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The Effectiveness and Student Response In Nahwu Learning Using Quamus Arabic Media

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Abstract

This research is not only back grounded by the students' difficulty in understanding nahwu, but also the limited availability of study time in schools and learning patterns in the 5.0 era which heavily utilizes technology. Based on this background, researchers are interested in implementing nahwu learning using "Quamus Arabic" with the aim of knowing the learning effectiveness and students' responses after using the application. Quamus Arabic is a smartphone application and website which was released in 2022 containing interesting games, videos and simulations for users which can be accessed anytime and anywhere. The research method used is a quasi-experiment with nonequivalent control group design. This research is conducted on 40 grade 8 student with 20 of them in the control class and the remaining 20 in the experimental class. Test and non-tests are carried out in the form of observations and questionnaires. The research results based on the pretest and posttest show that the average score for the control class rose from 27.5 to 52.7 and the experimental class rose from 27.2 to 64.8. Likewise, the result of the N-Gain test shows that the average of the experimental class is greater than the control class. The questionnaire with Likert scale shows that the average student response is classified in the positive category as measured by indicators of attention, satisfaction and self-confidence. It can be concluded that the Quamus Arabic is effective in increasing students' understanding in nahwu and students show a positive response after using it.

Keywords: Quamus Arabic, Effectiveness, Student Response, Era 5.0

INTRODUCTION

The learning of the Arabic language encompasses four language skills (listening, speaking, reading, and writing) and inseparable language elements, one of which is the grammatical/nahwu that is crucial to be fully learned to support the success of language skills (Sa'adah, 2019:16; Widodo, 2016:39; Fauzi, 2021:236). Nahwu, a branch of Arabic language

studies, serves the purpose of understanding the readings and final rules of a word, with its content closely related to i'rob (changes in punctuation or the final letter of a word), sentence structure, and sentence forms (Wahyuning, 2017). In the simplest and most popular expression, Nahwu is described as the study that observes differences at the end of each word in a sentence caused by the influence preceding it (Afif and M. Faridl, 2019:335).

Nahwu is considered a core subject taught in various Islamic boarding schools (pondok pesantren) (Sahrah, 2016) and integrated Islamic schools due to its crucial role in mastering the Arabic language. Nevertheless, this does not mean there are no challenges for students in mastering nahwu; it is not as easy as flipping the palm for students to absorb, understand, and master the Arabic language materials taught (Anwar, 2020:123). Field facts indicate various obstacles in the process of mastering the science of nahwu. Among the challenges in Nahwu learning is the non-linguistic aspect, manifested in the application of less engaging and less suitable learning media, along with the limitation of available learning time (Aisyam, 2019:2; Fahrurrozi, 2014:164). This aligns with the statements of Hidayat and Wahyudi (2020, 50), Gunawan and Afyuddin (2019, 115), Prasetyo et al. (2021, 3), stating that students' learning outcomes in Nahwu experience a decline in educational institutions. This is attributed to teachers who lack an understanding of their students' learning tendencies, inappropriate teaching methods, limited and insufficiently allocated time, and a lack of teaching media utilization. The suboptimal use of teaching media in the Nahwu learning process will make it difficult to stimulate motivation and interest among students during the learning process. Students feel less interested in learning materials that only focus on theoretical rules and are lacking in practical application.

Observations conducted by researcher at SMP Al-Irsyad Bandung show almost similar conditions. Various problems are faced by teachers when teaching the Arabic language. In that context, Nahwu materials are not systematically taught due to the limited learning time of only 2 hours per week. In general, teachers enter the class, read the material, and explain it by giving examples. Then, the teacher instructs students to create new examples according to the previously explained rules. This process lacks the use of specific or engaging methods. As a result, some students are less attentive to what is explained, as evidenced by those chatting with their peers. Therefore, when the teacher instructs them to write examples or complete exercises on the whiteboard, many mistakes occur regarding the previously learned material. Only a few students can perform these tasks correctly.

The classroom conditions described above indicate that the effectiveness of learning is less than optimal. Students are expected to find it easier to master Nahwu and be more participative in the learning process if teachers use suitable media and provide sufficient learning time, thereby enhancing its effectiveness. For ease and enjoyment, teachers cannot separate themselves from instructional media. Instructional media is crucial for the success of the learning process. It is also hoped that students will be more motivated and interested in learning Nahwu because consistent motivation will influence the outcomes to be achieved during and after the learning activities (Musthofa in R Umi Baroroh, 2011:17).

