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Cooperative Learning Strategy Type Two Stay Two Stray (TSTS) in Muthola'ah Lesson

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Abstract

Current trends in Arabic language learning involve the use of game-based strategies. One such strategy is the Two Stay Two Stray (TS-TS) strategy, which is a component of cooperative learning strategies aimed at encouraging students to explore the knowledge they desire. The Two Stay Two Stray (TS-TS) strategy requires a detailed design, as it is a crucial part of the teacher's task. This study is a literature review of the Two Stay Two Stray (TS-TS) strategy in learning, seeking its application format in Arabic language learning, specifically in Muthola'ah. Based on the existing literature review, there are not many designs and plans for implementing this strategy in Arabic language learning. One of the novelties of this research is the formulation of the TS-TS strategy design based on a literature review of various existing studies, integrated with the specificities of teaching Arabic, especially Muthola'ah, using the direct method applied at Walisongo Ngabar Islamic Boarding School in Ponorogo, East Java.

Keywords: Cooperative Learning, Learning Strategies, Two Stay Two Stray, Arabic Language

INTRODUCTION

The Cooperative Learning type Two Stay Two Stray has been widely utilized in Indonesia. However, this instructional method has not been extensively applied in Arabic language classes, as demonstrated by Aufa Alfian Musthofa, who employed this approach in the second-grade mutholaah lesson at KMI Pondok Baitul Hikmah. He stated that this instructional medium is effective in boosting the enthusiasm of study groups. (Holifatul Munawwaroh, 2021)

Mazidatul Faizah also added in her journal, which contains the results of the implementation of the Two Stay Two Stray method to comprehend Arabic language texts, that before the intervention, only 11 students (31%) understood the text. After the first cycle, there was an increase in the number of students who could comprehend the text, totaling 19 students (58%). In the second cycle, there was further improvement in learning, with 28 students (78%)

able to understand the text, and they scored above the minimum passing grade (KKM), which is 75. Therefore, this instructional approach is considered successful.(Mazidatulfaizah, 2021)

Yulinda Fibrian, a student at UIN Suka Riau, explained in her thesis titled "The Effectiveness of Implementing the Two Stay Two Stray Cooperative Learning Model in Improving Arabic Language Learning Outcomes for Students at Darul Qur'an Boarding School Kampar." The research concluded that the Cooperative Learning model Two Stay Two Stray is effective in improving Arabic language learning outcomes at the mentioned boarding school, with a calculated value of $T_o=9.089$, which is greater than $T_t=2.110$ at a significance level of 5%.(Fibriyani, 2015)

The use of TSTS media for Arabic language lessons and specifically for Muthola'ah can be offered as a conducive and engaging learning strategy. Therefore, the researcher strives to design Arabic language learning steps, especially for Muthola'ah, using this media to be implemented and serve as a reference for Arabic language teachers, particularly those focusing on Muthola'ah. The research target is Class 3A at the Walisongo Ngabar Ponorogo Islamic boarding school.

RESEARCH METHOD

The research method employed by the researcher is the literature method, which contains an explanation of the steps in the application of that strategy. Before explaining these steps, the researcher will elaborate on the concept of 'muthola'ah.' Following that, the researcher will extract several definitions of the strategy, along with its advantages and disadvantages in Arabic language learning, specifically in 'muthola'ah.

RESULT AND DISCUSSION

1. Cooperative Learning

Cooperative Learning is considered to be an incredibly important method of instruction. According to Fitri Setyo Rini, Cooperative Learning is a teaching strategy that involves small groups (Sa'diyah, 2018) with each group comprising students of different levels of experience and abilities. These groups engage in discussions on the subject being taught. (Rini & Mahardika, 2020)

