questions and what is tested is all memorization according to the number of memorization targets until the middle of the semester in the tahfidz curriculum, third, end-of-semester examinations, carried out by submitting to the muhaffidz all memorization according to the number of memorization targets for one semester in the tahfidz curriculum. Grade ten five juz, grade eleven six juz, grade twelve five juz.

Apart from the exam system mentioned above, the Tasmi' exam is also applied in multiples of 5 juz. This is done to measure the ability and weight of students' memorization of the Qur'an. So, every student who has completed their memorization in a multiple of 5 juz, is obliged to mentasmi'kan (deposit) to the muhaffidz all their memorization of five juz, ten juz, fifteen juz, twenty juz, twenty-five juz, and thirty juz in one day without interruption. Students who have passed tasmi' 5 to 25 juz will be given an award in the form of a tasmi' certificate. Meanwhile, students who have memorized 30 juz will be given a tasmi' certificate and will also be given a 30 juz tahfidz diploma and will take part in a program for taking the sanad of the

Qur'an (talaqqi) which is taught directly by an Arab Shaikh who has already memorized the Qur'an.

The Influence of Learning Arabic on Memorizing the Qur'an

The research data above shows the influence of Arabic language learning (independent variable) on Al-Qur'an memorization (dependent variable) of students of Darul Qur'an Al Wafa Bogor High School. H_0 is rejected and H_a is accepted based on the results of the t-test, which is 3.930 with a significance value of $0.000 < 0.05$.

The t-test analysis proves that there is a significant influence of the independent variable on the dependent variable. Furthermore, the regression equation $Y = 46,364 + 0.541X$ is obtained. This equation is in line with the simple linear regression formula, namely $Y = a + bX$, where Y is the symbol for the dependent variable, a is a constant, and b is the regression coefficient for the independent variable. Therefore, based on the t-test results, it can be concluded that the independent variable has an influence on the dependent variable.

The constant value of 46,364 means that if Arabic language learning is 0, it will make Al-Qur'an memorization have a negative value of 46,364. The Al-Qur'an memorization variable has a regression coefficient of 0.541, meaning that if Arabic

language learning increases by 1, Al-Qur'an memorization will increase by 0.541. The coefficient has a positive value, meaning there is a positive relationship between the independent variable and the dependent variable. The higher the Arabic language lesson, the higher the student's Al-Qur'an memorization.

Based on the research data above, it can be concluded that learning Arabic has a significant influence on Quran memorization. This influence is seen in students' understanding of Arabic materials and their proficiency in mastering the four skills in Arabic lessons (listening, reading, speaking, and writing). This makes students more familiar with memorizing the Quran, because the Quran, which is the word of Allah Subhanahu wa Ta'ala, is written in Arabic.

The influence of the independent variables on the dependent variable in the above study shows a coefficient of determination of 28.9%, rounded to 29%. This indicates that Arabic language learning is not the only aspect that can influence Quran memorization. Several other aspects that have not been observed by researchers can influence Quran memorization. These include environmental factors, age, teachers, personality, intelligence, and talent.

5. CONCLUSION

Based on the research explanation in the previous chapters regarding the influence of Arabic language learning on the memorization of the Al-Qur'an by students at Darul Qur'an Al Wafa Bogor High School, several conclusions can be drawn, namely:

- a. Arabic language learning activities at Darul Qur'an Al Wafa High School in Bogor are considered excellent, and the teaching uses a mixed or eclectic method. Arabic teachers use two Arabic language learning textbooks: the *Silsilah Ta'lim al Lughah al Arabiyyah* book used at LIPIA Jakarta and the *Al Muwajjih* book. The *Silsilah* method is a quality Arabic language learning method in terms of learning Arabic ta'bir and uslub according to fushah Arabic standards. Then, the *Al Muwajjih* method is supplemented by translating vocabulary, uslub, and even narrative texts from Indonesian into Arabic and vice versa.
- b. The memorization of the Qur'an by Darul Qur'an Al Wafa Bogor High School students is generally considered very good. The process of memorizing the Qur'an at school includes: learning recitation material (theory and practice), memorizing new memorization, murajaah, and implementing the Qur'an exam system at Darul Qur'an Al Wafa Bogor High School which is going well.
- c. There is a significant influence of Arabic language learning on the memorization of

the Qur'an by students at Darul Qur'an Al Wafa High School, Bogor. This can be seen from the results of the t- test analysis. $t_{count} > t_{table}$. H_0 is rejected and H_a is accepted based on the results of the t count calculation, which is 3,930 with a significance value of $0.000 < 0.05$. The coefficient of determination rounded to 29% shows that the Arabic language learning variable (X) has an influence of 29% on the Y variable (Qur'an memorization). This shows that there are a number of other factors that influence the memorization of the Qur'an besides Arabic language learning that were not observed by the researcher. These include environmental aspects, family, age, teaching teachers, personality factors, intelligence and talent.

Suggestion

Based on the results of the research above regarding the influence of Arabic language learning on the memorization of the Al-Qur'an by students at Darul Qur'an Al Wafa Bogor High School, suggestions that can be given include:

- a. For teachers and muhaffidz, so that it can be used as additional information in order to improve the capabilities and quality of teaching so as to support the success of Arabic language learning and the Al-Qur'an memorization program for

students at Darul Qur'an Al Wafa Bogor High School.

- b. For schools, so that it can be used as assessment material, one of the efforts to improve the quality of students' memorization of the Qur'an is by learning Arabic.
- c. For researchers, this study is not yet perfect. The results can be used as additional references for future research, examining other aspects not yet covered in this study.

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