THE EFFECTIVENESS OF APPLICATION OF POWER POINT MEDIA IN ARABIC LANGUAGE LEARNING TO IMPROVING STUDENT'S MUFRADAT

Arif Widodo, Dwi Wilianto

Program Studi Pendidikan Bahasa Arab Institut Pesntren Sunan Drajat Lamongan
E-mail: arifwidodo@insud.ac.id, ilyasazam31@gmail.com

Abstrak: Penelitian yang diadakan ini bertujuan untuk mengetahui adanya efektivitas penerapan media *power point* terhadap peningkatan penguasaan *mufradat*. Sebagaimana bentuk usaha untuk meningkatkan keterampilan dalam pembelajaran bahasa Arab khususnya pada penguasaan *mufradat.* Maka dibutuhkan berbagai macam metode dan media yang bervariatif dan inovatif. Pada saat ini teknologi media informasi telah mampu membuat berbagai cara untuk mempermudah dalam menyampaikan informasi, seperti misalnya media *power point*. Penelitian ini menggunakan metode eksperimen dengan subjek penelitian ini adalah siswa kelas VII MTs NU Karangploso Malang. Data dicari menggunakan teknik observasi, wawancara, dokumentasi, tes, dan angket. Hasil dari penelitian ini menunjukan adanya efektivitas media *power point* untuk meningkatkan penguasaan *mufradat* siswa kelas VII MTs NU Karangploso Malang dalam pembelajaran bahasa Arab.

Kata kunci: Media *Power Point*, *Mufradat*, Bahasa Arab

Abstract: This research aims to determine the effectiveness of the application of power point media to increase the mastery of mufradat. As a form of effort to improve skills in learning Arabic, especially in the mastery of mufrodat. So it takes a variety of methods and media that are varied and innovative. At this time information media technology has been able to make various ways to make it easier to convey information, such as power point media. This study uses an experimental method with the subject of this research is class VII MTs NU Karangploso Malang. The data were searched using observation, interview, documentation, test, and questionnaire techniques. The results of this study indicate the effectiveness of the power point media to increase the mastery of mufrodat students of class VII MTs NU Karangploso Malang in learning Arabic.

Keywords: Power Point Media, Mufradat, Arabic

A. Introduction

Learning a foreign language such as Arabic at school or madrasa, Islamic boarding school, academic or college is a special skill. The process of learning Arabic as a foreign language for Indonesians is an attempt to consciously form and foster new habits. Meanwhile, when learning the mother tongue, the learning process takes place unconsciously because by itself we will get used to it.

In addition, the reality that we face is that the actual conditions of teaching Arabic in madrasas or schools and universities in Indonesia are still faced with various problems and challenges, so that the ideal goal of teaching Arabic is to understand and use it actively. in various fields has not been fully realized. The problems in learning Arabic as a foreign language are linguistic (related to sound, vocabulary, sentences, and writing) and non-linguistic issues (related to socio-cultural and socio-cultural).[1]

The purpose of education is basically to lead students to changes in behavior both intellectually, morally and socially so that they can live independently as individuals and social beings. In achieving these goals, students interact with the learning environment that is regulated by the teacher through the teaching process.

The learning environment managed by the teacher includes teaching objectives, teaching materials, teaching methodologies and teaching assessments. These elements are commonly known as the teaching component. The purpose of teaching is the formulation of the abilities that students are expected to have after they have gone through various learning experiences (at the end of teaching). In the teaching method, there are two most prominent aspects, namely teaching methods and teaching media as teaching aids.[2]

According to Bruner, there are main levels of learning mode, namely direct experience (enacive), image experience (iconic) and abstract experience, thus the comparison between learning with the help of media in particular (power point) is very influential, for example when we understand the word "chair" even though the students have never known or remembered the word, with us giving examples with media pictures (power point) directly the students are easier to understand and more interested in learning. Some of these descriptions provide an indication that the teaching

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[1]Ulin Nuha,*Ragam Metodologi dan Media Pembelajaran Bahasa Arab*(Yogyakarta:Diva Pres, 2016) ,11.
[2] Nana Sudjana, Ahmad Rivai, *Media Pengajaran* (Bandung: Sinar Baru Algensindo,   2015), 1.

and learning process will work well if a teacher can use a media (power point) as a stimulus to students so that they are easier and more enthusiastic in learning.