Another perspective defines Cooperative Learning as a teaching strategy that emphasizes shared behavior or attitudes in collaboration or mutual assistance, utilizing a structured cooperation framework within each group, where each group consists of two or more individuals. Based on its characteristics, this learning model can be categorized as game-based

learning.(Rachman, 2018) One of its positive aspects is that it prevents students from feeling stressed due to learning difficulties, as it focuses on aspects of the game that are adaptive to their psychological development.(Rahmawati, Nur, & Taqiyuddin, 2021)

Cooperative Learning In the learning process has a primary objective, which can be traced back to earlier works. In its inaugural year, "Quintillion" indicated that new students acquire knowledge when one of them teaches others. A scholar named Seneca also suggested that in Cooperative Learning, students are divided into several groups.(Ġabīn, Ĥarb, & Šarq, 2004)

In this cooperative learning, there are several methods or strategies included in it. Some of these methods or strategies include(Rosdiana, 2021):

1. *Jigsaw*

Teaching strategy with its division into 2, namely the original group and the expert group.

2. **STAD**

This strategy is the simplest type in cooperative learning, where students are only divided into one group, and they discuss after receiving instructions from the teacher

3. *Think-Pair-Share*

The working mechanism of this strategy is the teacher poses questions to students sitting in pairs. They then contemplate to answer the questions and share their responses with another pair.

4. *Numbered Heads Together*

This method emphasizes a specific structure used to influence the interaction patterns of students. Each group will be assigned the same number, and that is where they will solve problems in the learning process

5. *Group Investigation*

This learning model system emphasizes student participation and activity to independently seek information about the discussed learning by studying it through an investigation

6. *Team Games Together*

This strategy makes the students active by dividing them into small groups. The essence of this strategy is games and tournaments. Before that starts, the teacher divides the students into small, heterogeneous groups

7. *Make a Match*

This strategy is one of the strategies that have advantages for learners to find their partners while learning about a topic in a relaxed atmosphere, with steps to find answers to predetermined questions.

8. *Inside –Outside Circle*

A learning model like this is learning with a system of small circles and big circles. They engage in discussions, with half of them forming small circles facing inward, and the other half forming large circles facing outward.

Muthola'ah Lesson

The lesson on Muthola'ah is an integral part of the learning process. Its meaning, derived from the word "tholi," encompasses looking upward at signs and projecting outward. More specifically, it involves the preservation of language and culture adopted by students to form various ideas. This aids in guiding students to master the language through various rules. This knowledge proves beneficial for learners in reading and writing accurately. ('aisānī, 2011) This lesson aligns well with cooperative or group learning; therefore, researchers apply it to the Two Stay Two Stray strategy. This strategy operates in an intriguing manner by dividing the group into two parts, namely guests and hosts.

The Two Stay Two Stray Learning Strategy

The Two Stay Two Stray (TSTS) learning strategy is one of the methods categorized under Cooperative Learning. It was developed by Dr. Spencer Kagan, whose full name is Dr. Spencer Kagan and Miguel Kagan. The strategy was formulated in 1980, as documented in Kagan's Cooperative Learning book. (Kagen & Kagen, 2009)

According to Dr. Spencer Kagan, there are three types of educator questions posed in this learning approach: practical, philosophical, and covert resistance. Each question asked by the educator has its own discussions within. (Kagen & Kagen, 2009)

The Two Stay Two Stray learning strategy was developed by the influential figure Spencer Kagan. (Husniati, 2018, p. hlm20) This learning model is not solely focused on individual groups; instead, it connects one group with another by discussing a problem with various different opinions. (Bali, 2017, p. hlm32)

Cooperative learning of the Two Stay Two Stray type is an instructional model aimed at enabling students to solve problems collectively with their group members in a unique way. In this method, two individuals in a group or half of the group are required to explain what they understand about a problem, (Anisya, 2022, p. hlm8) while the other two or half are tasked with gathering information from other groups. (Budiyanto, 2016, p. hlm151) This approach is also a

method that can train students' communication skills with each other. Additionally, this learning model can be applied to all subjects and at all levels of students.(Nofianti, 2019)