In the era of Society 5.0, which heavily utilizes technology (Khoiroh et al., 2023), such adjustments are highly possible if information and communication technology adaptation is carried out, especially in the field of education (Rusman et al., 2013:3), including Arabic language learning. Learning supported by technology is expected to be effective and enjoyable (Made Wena, 2011, and Iswanto, 2017:148). Technology is utilized as instructional media that is highly functional in igniting effective and efficient learning enthusiasm (Khomsah and Imron, 2020:101), helping students improve understanding, and facilitating lesson interpretation (Juharita and Suratman, 2018:6). Instructional media consists of two essential components: equipment or devices and the message or program they convey (Riyana, 2012:10). One form of utilizing instructional media is a smartphone application called Quamus Arabic. The choice of a smartphone application is due to its being the latest mobile operating system and open-source nature, as well as having a high level of effectiveness, flexibility, ease, and efficiency (Ismayani, 2018:3).

Quamus Arabic is a learning media that includes videos, games, exercises, and quizzes aimed at enhancing learning potential and quality. This is intended to make the learning process and outcomes more optimal, as game-based instructional design can create a fun and comfortable atmosphere, increase learning interest, and encourage students' active role in problem-solving by emphasizing critical thinking (Wanabuliandari et al., 2016; Mujib & Rahmawati, 2011:73).

Research on Arabic language instructional media based on Android has been conducted previously, specifically using the Arruz application for mastering Nahwu in the Arabic literature department at UIN Sunan Kalijaga Yogyakarta by Abrar Sulhadi in 2020. The Nahwu research with the Android application showed trial data with pretests and posttests conducted on 30 students in the Arabic Literature Department of the Faculty of Adab and Ilmu Budaya at UIN Sunan Kalijaga Yogyakarta. It was found that there was an

improvement in learning outcomes with the use of the Arruz application in the application of Nahwu science, with a significance level (2-tailed) of 0.000, which is less than 0.005. Therefore, there is a significant difference in learning outcomes before and after using the Arruz application, with the average score before using the application being 60.33 and after using the Arruz application being 84.00.

Based on the above description, it is deemed necessary to conduct in-depth research on the use of media in Nahwu learning. This has prompted the researcher to choose the topic of "Effectiveness and Student Response in Nahwu Learning using Quamus Arabic Media." The aim of this research is to determine the improvement in students' abilities and their responses in learning Nahwu through the use of Quamus Arabic media.

METHOD

This research employs a quantitative approach with a quasi-experimental design, specifically the nonequivalent control group design. This design is similar to the pretest-posttest control group design, but in this design, the experimental and control groups are not randomly selected (Sugiyono, 2013:79). Before the treatment, both the experimental and control groups undergo a pretest to assess their initial conditions. After the treatment, both groups take a posttest to evaluate their conditions after the treatment. The difference in the average scores of the final test (posttest) between the experimental and control groups is then compared to determine if there is a significant difference in learning outcomes improvement between the two groups.

In this study, the independent variable is the Quamus Arabic instructional media, while the dependent variable is Nahwu learning. The population consists of 8th-grade students at SMPIT Al-Irsyad Bandung. The sample includes 20 students from class VIII-A as the experimental group and 20 students from class VIII-B as the control group. Purposive sampling is employed for sample selection, considering that both sample groups have relatively similar average abilities (Sugiyono, 2013:85). The selection of this location is based on the teacher's feedback regarding Nahwu comprehension issues.

The data collection instruments include both test and non-test instruments. The test instrument comprises Nahwu proficiency test questions covering two learning materials: the categorization of nouns based on gender and quantity. The non-test instruments are observation notes and questionnaire responses.

Cognitive learning outcome data are statistically analyzed using parametric tests, specifically t-tests and N-gain tests. These statistical tests aim to determine the extent of the influence of using the Quamus Arabic application on student learning outcomes. The questionnaire responses from students are analyzed descriptively and quantitatively by calculating the percentage of average responses based on the questionnaire.

RESULT AND DISCUSSION

Description of Quamus Arabic Application Content and Its Implementation in Learning

Quamus Arabic is an Indonesian-developed learning media in the form of a smartphone application and website (created by Firman Afifudin Saleh, M.Ag. and Team) released in 2022. It was developed with the aspiration to provide learning content that presents the reasons for learning (why), explains clearly what will be taught through concept maps (what), and delivers it in engaging formats such as games, videos, and simulations for users (how).