Media images, especially images projected through an overhead projector (OHP) can calm and direct their attention to the lessons they will receive. Thus, the possibility and remembering the content of the lesson is getting bigger.[3]

In a foreign language, namely Arabic, vocabulary (mufradat) is something important. Because it is one of the elements of language that must be mastered by foreign language learners to be able to acquire the skills to communicate in that language.[4]

Therefore, the success or failure of a teaching is determined by various factors, including the method used and the media that supports it. Likewise with Arabic language teaching, the success or failure of a language teaching program is often judged in terms of methods and supported by the media used. However, in teaching Arabic, there are often differences in the methods and media used by a teacher with other teachers. Because of the variety of methods and media that can be used in learning Arabic, this is what causes these differences. Daryanto said that learning media are everything (objects, humans, or the surrounding environment) that can be used to convey a message in learning so that it can stimulate the attention of students' thoughts and feelings when learning to achieve a goal.[5]

The final results will be known together or improved again through the evaluation stage where the evaluation itself is the process of making decisions about the quality of an object or activity by involving value judgments based on data and information collected, analyzed, and interpreted systematically (value judgment).*[6]*

B. Method

The research method is basically a scientific way to obtain data with a specific purpose and use.[7] The types of research include qualitative research and quantitative research. The research instrument is a tool for researchers in collecting data. In general,

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[3]Rudi Sumiharsono, Hisybatul Hasanah, *Media pembelajaran*(Jember:Pustaka Abadi,2017),10-13

[4]Ahmad Fuad Effendi, *Metodologi Pengajaran Bahasa Arab(*Malang:Misykat,2012) 126.

[5] Azhar Asyraf,*Media pembelajaran* (Depok:Raja Grafindo Persada,2013) 10-11

[6]M. Ainin, M. Tohir, Imam Asrori, *Evaluasi Dalam Pembelajaran Bahasa Arab* (Malang: Miaykat, 2006), 7.

[7]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2012), 3

research will be successful if a lot of instruments are used, because the data needed to answer research questions and test hypotheses are obtained through instruments.[8]

Meanwhile, this research uses quantitative types which are methods to test certain theories by examining the relationship between variables. These variables are usually measured with research instruments so that data consisting of numbers can be analyzed based on statistical procedures. The final report for this research generally has a strict and consistent structure starting from the introduction, literature review, theoretical basis, research methods, research results, and discussion.[9]

Then in this study the researchers used several types of research methods to answer the formulation of the problem. Based on the problems studied, the researchers used descriptive research methods with a quantitative approach to answer the first problem formulation.

Descriptive research is a method of examining the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. Descriptive research serves to describe or provide an overview of the object under study through sample or population data as it is, without analyzing and making conclusions that apply to the public.[10] And from the second problem formulation, the researchers used experimental research methods, namely systematic, logical, and thorough research methods in controlling the conditions..[11]

The instrument used in this study in order to obtain some data, namely:

1. Observation, in this case the author uses an observation instrument to get real information about the situation in the field, which will be done when the learning process uses power point media.

2. Documentation, in this case, the author uses a documentation instrument in the form of a checklist aimed at retrieving data about the identity of the school, the condition of students, teachers and school employees, as well as the state of infrastructure. The

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[8]Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, 168.
[9] Jhon W. Creswell, *Pendekataan Kualitatif, Kuantitatif, dan Mixed,* Alih Bahasa, Ahmad Fawaid (Yogyakarta: Pustaka Pelajar, 2014), 4-5.
[10]Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2015), 29.
[11] Zuriah, *Metodologi Penelitian,(*Jakarta:PT.Bumi Aksara,2009) 57-58.

author also took several photos as evidence of research in class VII MTs NU Karangploso Malang.

