

**The use of Musytaq applications in Arabic language learning at  
Negeri Sembilan secondary school**

***Penggunaan aplikasi Musytaq dalam pembelajaran bahasa Arab di  
sekolah menengah dalam Negeri Sembilan***

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**ABSTRACT**

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*The use of appropriate teaching techniques and methods in education can produce excellent students in various skills. The third language learning system or the Arabic language in particular requires appropriate emphasis in parallel with the development of the fourth industrial revolution. This study discusses the use of teaching aids based on multimedia elements to improve the quality and effectiveness of teaching and learning. Therefore, this project is focused on designing a mobile application for learning Arabic grammar called 'musytaq'. The application development process is based on the ADDIE model as a workflow guide. The findings of the study show the production of projects that have been built and the results of the development have been evaluated through quantitative studies. A questionnaire was used as a research instrument through Google Forms and the data obtained through 20 respondents from Arabic language students in the 4th and 5th grade of religious secondary schools around Negeri Sembilan were analysed. This application provides facilities for students to strengthen the learning of Arabic grammar without the help of a teacher. It is also a teaching aid for elementary school Arabic teachers.*

**Keywords:** *musytaq; Arab language; application; ADDIE*

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**ABSTRAK**

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*Penggunaan teknik dan kaedah pengajaran yang sesuai dalam pendidikan mampu melahirkan pelajar yang cemerlang dalam pelbagai kemahiran. Sistem pembelajaran bahasa ketiga atau bahasa Arab khususnya memerlukan penekanan yang sewajarnya selari dengan perkembangan revolusi perindustrian yang keempat. Kajian ini membincangkan penggunaan bahan bantu mengajar berasaskan elemen multimedia untuk meningkatkan kualiti dan keberkesanan pengajaran dan pembelajaran (PdP). Justeru itu, projek ini tertumpu kepada merekabentuk sebuah aplikasi mudah alih pembelajaran tatabahasa bahasa Arab yang dinamakan sebagai 'musytaq'. Proses pembangunan aplikasi ini adalah berdasarkan model ADDIE sebagai panduan aliran kerja. Dapatan kajian menunjukkan penghasilan projek yang telah dibina dan hasil pembangunan tersebut dinilai melalui kajian kuantitatif. Soal selidik digunakan sebagai instrumen kajian melalui 'Google Form' dan data-data yang diperolehi melalui 20 responden daripada kalangan pelajar bahasa Arab tingkatan 4 dan 5 sekolah menengah agama di sekitar Negeri Sembilan dianalisis. Aplikasi ini memberikan kemudahan kepada murid-murid untuk memperkukuhkan pembelajaran tatabahasa bahasa Arab tanpa bantuan guru. Ia juga menjadi bahan bantu mengajar kepada guru Bahasa Arab sekolah rendah.*

**Kata Kunci:** *musytaq; bahasa Arab; aplikasi; ADDIE*

**Received:** July 04, 2023

**Accepted:** Oct 10, 2023

**Online Published:** Nov 30, 2023

## 1. Introduction

Arabic is considered to be one of the oldest languages and one of the world's languages. Its speakers are estimated to exceed 422 million worldwide (Mohd Saifussaleh, 2002). Malaysia is one of the countries that attach importance to the learning of Arabic in the Malaysian learning system, for example in religious schools and even universities in this country have additional Arabic subjects in their syllabus. The Arabic language has several branches of knowledge in learning it and among the main branches that are often studied in Malaysia are the science of *Nahw*, the science of *Sarf* and the science of *Balaghah*. In the science of *Sarf* there is one science which is plural science. The plural is divided into three fractions, namely the plural of *muzakkar salim*, the plural of *muannas salim* and the plural of *taksir*.

At the end of the 20th century, a contemporary thinker, Muhammad Syahrur, appeared in the ocean of Islamic thought. This thinker has caused a stir in the constellation of Islamic thought through his very famous work '*Al-Kitab wa Al-Qur'an: Qira'ah Mu'ashirah*'. Among the peculiarities of his thinking is about his *musytaq* word in Arabic. This article wants to discuss Syahrur's opinion about *musytaq* in Arabic which used to be a debate in tradition. Islamic linguistic thought. This article will also explore the basis of Syahrur's thinking so that he has different opinions from his predecessors (Chamzawi, 2011).