Quamus Arabic is designed in various media formats, including videos, games, and quizzes. The Arabic language classes in the Quamus Arabic application consist of several levels, focusing on the rules of the Arabic language (Nahwu & Shorof). Below is the basic interface of Quamus Arabic, as seen in Figure 1.

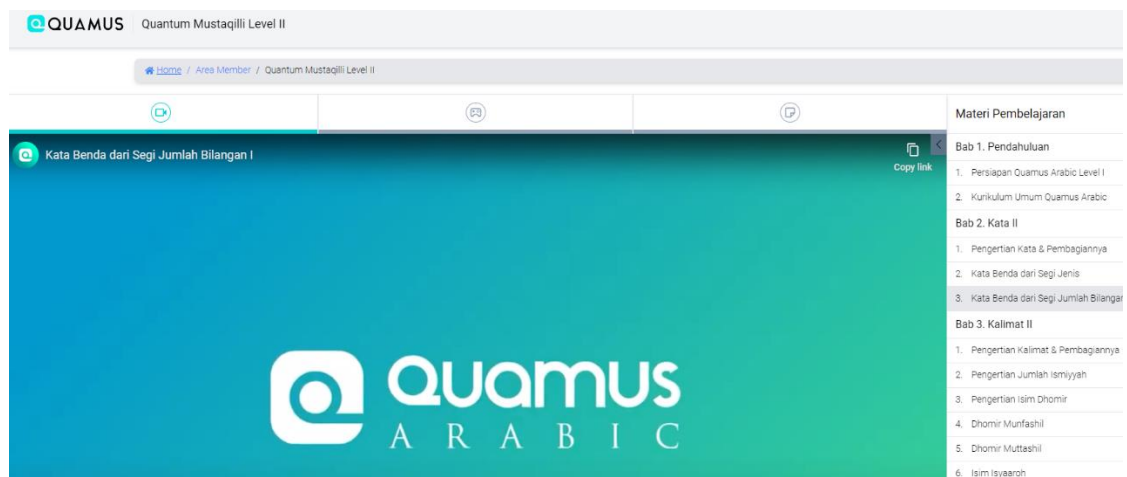


Figure 1. Basic interface of Quamus Arabic in level 2

The image above shows that in each level of Nahwu learning, the material is organized systematically, starting from Chapter 1 (Introduction) to Chapter 2 and so on. Each topic in the level consists of three main menus: instructional videos, games, and quizzes. Each instructional video has a duration of 7-15 minutes, each game consists of 3-5 levels with increasing difficulty, and each quiz contains about 10 questions with immediate feedback. All these features can be learned independently, repeated, anytime, and anywhere until the user feels confident.

In the instructional videos, the material is presented by Ustadz Firman Afifudin Saleh, M.Ag. himself with engaging audio and visual elements. The videos also include easily understandable delivery methods, supported by visual concept maps, keywords, and examples of the taught Nahwu rules. All of these can be seen in Figures 2 and 3 below.

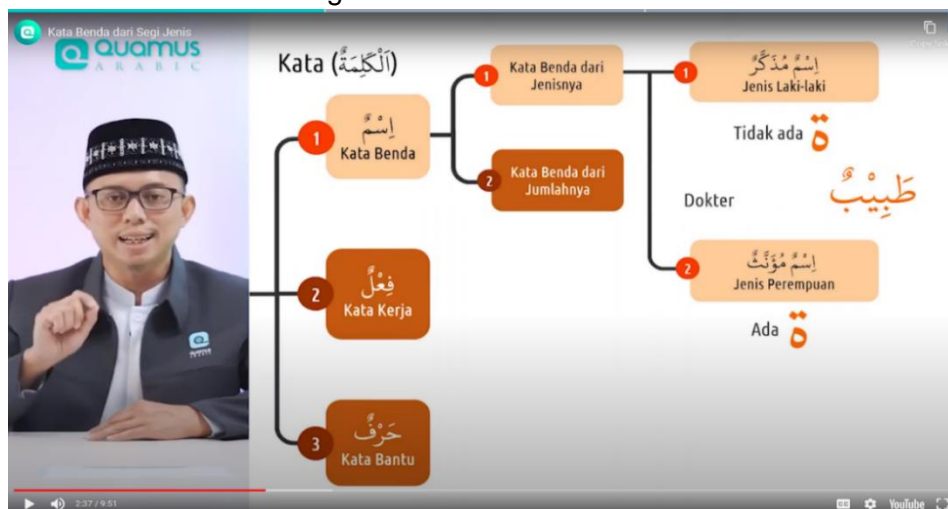


Figure 2. The instructional video for the topic of noun categorization based on gender.