According to Arbaniah, the Two Stay Two Stray learning model (TS-TS) can train students to collaborate in completing their tasks with each other and appreciate the opinions of each group, making this learning method active and participatory.(Arbaniah, 2022, p. hlm4)

Steps in Implementation

Here are several steps in the implementation of the Two Stay Two Stray strategy in learning according to experts, with the concept of the Muhadatsah lesson and concluding with the Muthola'ah lesson:

a. M. Agus Krisno Budiyanoto provides the following steps in the application of the Two Stay Two Stray strategy(Budiyanoto, 2016):

1) Planning Phase

Create a Lesson Implementation Plan (RPP), assessment system, worksheets (LKS), and then divide students into several groups, each consisting of 4 students with heterogeneous abilities.

2) Teacher Presentation

In this stage, the teacher is responsible for conveying learning indicators, explaining the overall outline of the learning material as outlined in the previously made Lesson Implementation Plan (RPP).

3) Group Activities

At this stage, each group is given an activity sheet containing tasks to be completed by each group member. The activity sheet includes material and its classification. They complete the activity sheet with small group discussions within each group. Two individuals are assigned to inform about their discussion results, while the other two act as guests by finding out the problems and discussion results from other groups. After visiting all the groups, the two individuals who served as guests return to their group and match their work results.

4) Presentation

After learning and matching their work results, each group presents their learning outcomes. Other groups are allowed to ask questions and provide answers or discussions. After that, the teacher discusses and directs the students to the correct answers.

5) Group Evaluation and Recognition

At this stage, the teacher can assess the extent of students' understanding by looking at the number of questions asked and the accuracy of the answers given.

- b. Lahmuddin Lubis has outlines several steps in the implementation of the Two Stay Two Stray strategy in the Muhadatsah lesson, namely(Lubis, 2021):
- 1) Teacher distributes division papers from worksheets (LKS) and the main discussion points that will be addressed by the students.
 - 2) Each student reads the issues stated in the paper and creates a summary of the discussion.
 - 3) The teacher divides the students into small groups.
 - 4) Each group discusses the topics they have found within their group.
 - 5) After the discussion, each group exemplifies what they have gathered from the core of the discussion, and other groups can provide their opinions.
- c. According to Yulinda Fibrian in her thesis on Muhadatsah learning, she provides the following steps(Lubis, 2021):
- 1) The teacher divides students into several groups, with each group consisting of 4 students.
 - 2) Two individuals from each group move to another group.
 - 3) The remaining two students in the group explain the conclusions to their guests.
 - 4) After completing the rounds, the two students return to their respective groups and explain what they have learned from the other groups.
 - 5) Each group forms a summary and discusses it.
- d. According to Aufa Alfian Musthofa in his journal on the Muthola'ah lesson, he provides 27 stages in implementing his strategy, namely:
- 1) The teacher enters the classroom.
 - 2) The teacher greets the students in the class.
 - 3) The teacher maintains order in the class.
 - 4) The teacher begins the lesson with the recitation of Basmallah
 - 5) The teacher asks about the lesson material and writes it on the board, explaining a bit about the upcoming material.
 - 6) The teacher asks about the lesson material and writes it on the board, explaining a bit about the upcoming material.
 - 7) The teacher puts difficult vocabulary or definitions on the board.
 - 8) The teacher divides the class into groups of 3-4 students randomly.