Therefore, *musytaq* is a mobile application to make it easier for students to learn grammar methods in Arabic and understand Arabic grammar more effectively. The importance and implementation of applications on mobile systems has increased significantly. The same goes for applications for learning a second language in mobile applications that are increasingly being published on the Google Playstore. However, there is still no learning application to introduce specific Arabic language methods for the *musytaq* chapter. According to the study of Wan Norina, Saiful, Mubrak and Fakrudin (2020) in the AR Technology: Arabic Basic Kit study, for several religious secondary schools in Malaysia, the use of technology in Arabic teaching and learning in the classroom is very limited. This is partly due to the situation of teachers who still choose traditional methods in the process of teaching and learning compared to modern methods that utilise technology. Among the reasons for the occurrence of this problem are the factor of time constraints and the effort to prepare multimedia materials before the teaching and learning session takes place (Wan Norina, 2020).

## 2. Multimedia Application in Language Learning Process

Multimedia comes from the words 'multi' and 'media'. Multi means many, and media means places, facilities or tools used to convey information. Hence, based on the word 'multimedia' can be formulated as a container or unification of several media in the form of text, images, sound, animation or video which are then defined as elements of multimedia formation to convey information in various forms through digital equipment (Pavithra, 2008). Multimedia is a combination of computer and video (Rosch, 1996) or multimedia in general is a combination of three elements, namely sound, image and text (McCormick, 1996) or multimedia is a combination of at least two media input or output from data, media can be audio (voice, music), animation, video, text, graphics and pictures (Turban et al., 2002) or

multimedia is a tool that can create a dynamic and interactive presentation that combines text, graphics, animation, audio and video images (Robin and Linda, 2001). A mobile application or Mobile Apps is a program that is loaded into a mobile device and can be used anytime and anywhere (Md. Rashedul, 2010). Various applications specially designed in mobile phones for the use of today's students. This is because it has various facilities such as contacting friends, finding information, doing work and more.

In addition, m-learning is also characterized as mobility, which is a learning situation that can happen anywhere and anytime (Aubusson et al., 2009; Taylor, 2006; Winters, 2006). This situation is different from the use of textbooks which usually become a reference at a certain time only. The main key features that must be present in m-learning focus on being mobile and flexible (O'Malley & Fraser, 2004) which can influence the user's learning experience. There are two types of applications which are native and web applications. This native application is created and installed directly in our smartphone device, either for the Android mobile application platform or the iOS mobile application, this mobile application uses the programming language that should be used to create the application. For example, to create Android applications using Java and the Android SDK, iOS applications use Objective-C and the iOS SDK, as well as mobile applications for other platforms.

Meanwhile, web applications are created and developed using a web-based programming language, this type of web mobile application is run using the browser on our smartphone device, using the HTML5, PHP, or ASP programming language along with several supporting components, such as databases, CSS, Javascript, and others, as well as data storage directly to the database server. Other applications such as mobile applications created and downloaded (installed) directly in the device, using website programming language (HTML5 and PHP) combined with the correct programming language used to create the application on the intended device. The meaning of combining programming languages here is that the core application is made using a web programming language, while for some places that cannot be run using a web programming language, it will be written in a programming language that is suitable for the device. Mobile-based game applications that are developed for a specific platform, either based on Android or Ios, this type of game application has similarities to native mobile applications, or by using web programming based on HTML5 and PHP, or it can also be a hybrid mobile application type.

In the current era of globalization, the use of multimedia technology in society is no stranger. Information and communication technology has brought an outdated society to a more modern one and at the same time has changed a person's lifestyle in various aspects such as in the way of learning. The way to obtain information is very easy and fast and can explore a variety of new knowledge. The presence of multimedia technology through the internet adds to the ability of the information access process where every piece of information in various forms and approaches can be reached easily and quickly. This has given every individual the opportunity to access very wide information and knowledge, a communication network to more people and various facilities in the world of education and career. In short, multimedia technology has various positive effects in education in addition to making the teaching and learning process more interesting (Siti Zaharah Mohid, 2018)

Vocabulary mastery can be improved through various language activities. It starts

with listening, speaking, reading, and ends with writing. A study by Nurkhamimi and Muhammad Fiham (2012) suggests that students can use the materials of Communication Technology (TMK) to improve vocabulary mastery. The use of the internet in language learning has many advantages.