3. Interview, the interview guide instrument (interview guide) was to interview several people related to the object of research, namely the seventh grade Arabic teacher at MTs NU Karanploso Malang. Because in obtaining information related to the object to be studied, several points related to the advantages and disadvantages of the previous learning process are needed. So that in the future it can be used as a benchmark or material for evaluation and also a reference for making or applying a method or media in learning so that later learning can run optimally.

4. Test, the test is in the form of several points of pre-test and post-test questions given to class VII students of MTs NU Karangploso Malang. The function of the pre test here is to find out the results of a score from several respondents before being given a stimulus in the form of the application of power point media. Meanwhile, the function of the post test itself is to find out the results of the application or provision of a stimulus in the form of applying power point media to several respondents in order to measure progress and compare the increase in mastery of mufrodat after the use of power point media.

5. Questionnaire, in this case the author uses a questionnaire instrument (questionnaire) in the form of a number of written questions that are used to obtain information related to research in the form of the application of power point media in Arabic learning to increase mufodat mastery given to class VII students of MTs NU Karangploso Malang.[12]

C. Research result

Learning media is a tool in the teaching and learning process. Anything that can be used to stimulate the thoughts, attention, feelings, and abilities or skills of the learner so that it can encourage the learning process or learning activities. In short, learning media is a tool as an intermediary for understanding the meaning of the material presented by the teacher in the form of print or electronic media. And this learning media is also a tool to facilitate the application of the components of the learning system, so that the

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[12] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2012), 3.

learning process can last a long time and be effective, the learning atmosphere becomes fun..[13]

Learning media can be effective, meaning that it runs as originally planned, if there is no obstacle or technical error that makes the media unable to function properly. If the media cannot carry out its function as a message distributor because of an obstacle, it can be said that the media is not functioning effectively or even fails (cannot distribute the message that the source wants to convey to the target to be achieved). Because of the constraints, in designing a learning media, the most important thing we must pay attention to is the characteristics and objectives. For example, age, socio-cultural background, experience, education, and so on. So learning media is an attempt to strengthen or communicate between the learning and teaching processes. In other words, the learning situation will be more successful when using media that functions to communicate between the recipient of the message and the source of the channel.[14]

By reviewing and comparing Hidayat's theory in which effectiveness is a measuring tool that states how far the quality targets in an understanding, quantity, and time have been achieved according to the objectives and also there are improvements in terms of understanding and knowledge with the principle that the greater the percentage achieved according to the targets that have been set previously. The higher the effectiveness in terms of quality, quantity, and time of application.[15]

The data presentation here is a description that is presented to find out the main data related to the research conducted by the researcher with a topic that is in accordance with the formulation of the problem that the researcher did and the researcher observed in the research process. The data exposure the researchers obtained from data sources that the researchers had done, namely through observation, interviews, tests, questionnaires, and documentation.

To find out the process or steps regarding the development of a mini dictionary of Arabic-Indonesian vocabulary in class VII MTs NU Karangploso Malang, the researchers used ten steps taken.

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[13] Rudy Sumiharsono, Hasyibiatul Hasanah, *Media Pembelajaran* (Jakarta: Yayasan Kita Menulis,2004) 4.
[14]Ulin Nuha, *Ragam Metodologi dan Media Pembelajaran Bahasa arab*, 253.
[15] Munzier Supatra,*Metode Dakwah*,(Jakarta:Kencana,2009) 6.

1. In this research and development process, the researcher begins by exploring the potential and problems that exist in the research institution. The potential and problems that the researchers found were obtained by conducting interviews with the head of the Madrasah MTs NU Karangploso Malang, Ms. Dian Kusumawati, ST,. S.Pd..

2. In collecting this data, the researcher conducted interviews with the Arabic language teacher, Mrs. Aprilia, S.H. Referring to the information submitted by the resource persons, that the application of the Arabic language learning method applied in the classroom is by using the question and answer method, lectures and sometimes using the media. However, the application of these methods and media is less varied. The media that will be used by looking at the material to be worked on rarely uses media that are updated to students.

3. *This power point media is designed using Microsoft Office Power Point (PPT) by adding supporting pictures in the form of slides in the menu section. The steps that researchers take in designing are*:

   1) Initial Part

      At the beginning of the slide contains the front cover, KI, KD and a menu list as an indication of the learning content. With an illustrated front cover design that can attract students' interest to learn and focus on listening to Arabic learning, especially later in terms of memorizing mufradat.