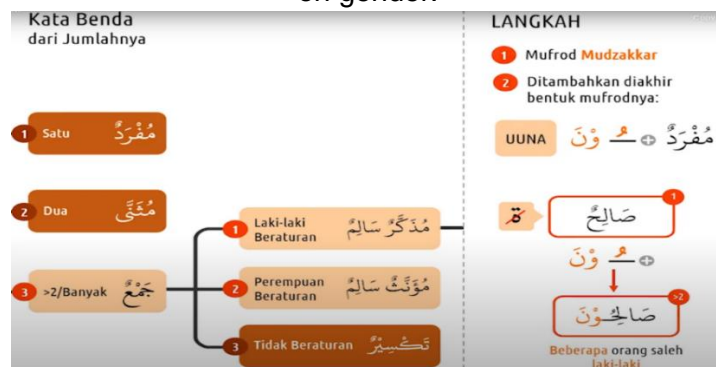


Figure 3. The instructional video for the topic of noun categorization based on quantity.

After completing the instructional video, users of the Quamus Arabic application can enhance their understanding by playing games. The games are organized into several levels, ranging from easy to difficult, with various instruction formats such as drag and drop, grouping, multiple-choice, and matching. All of these can be seen in Figure 4 and Figure 5 below.



Figure 4. Games with grouping format

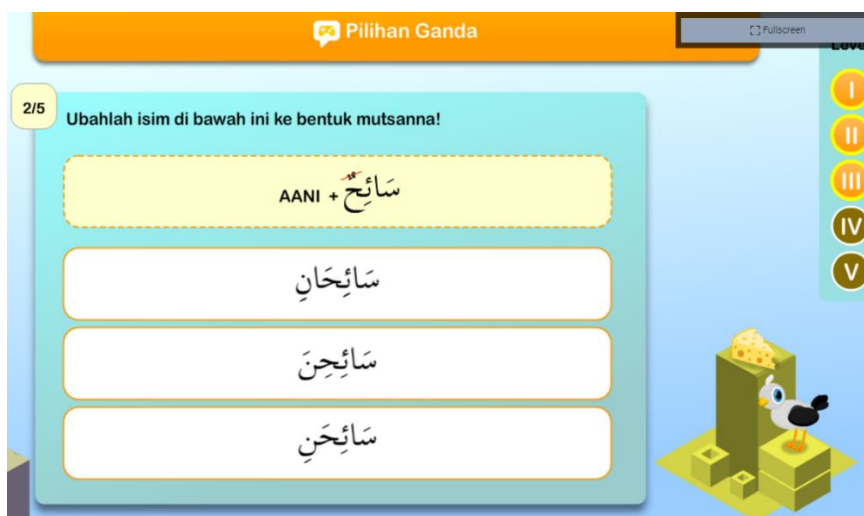


Figure 5. Games with multiple-choice format

Once students feel confident with the acquired understanding of the material, they can test themselves by answering quizzes or evaluations to proceed to the next topic. The quiz consists of about 10 multiple-choice questions. After answering all the questions, students can immediately see

their results and which part they answered incorrectly. They can then retake the quiz until they achieve a perfect score of 100. This can be seen in Figure 6 and Figure 7 below.

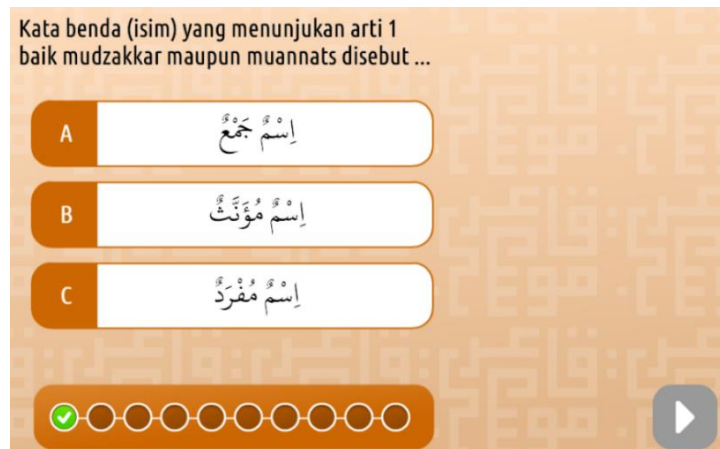


Figure 6. Quiz in the form of multiple-choice questions as an evaluation of the material.



Figure 7. The display of the score obtained after completing the quiz.