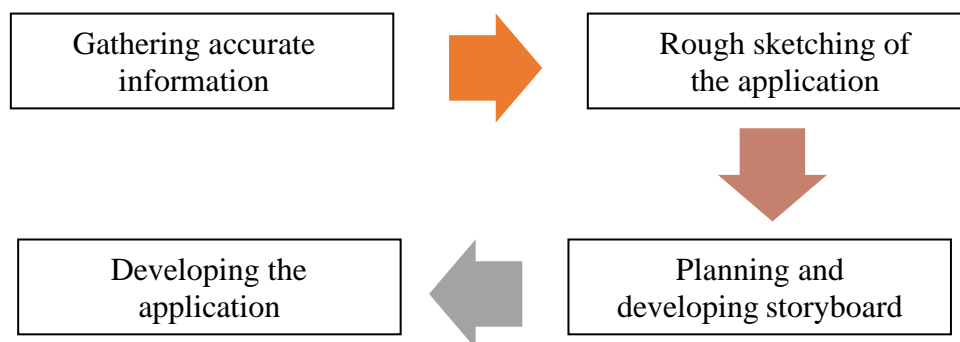
### 3. Research Objectives

In making this study, the researcher has set several objectives to be achieved in the study. Among them are to identify the problems found in learning Arabic grammar and providing teaching aids (applications) for secondary school teachers of Arabic as a solution for students to master grammar methods in Arabic. At the same time is also to identifying the effectiveness of the mobile application *Musytaq* among high school Arabic teachers.

#### 3.1 Project Development

Diagram 1.1 shows that in this project, the software tools used are Adobe Animate cc 2020 to develop an android mobile application; Adobe Audition 2020 which is used for audio recording and editing in the application; and Adobe Illustrator cc 2020 which is used to create buttons, backgrounds, illustrations and application icons. Microsoft Office Word 2016 is used to prepare reports and project papers and Microsoft Office PowerPoint 2016 is used for preparing slides and presentations. In addition to using software tools, this project also uses some technology tools (hardware) such as a personal computer, microphone and mouse to make this project successful.

**Diagram 1.1 Project Stage**



In developing the software entitled *taksir*, the researcher has chosen the ADDIE model. The ADDIE model was founded by Rosset in 1987. The ADDIE model is design that functions as a guideline towards the construction of software and teaching-learning materials based on needs. The purpose of this model is to produce lesson plans and learning materials so that the delivery of a lesson will be more effective and efficient. The ADDIE teaching model covers the phases of analysis, design, development, implementation and evaluation. The five phases found in the ADDIE model are:

- i. A – Analysis
- ii. D – Design
- iii. D – Development
- iv. I – Implementation
- v. E – Evaluation

The first phase of developing a smart phone application is focusing on the multimedia elements for learning Arabic grammar. The three main steps followed in this phase are software concept development, stating the objectives of the application, and identifying the target audience. The software concept was developed through discussions with supervisors and feedback from experienced individuals in multimedia software design. The objectives of the study include identifying issues in Arabic grammar learning, providing teaching aids for Arabic language teachers, and assessing the effectiveness of the mobile application *musytaq* among secondary school Arabic teachers. The target users are students aged 15-17 and teachers seeking reference materials for Arabic grammar. The design phase follows the analysis of requirements, outlining the overall visual design, structure, theoretical approach, medium types, and technologies to be used. The development phase involves creating the actual multimedia prototype, incorporating graphics, audio, and text elements. The implementation phase focuses on using the prepared teaching materials in real-world situations and testing the multimedia project with actual users. The evaluation phase includes formative and summative assessments, with formative assessments conducted throughout the ADDIE process and summative assessments focusing on specific testing and user feedback. The feedback and reactions from users are recorded for further analysis. Overall, the development of the digital application aims to facilitate and enhance the learning of Arabic grammar for students and teachers.

In general, testing is to identify the level of effectiveness of something. Testing can be interpreted as the level of knowledge and skills required. Testing in software and equipment is to ensure that each process meets the objective. This testing phase is also sometimes used in developing a project and sometimes also used after a project is ready to be developed. Each of the feedbacks received through this testing phase can help in improving this application. There are two phases of testing required for developers to test software, namely alpha testing and beta testing. At the initial stage, the alpha test needs to be tested first and after the program has been perfected and approved, the beta test is tested. This testing is an important thing that will help developers to improve their projects to be more interesting.