- 9) The teacher hands out a piece of paper to each group, consisting of a different paragraph for each group.
- 10) The teacher assigns a number to each group, with numbers 1 and 2 as hosts, while numbers 3 and 4 are guests.
- 11) The teacher asks each group to discuss the given piece of paper by dividing into hosts and guests facing each other.
- 12) The teacher sets a time limit for each group to present their tasks.
- 13) The teacher instructs two individuals from each group acting as guests to move to another group until finished.
- 14) The teacher allows the guests to return to their original group.
- 15) The teacher gives a time limit for each group to discuss what they have learned.
- 16) The teacher checks each group's understanding of the material.
- 17) The teacher reads the attendance list.
- 18) The teacher asks two individuals from each group to represent and present what they understand in front of the class.
- 19) The teacher pays attention to the explanations from each group representative.
- 20) The teacher evaluates the presentations from each group.
- 21) The teacher instructs all students to tidy up the classroom as it was before
- 22) The teacher orders students to note down the vocabulary on the board.
- 23) The teacher removes the vocabulary that was on the chalkboard.
- 24) The teacher provides reflection and explains the entire material.
- 25) The teacher asks students questions about the material to assess their understanding.
- 26) The teacher gives advice and guidance to the students, followed by a conclusion.
- 27) The teacher says goodbye and leaves.

Based on the explanation of the steps above, the researcher can conclude the steps in implementing the Two Stay Two Stray learning strategy as follows:

- 1) The teacher divides the class into groups, with each group consisting of 4 students with heterogeneous abilities
- 2) The teacher gives each group a piece of paper containing issues and tasks to be completed.
- 3) Each group is divided into two tasks: 2 students act as hosts responsible for explaining their work, while the other 2 students act as guests tasked with gathering information from other groups.

- 4) Each group discusses the piece of paper containing their issues and tasks.
- 5) After discussing, the guests move to another group to find out and write about the work of other groups until finished.
- 6) After going around, the guests return to their own group, and they discuss the work and any information they obtained from other groups.
- 7) Each group presents the results of their work, where other groups can ask questions, and these questions can be answered by the presenting group.
- 8) After all groups have presented, the teacher provides explanations and clarifications about the learning outcomes and key points of the lesson.
- 9) The best group can be assessed based on their explanation and the number of questions they receive, and the teacher will give a reward as appreciation.

Advantages and Disadvantages

Every learning strategy undoubtedly has its strengths and weaknesses. In the Two Stay Two Stray learning strategy, there are several advantages and disadvantages. Some of the advantages are as follows: According to Idha Zuly, there are several advantages and disadvantages in implementing the Two Stay Two Stray (TS-TS) strategy. The advantages include: 1) This strategy can be applied to other subjects because it requires students to collaborate and be responsible within their groups, as each student has their own tasks and responsibilities. 2) The implementation of this strategy makes the classroom atmosphere exciting and enjoyable, motivating students to learn. However, the disadvantages of implementing this strategy are: 1) This strategy requires a long time. 2) Teachers need extensive preparation to implement this strategy. (Astutik, Saptorini, & Kusumo, 2017)

On the other hand, Farikh Ahmad and Ruti Wijayanti express their opinions on the advantages and disadvantages of applying the Two Stay Two Stray strategy. The advantages of this strategy include: 1) This learning method can be applied in all classes and levels. 2) The learning tendencies of students appear more diverse. 3) This learning method is more oriented towards student participation. 4) Through this learning, students are encouraged to express their opinions. 5) It fosters unity and self-confidence among students. 6) It enhances the abilities of students.

However, there are some disadvantages to this strategy: 1) This learning method takes a long time. 2) Students tend to be unwilling to learn within their groups. 3) Teachers require a lot of preparation related to the lesson, from materials to energy. (Akhmad & Wijayanti, 2015, p. hlm23)

Agung Hidayat also outlines some advantages and disadvantages of implementing the Two Stay Two Stray strategy in his thesis on Accounting 2 for class XI students. The advantages include: 1) The strategy can be applied to all classes or levels. 2) The learning tendencies of students appear more meaningful. 3) Learning is more focused on student activity. 4) This learning helps improve students' motivation. Some of the disadvantages are: 1) Students tend to reject and not want to learn in groups. 2) Learning with this format takes a long time.(Hidayat, 2015)