   2) Content Section (material)

      In the content (material) section, which contains examples of sentence paragraphs and will later be quoted into mufrodat parts that are illustrated and also in Arabic-Indonesian language. Arabic because the content of the material is interesting and does not make you bored.

   3) Final Part

      The final section contains examples of images that are useful for evaluating the results of learning to memorize that are already on the previous slide and also include Arabic-Indonesian sentence forms for students to learn to translate..

Figure 1: The form of Arabic learning power point media

The steps in determining the contents contained in the power pont media are:

1. Determine the content of the material

    Fill in the material on the Arabic vocabulary power point, example sentences, and pictures for each mufradat. The mufradats were taken from the content of the material on the slides but still adjusted to the material in the student handbook with the contents of core competencies (KI) and basic competencies (KD). Mufrodat in this dictionary uses mufrodat which is often used and encountered in daily communication by students.

2. Define the shape of the slide

    The form of the slide used is in accordance with what is happening in the field, namely using an attractive and illustrated slide form so that later it aims to attract students' interest in carrying out the learning process in progress.

3. Determine the background

    The background used is by using various colors and images. And in the image section, bold text is given in accordance with the contrast of the background so that it is easy to see and looks attractive.

Table 1: Recapitulation of Pre-test and Post-test scores

No	Nama siswa	Pre Test	Post Test	Gian (d)	d²
1	Lukmanul Hakim	63	90	27	729
2	Hafidh Akmal Fadholi	69	91	22	484
3	M. Firman Maulana .H	69	90	21	441
4	Arya Bima A.S	70	90	20	400
5	Ahmad Irfan Azizir Rohim	66	88	22	484
6	Satria Nur Ardiansyah	70	91	21	441
7	Fany Bima Al-fareza	60	90	30	900
8	M. Rizal Alfianto	60	87	27	729
9	Mohammad Aldga Marchelo Pribadi	62	88	26	676
10	M. Fairuzal Faris	71	91	20	400
11	M. Fathurrohim Al-Husaini	76	93	17	289
12	M. Enricho Praditya	73	90	17	289
13	Ahmad Carrel	75	87	12	144
14	Muakdisa	71	91	20	400
15	Rehan Ardinata	64	87	23	529
16	Dimas Ardi Purnomo	71	88	17	289
17	M. Fathurrohman Al-Hasani	73	88	15	225
18	Dava Ahmad Fahrezi	70	91	21	441
19	Putra Pratama	73	88	15	225
20	Didin	60	89	29	841
21	M. Asyrof Zahirul Ubaid	68	87	19	361

22	Dheangga Alief Gibran	72	87	15	225
23	Erlangga Dwi Subi Prawira	69	89	20	400
24	Husein	70	87	17	289
25	Achmad Nuzulul Farhan	60	88	28	784
26	Achmad Devangga	66	87	21	441
27	M. Abizar Reyhan Syaputra	71	88	17	289
28	Fira Ari Saputra	72	91	19	361
29	Rachel Alexa Boy	60	93	33	1.089
30	M. Dava Ramadhani	68	88	20	400
31	Harun Ar-Rosyid	70	87	17	289
Amount		**2.112**	**2.750**	**648**	**14.284**
Average		**68,12**	**89,03**	**21**	**461**

To analyze the two tests carried out the following steps:

1. Formula Ha: there is effectiveness in the application of power point media in learning Arabic towards increasing the mastery of mufradat.
2. Formula Ho: there is no effectiveness in the application of power point media in learning Arabic towards increasing the mastery of mufradat.