Alpha testing is done by a small group of professionals or developers who can easily identify peripheral weaknesses. This testing is done when the software is operational. It still cannot be fully functional, but already has the core functionality and can accept input and produce output. The purpose of this alpha testing is to ensure that the general direction and structure is sufficient and can see the necessary changes. This testing is to ensure that a project is developed perfectly and well. For applications dedicated to Android, alpha tests have been tested by developers using various Android devices. Table 1.1 shows the results of alpha testing.

**Table 1.1: Alpha Testing**

Device	Android	Results
Poco X3 GT	11.0	Functional
Redmi 10	11.0	Functional
<b>Vivo Y91</b>	<b>8.1</b>	<b>Functional</b>

**Diagram 1.2: Application Menu**



Diagram 1.2 shows the display of the main menu of the application which is the *musytaq* display. *Musytaq* is the main title for one of the Arabic grammar methods that has several subtopics under it. But for *musytaq* only two subtopics are placed. On this display, the developer has placed several buttons that have their own functions, namely to go to the next page, the command page and the page out of the application. The colours and patterns used by the developer, are uniform for all displays so that they are compatible with the Arabic theme. In addition, the developer also chose the Traditional Arabic writing type. This is because the selection of this type of writing is intended to make it easier for users to read. In this display, the developer has also used calligraphy and a book symbol that reads "المشتق" and *musytaq* as the logo for the developed application.

**Diagram 1.3: Application Usage Instruction**



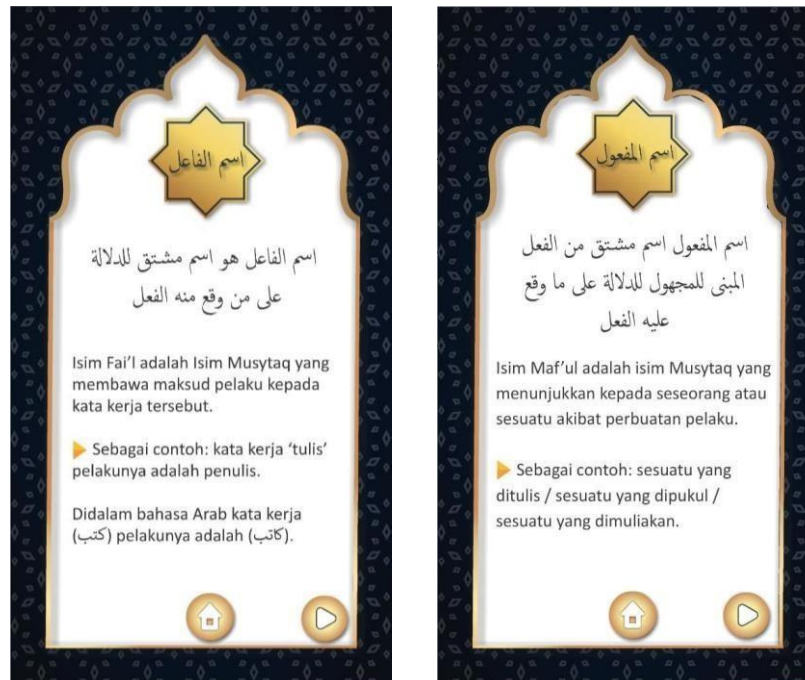
Diagram 1.3 shows a page for application usage instructions. When the user presses the command button on the main page, it will connect to the page as shown in the diagram above. In this way, users can use this application easily. On this instruction display, the user only needs to press the next button to go to the next page and the previous button to read the instructions again. This page also provides a button with a home symbol to return to the main page.

Diagram 1.4 shows the view that determines whether the user wants to exit the application or not. The developer has placed a button with the symbol right to exit the application while the button with the symbol wrong to return to the main page of the application.

**Diagram 1.4: Application Exit Page**



Diagram 1.5: Application Main Menu



After the user selects one of the two subtopics of *musytaq* on the main menu display which is in Diagram 1.2, it will be connected to the display like Diagram 1.5 above. The developer gives a brief explanation with examples for each subtopic and the explanation along with the word form change process will be linked to the next page, refer to the next figure. On this display, the developer added another button, which is a button with a home symbol, which can be linked back to the main menu display.