In the book "Syntaks 45 Metode Dalam Student Centered Learning," the advantages and disadvantages of the Two Stay Two Stray learning strategy are explained as follows: Advantages are Meaningful learning, The implementation of this strategy is centered on students, Makes students more active, Encourages students to express their opinions, Enhances students' speaking skills, Increases students' interest. Disadvantages are This strategy requires a long time, Teachers need extensive preparation, Lazy students tend not to want to learn in groups because they depend on smarter students.(Budiyanto, 2016)

TSTS Proposal based on the Direct Method in Muthola'ah

According to experts in learning strategies, they state that this strategy can be applied to all subjects, whether it be in Arabic, English, or Indonesian language lessons. In this context, (Nur & Rini, 2017, p. hlm3)the author designs the steps in teaching 'muthola'ah' using the direct method or using the Arabic language to make it more familiar Pre-learning Phase:

a. For Media Learning:

1) In this step, the teacher should have already prepared materials for TSTS (Team Teaching Learning), which includes:

1.1 A large sheet containing vocabulary or words to be posted on the board.

1.2 Preparing sheets to be distributed.

2) The sheets are provided in various colours to avoid mixing with other groups. Prepare questions for evaluation covering cognitive, affective, and psychomotor aspects.(Setiawan, 2021, p. hlm10) This is emphasised in learning by Imam Zarkasyi in his book *Tarbiyah Amaliyah*. example n the lesson Muthola'ah titled Al AINU (العين) or eye: What is the purpose of the eye? And what is the purpose of the eye for humans?(Zarkasyi, 2017)

3) Prepare rewards or prizes for the best group.

b. During Learning:

In direct method-based learning, it involves group division, explanation of the Muthola'ah story, and collaboration in the discussion. From this foundation, the author wants to design more detailed steps, namely:

- 1) The teacher enters the class and greets the students.
- 2) The teacher initiates the lesson by reciting "basmallah."
- 3) The teacher divides the students into several groups, with each group consisting of 4 students.
- 4) The teacher asks about the lesson.
- 5) After the questioning, the teacher provides each group with a piece of paper containing excerpts from the Muthola'ah story and vocabulary or words in each different story segment.

c. Session Presentation:

- 6) The teacher writes or puts vocabulary or mufrodat on the whiteboard.
- 7) Each group is assigned different tasks. Two students act as guests, seeking information or explanations from other groups, while the other two act as hosts, explaining the essence of the distributed papers.
- 8) Before starting the discussion, the teacher briefly explains the Muthola'ah story to be studied.
- 9) Each group discusses the given papers within the specified time limit.
- 10) After the discussion, the students assigned as guests begin their task by moving from one group to another, while the hosts explain the core points of the distributed papers with the same discussion time.
- 11) After the guests and hosts complete their tasks, the guests return to their respective groups.
- 12) Each group discusses the results of their work, combining what they have obtained to form a complete story within the specified time limit.

d. Evaluation Session:

- 13) Each group presents their learning outcomes related to the discussed story. In this case, each group is allowed to ask as many questions as possible to the presenting group about what they don't know, and the presenting group will answer those questions.
- 14) After the presentations, the teacher can reward the best group. The best group can be determined by the number of questions asked to them and how well they explain the theme they learned that day.

- 15) The teacher corrects any mistakes in explanations and provides a complete overview of the story or theme.
- 16) The teacher concludes the lesson with a recitation of "hamdalah" and then exits the class.

CONCLUSIONS

Based on the discussion above, we can understand that the Two Stay Two Stray (TS-TS) learning strategy is suitable for application in Arabic language learning, such as in Muhadatsah, Nahwu, Maharatul kitabah, Maharatul Kalam, Maharatul Istima', and Maharatul Qiro'ah, especially Muthola'ah. The researcher suggests that for every teacher facing difficulty in choosing a teaching strategy, the Two Stay Two Stray (TS-TS) strategy could be the best option because it enhances student engagement, making the learning experience more vibrant. For teachers who are already familiar with the implementation of this strategy, it is encouraged to explore other teaching strategies, as there are many types that can be applied in a learning environment.

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