After completing the quiz, students can proceed to learn the next material, and so on, until they can complete each level. In general, users enjoy this application because it helps them learn in an enjoyable and flexible way. To implement it in an educational institution, teachers can supervise by directing students in the class and assisting them when there are problems in the learning process with this application. Then, teachers can place

students into specific groups according to their skill levels and provide them with exercises. After that, teachers draw conclusions from the teaching process and evaluate it when there are challenges. In the final session, teachers ask students to repeat the words, phrases, and sentences they have learned. Finally, the teacher concludes the lesson by reading prayers and expressing gratitude.

The researcher hopes that this application can continue to be developed so that its function can also act as a textbook, well-conceptualized in terms of the curriculum and skill levels. It should be usable by various groups to assist in learning Nahwu, which is often considered difficult. This hope is expected to inspire further research by the community.

Trial of the Quamus Arabic Application in the Experimental Class.

The main differentiating characteristic in the learning activities applied in the experimental class and the control class is the involvement of using Android-based learning media, in this case, Quamus Arabic. Meanwhile, other instructional elements such as the teacher, competency standards, learning objectives, content, teaching methods, and questions are the same. The textbook used for the control class is the *mustaqilli* level 2 book. This book contains Nahwu material similar to the material found in Quamus Arabic. Among several topics, only the topic of dividing words based on their gender and quantity was selected.

The interaction that occurred in the experimental class and the control class was the same. The implementation of learning activities was adjusted according to the lesson plan, consisting of 4 sessions. In the initial session, students were given a pretest. The pretest was administered to both the experimental and control classes to determine the initial condition of the students' Nahwu abilities.

The next stage was the implementation of learning with different treatments for the two sample classes. The experimental class received special treatment using the Quamus Arabic media, while the control class did not use it. After completing 3 sessions, both the experimental and control classes were given a post-test to identify how much cognitive aspects of the students had changed after using Quamus Arabic. Specifically for the experimental class, students were given a response questionnaire to understand their response to the use of the Quamus Arabic application. The average scores of students' pretests and post-tests can be seen in Figure 8.

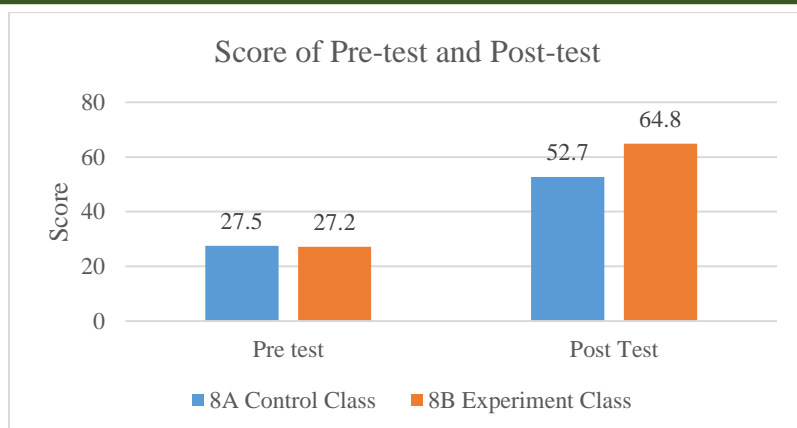


Figure 8. The score comparison between control and experiment class.

Figure 8 shows a significant difference between the pre-test and post-test results of students in the experimental and control classes. The pre-test results of the experimental class have an average score of 27.2, slightly lower than the pre-test average score of the control class, which is 27.5. However, the post-test results tell a different story. The average post-test score obtained by the experimental class is 64.8, significantly higher than the control class's post-test average score of 52.7. Although the average scores of the experimental and control classes differ, the gap is not too large. Data analysis also requires N-gain analysis to prove the impact of using the Quamus Arabic learning media.

The N-gain analysis results for the experimental class's learning outcomes are 0.93 (high/significant criteria according to Melzer as cited in Syahfitri, 2008:33), indicating that the Quamus Arabic media has a high effectiveness for Nahwu learning. Meanwhile, for the control class, the N-gain is 0.6 (moderate criteria according to Melzer as cited in Syahfitri, 2008:33). The use of Android application media, which is close to students' lives in the current era, provides its own attraction for them to access materials on the application, thereby influencing the increasing intensity of student learning. Prasetyo et al. (2015) mentioned that higher learning intensity will impact students' learning outcomes and is likely to contribute to an increase in student learning outcomes.