**Diagram 1.6: Application Change Process**



This word change process will explain each word change for *thulathi* verbs and *ghayr thulathi* verbs. This display contains the next page, previous page and menu page buttons. But at the end of the subtopic description page will be linked to the training page separated by subtopic.

On the display as shown in diagram 1.7, instructions will be given to answer the exercises that have been prepared by the developer. If the user presses the "ابدأ" button, then the exercise will continue to start, which is on the first question page. Each time you click on the answer button whether it is correct or incorrect, it will continue to move to the next question page. But if the user wants to repeat the previous question, the user can press the button back to the next page. Users can also press the home button to go to the main menu. When the user has finished answering all the questions given, at the end of the page it will be shown how many marks have been obtained.

**Diagram 1.7: Application Display**

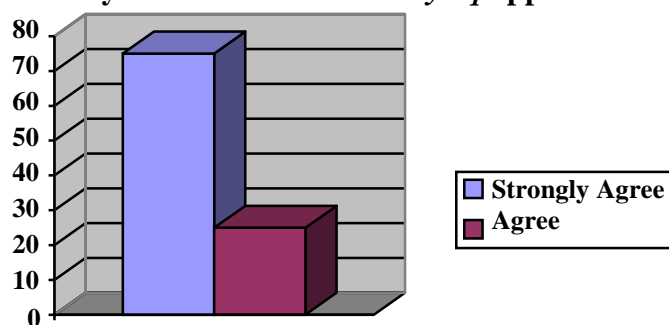


#### 4. Results and Discussion

Beta testing is done when all functions can operate properly and are ready to receive feedback from users. This testing allows users to try the software and detect errors and developers can improve the project to make it more perfect before distribution. Questionnaires were given to 20 high school students in form 4 and 5 using Google Forms. Each question given to the user will be analysed one by one to obtain a comparison. The results are shown as below:

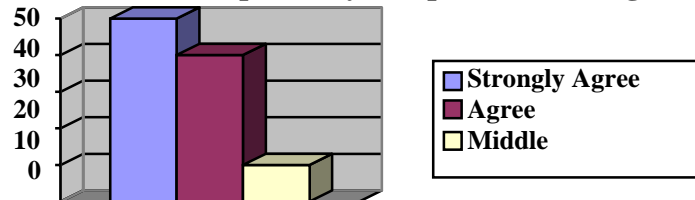
Question 1: Everyone can access the *musytaq* application easily.

**Chart 1.1: Everyone can access the *musytaq* application easily**



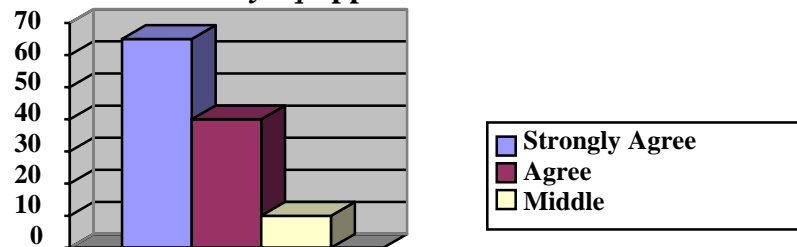
Question 2: Does not require any computer knowledge. 50% of respondents strongly agree, 40% agree and another 10% are in the middle of this statement.

**Chart 1.2: Does not require any computer knowledge**



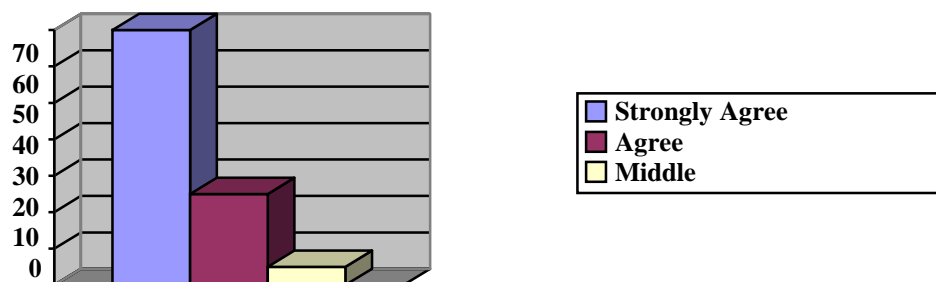
Question 3: The *musytaq* application can work well. 65% of respondents strongly agree, 40% agree and 10% are in the middle.