Because this study uses an experimental method, to obtain significant results, the authors apply the T-test formula with a single-group pre-test and post-test design in several stages, namely:

1) Calculating Md (mean of different/average difference), that is with the formula $\frac{\sum d}{N}$

$$Md = \frac{\sum d}{N}$$
$$= \frac{648}{31}$$
$$= 20,90$$

2) Calculating $\sum x^2 d$, that is with the formula $\sum d^2 - \frac{(\sum d)^2}{N}$

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$
$$= 14284 - \frac{(648)^2}{31}$$
$$= 14284 - \frac{419904}{31}$$
$$= 14284 - 13545$$

=739

3) Calculate the T test formula, namely:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$= \frac{20,90}{\sqrt{\frac{739}{31\,(30)}}}$$

$$= \frac{20,74}{\sqrt{\frac{739}{930}}}$$

$$= \frac{20,74}{\sqrt{0,79}}$$

$$= \frac{20,74}{0,89}$$

$$= 23,30$$

Based on the results of the above analysis, the result of t _count is 23.30 and df is N-1 = 31-1 = 30. The criteria for accepting or rejecting the hypothesis are that H_a is accepted if t_(count)>t_(table) at the significance level of 0.05 (5%) and 0.01 (1%), then use the provisions of the distribution table "t". The analysis can be seen from the results of giving pre-test questions, namely, questions given before the use of power point media to measure how far the understanding and mastery of the mufrodat are. And after the application of the power point media, the students were given post test questions to find out how far the results from the application of the power point media were.

After being consulted on the T distribution table, precisely in the 5% significance level column, t _(table)= 2.042 and 1% significance level obtained t _(table)= 2.750 using a two-way hypothesis test form, then the conclusion is the analysis result of t_(count) is greater than t _table, namely 23.30 > 2.042 and 2.750. It is concluded that H_a is accepted and H_o is rejected, thus there is a significant influence in the use of power point media on increasing mastery of mufrodat in class VII students of MTs NU Karangploso Malang.

Table 2: Questionnaire Result Value

No	Name of Respondent	Number of Question					Amount
		1	2	3	4	5	
1	Lukmanul Hakim	4	4	4	3	4	**19**
2	Hafidh Akmal Fadholi	4	3	4	3	3	**17**
3	M. Firman Maulana .H	4	3	4	3	4	**18**

4	Arya Bima A.S	3	3	3	3	3	**15**
5	Ahmad Irfan Azizir Rohim	4	3	3	4	3	**17**
6	Satria Nur Ardiansyah	3	4	4	3	4	**18**
7	Fany Bima Al-fareza	4	4	4	3	4	**19**
8	M. Rizal Alfianto	3	4	4	3	4	**18**
9	Mohammad Aldga Marchelo Pribadi	4	4	4	3	4	**19**
10	M. Fairuzal Faris	3	4	4	4	4	**19**
11	M. Fathurrohim Al-Husaini	3	4	3	2	3	**15**
12	M. Enricho Praditya	4	3	4	4	4	**19**
13	Ahmad Carrel	3	4	4	2	4	**17**
14	Muakdisa	3	2	3	3	3	**14**
15	Rehan Ardinata	4	3	3	3	4	**17**
16	Dimas Ardi Purnomo	4	4	3	2	3	**16**
17	M. Fathurrohman Al-Hasani	3	3	3	4	2	**15**
18	Dava Ahmad Fahrezi	3	3	4	4	3	**17**
19	Putra Pratama	4	4	4	3	4	**19**
20	Didin	4	3	4	3	3	**17**
21	M. Asyrof Zahirul Ubaid	4	3	4	3	4	**18**
22	Dheangga Alief Gibran	3	3	3	3	3	**15**
23	Erlangga Dwi Subi Prawira	4	3	3	4	3	**17**
24	Husein	3	4	4	3	4	**18**
25	Achmad Nuzulul Farhan	4	4	4	3	4	**19**
26	Achmad Devangga	3	4	4	3	4	**18**
27	M. Abizar Reyhan Syaputra	4	4	4	3	4	**19**
28	Fira Ari Saputra	3	4	4	4	4	**19**
29	Rachel Alexa Boy	3	4	3	2	3	**15**
30	M. Dava Ramadhani	4	3	4	4	4	**19**

31	Harun Ar-Rosyid	4	3	3	2	4	**16**
		110	**108**	**113**	**96**	**111**	**538**
		538					

To measure the results of student responses to power point media and mastery of mufradat, the standards determined are as follows:

Table 3: Category of Student Response Based on Percentage

Big Percentage	Number	Category
86% - 100%	4	Very good
76% - 85%	3	Well
60% - 75%	2	Enough
<60%	1	Not enough

Table 4.7: Recapitulation of Respondents' Answers

Questionnaire Code	Answer 1		Answer 2		Answer 3		Answer 4		Amnt
	F	%	F	%	F	%	F	%	
1	0	0%	0	0%	14	73,64%	17	89,42%	31
2	0	0%	1	5,26%	14	73,64%	16	84,16%	31
3	0	0%	0	0%	11	67,86%	20	105,2%	31
4	0	0%	5	26,03%	18	94,68%	8	42,08%	31
5	0	0%	1	5,26%	11	67,86%	19	99,94%	31
Amount	**0**		**7**		**68**		**80**		

Based on the results of the questionnaire recapitulation on the Effectiveness of the Application of Power Point Media in Arabic Learning Against Mufrodat Mastery in class VII MTs NU Karangploso Malang, the scores and percentages were obtained as follows:

a. Alternative Answer 1 as much as 0 x 1 = 0

b. Alternative Answer 2 as much as 7 x 2 = 14

c. Alternative Answer 3 as much as 68 x 3 = 204

d. Alternative Answer 4 as much as 80 x 4 = 320

Total (F) = 538

N   *= (Total Score) x (alternative answer)*
       = (0+7+68+80) x 4
       = 155 x 4
       = 620

From the total score of respondents and the ideal score, it is then entered into the following formula:

$$P = \frac{F}{N} x\textbf{100\%}$$

F   *= Total score of the questionnaire*
N   *= Ideal score*
P   *= 538/620x100%*
       = 86.77%

N   = (Jumlah Nilai) x (alternatif jawaban)
       = (0+7+68+80) x 4
       = 155 x 4
       = 620

From the results of the calculation of the percentage above, the researcher can conclude that the effect of using power point media in learning Arabic on improving mufrodat mastery in class VII students of MTs NU Karangploso Malang in the 2021/2022 academic year reaches 86.77% and that includes the 86% - 100 group. % which means the result is "very good"

D. Conclusion

Based on the data collection and analysis that researchers have done regarding the Effectiveness of the application of Power point media in Arabic learning to increase mufrodat in class VII students of MTs NU Karangploso Malang in the 2021/2022 academic year, it can be concluded as follows:

1. The application of Power point media in Arabic subjects for class VII students of MTs NU Karangploso Malang for the 2021/2022 academic year went smoothly according to the plans that had been made. The research was carried out in five meetings. In the first meeting, the researcher introduced himself and explained the purpose of the research, then briefly reviewed the material to be delivered and then gave pre-test questions. In the second meeting the researchers introduced Power point media and then delivered the material using Power point media. In the third meeting, the researcher reviewed the previous material to the students. And in the fourth meeting the researchers delivered

the material using Power point media. The last meeting the researchers reviewed the previous material then gave a post test and a questionnaire. In the application of these media and methods students are very enthusiastic and easily understand the material presented.

2. The application of Power point media in learning Arabic can improve the mastery of mufrodat in grade VII students of MTs NU Karangploso Malang in the 2021/2022 academic year. This is evidenced by the results of the pre-test score with a total of 2112, with an average value of 68.12. and the post test score was 2760, the average value was 89.03, so it was proven that there was an increase in the score. Power point media provides a very significant and appropriate effectiveness to improve mufrodat mastery in class VII students of MTs NU Karangploso Malang in the 2021/2022 school year. This is evidenced by the results of the analysis being higher than the significance level of 0.05 (5%) and 0.01 (1%) in the T distribution table, namely 23.30 > 2.042 and 2.750. Then the use of power point media in learning Arabic on the mastery of mufrodat has a significant effectiveness, because the results of analysis and calculation of test data are higher than the level of significant figures in the T-test table.

After going through the analysis of test data on the variables in this thesis research, it can be concluded that the effectiveness of using Power point media in learning Arabic is effective for improving students' mastery of mufradat.

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