Further testing involves calculating the T-test to determine the extent of the Quamus Arabic application's influence on student learning outcomes. The Excel output provides a Sig. (2-tailed) value of 0.000, which is smaller than the significant level, $\alpha = 0.005$. Therefore, it can be said that the tabulated values of classes 8A and 8B are different. From these data results, it can be concluded that the level of use of the Quamus Arabic media has a

significantly positive impact on student learning outcomes and functions effectively.

Further analysis concerns the questionnaire responses from students in the experimental class to obtain information regarding their feedback on the use of the Quamus Arabic application. The student response questionnaire serves as feedback on the media used, containing statements related to the overall learning process (Ismawati et al., 2013). The questionnaire is a Likert scale questionnaire that includes five classification ratings. The questionnaire consists of ten questions related to their impressions of the Quamus Arabic application used during the learning process. The questionnaire results are presented in Table 1.

Tabel 1. Student Response Questionnaire Results

No	Evaluated Aspects	Total Score	Percentage (%)	Criteria
1	This media helps me understand the material more easily	81	81	Very Agree
2	The media presentation is interesting and makes me comfortable using it	86	86	Very Agree
3	The coverage of the material is clear and well-organized, making it easy to understand	80	80	Agree
4	This media encourages my curiosity about the material and active participation in learning	68	68	Agree
5	Interactive exercise questions on the media make me interested in working on them	81	81	Very Agree
6	I feel happy using this media in the learning activities	72	72	Agree
7.	I benefit from learning Nahwu using the Quamus Arabic media	82	82	Very Agree
8.	I have a better mastery of Nahwu material with Quamus Arabic media	77	77	Agree
9	I can explore myself with this learning model	76	76	Agree

10.	I am always enthusiastic about learning Nahwu with this learning model	70	70	Agree
Average			77.3	Agree

The survey results show high percentages for each question. Descriptive analysis of the survey results indicates that students are interested in using the Quamus Arabic application due to its clear content coverage and interactive exercises, making students engaged and happy to use it in learning, coupled with easy accessibility. In conclusion, the use of the Quamus Arabic application receives a positive response from students. This research aligns with previous studies conducted by Prasetyo et al. (2015) and Rizki et al. (2017), stating that the use of learning media in the form of android applications can enhance student motivation and make learning more active and engaging, thus fostering students' willingness to learn, which in turn impacts improved learning outcomes.

Challenges Faced by Teachers and Students in Implementing the Quamus Arabic Media in Nahwu Learning

To identify the challenges faced by teachers and students in Nahwu learning with Quamus Arabic media, the researcher conducted direct observations and interviews with several students who had received Nahwu learning with the Quamus Arabic media. Based on the interview results and observations, several challenges were found experienced by both teachers and students in linguistic and non-linguistic aspects.

In the linguistic aspect, students still tend to confuse the use of Arabic terms for isim muannats (feminine) and isim mutsanna (quantity 2) due to their similar sounds. Additionally, there are challenges in identifying isim muannats without the characteristic ta marbutoh letter at the end. Finally, there is difficulty in identifying isim jamak taksir, which has no specific pattern, leading students to inquire about it during learning sessions and quizzes. Regarding non-linguistic aspects, the challenge found is the inconsistency of internet connectivity. However, this issue is not too significant, as students can continue learning from home. Nevertheless, the use of this media is highly dependent on internet connectivity.

CONCLUSION

Quamus Arabic is a learning tool that aligns with the characteristics of the society in the 5.0 era, which has a very high tendency to utilize technology. Quamus Arabic includes instructional videos, games, and

quizzes. The Arabic language class in the Quamus Arabic application consists of several levels that focus on Arabic language rules (Nahwu & Shorof). The use of Quamus Arabic for Nahwu learning has shown significant results for students. Among the outcomes are: (1) N-gain values with a considerable difference, namely 0.93 (high criteria) for the experimental class and 0.6 (medium criteria) for the control class, (2) T-test values indicating a result of 0.000, smaller than the significant level $\alpha = 0.005$, thus showing the significant impact of Quamus Arabic, and (3) The average percentage of questionnaire results is 77.3%, falling into the good category and indicating a positive response during the learning process. Despite demonstrating significant values, the implementation of Quamus Arabic in Nahwu learning is not without challenges. Linguistically, students still face difficulties in remembering and distinguishing Arabic terms such as isim muannats and mutsanna, which sound similar, isim muannats with no specific characteristics, and isim jamak taksir with no patterns. Non-linguistic challenges are related to internet connectivity, which is essential for running Quamus Arabic. Without an internet connection, the application cannot be used.

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