**Chart 1.3: The *musytaq* application can work well**



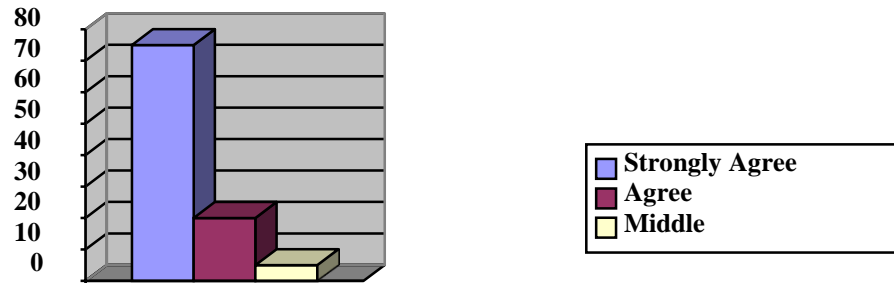
Question 4: The *musytaq* application has a smooth tang display transition. 70% strongly agree with this statement, 25% agree and 5% are in the middle of the scale.

**Chart 1.4: The *musytaq* application has a smooth tang display transition**



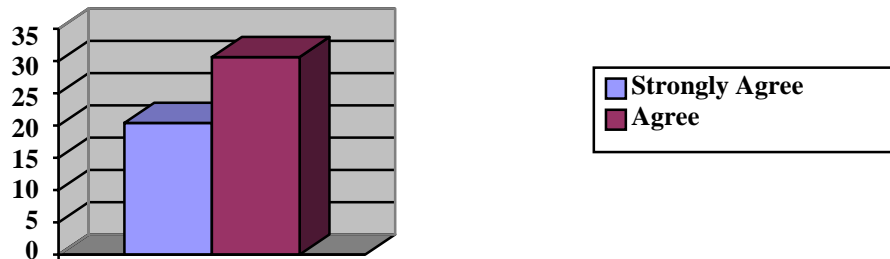
Question 5: The application contains interactive icons/buttons that are easy to understand. 75% of respondents strongly agree with this statement, 20% agree and 5% are in the middle.

**Chart 1.5: The application contains interactive icons/buttons that are easy to understand**



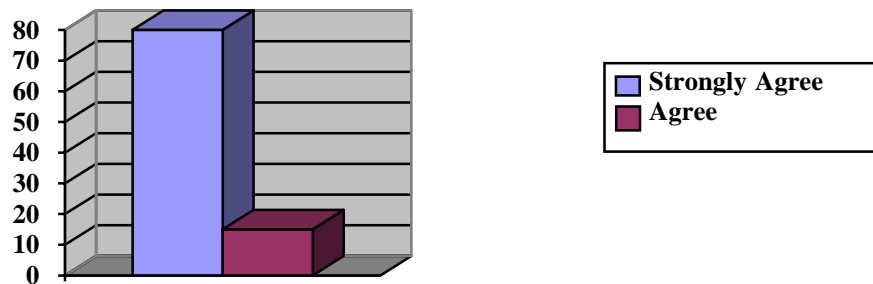
Question 6: This application contains interactive icons/buttons that are easy to use. 70% of respondents strongly agree while 30% only agree with this statement.

**Chart 1.6: This application contains interactive icons/buttons that are easy to use**



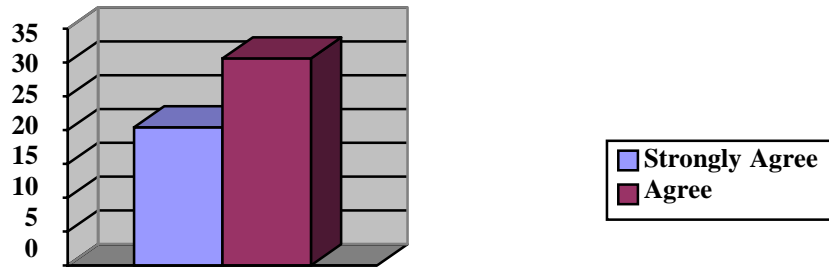
Question 7: The interactivity of this application does not interfere with the learning and teaching process. 80% of respondents strongly agree and 15% only agree with this statement.

**Chart 1.7: The interactivity of this application does not interfere with the learning and teaching process.**



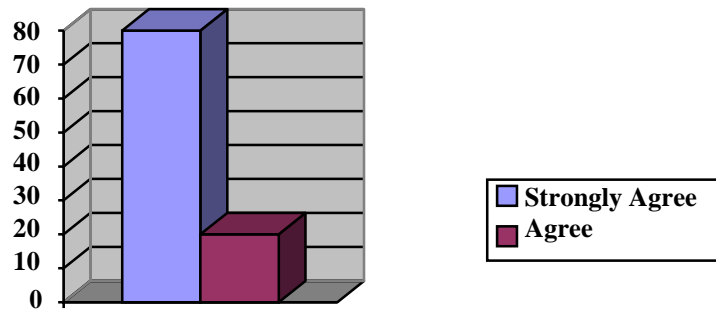
Question 8: This application has appropriate colour integration. 70% of respondents strongly agree and 30% of respondents only agree with this statement.

**Chart 1.8: This application has appropriate colour integration**



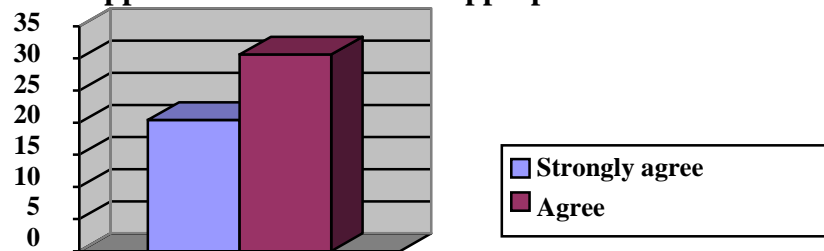
Question 9: This application has clear, bright and smooth animation movements. 80% of respondents strongly agree while 20% of respondents only agree with this statement.

**Chart 1.9: This application has clear, bright and smooth animation movements**



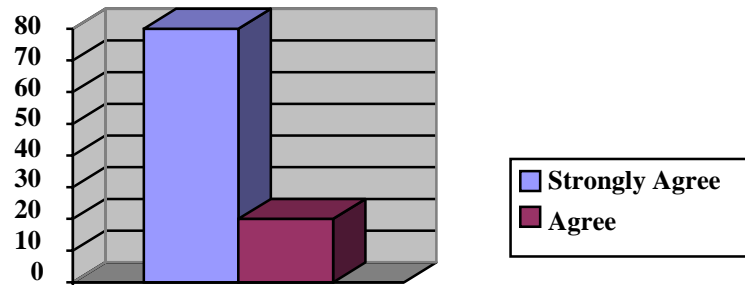
Question 10: This application uses clear and appropriate letters/fonts/text. 80% of respondents strongly agree while 20% only agree with this statement.

**Chart 1.10: This application uses clear and appropriate letters/fonts/text**



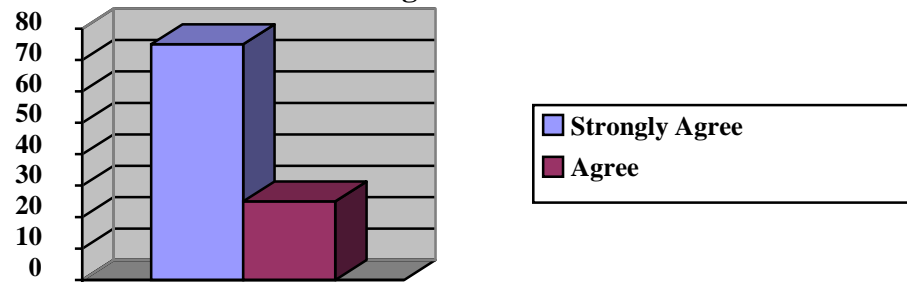
Question 11: The interactive multimedia provided works well and smoothly. 80% of respondents strongly agree while 20% only agree with this statement.

**Chart 1.11: The interactive multimedia provided works well and smoothly**



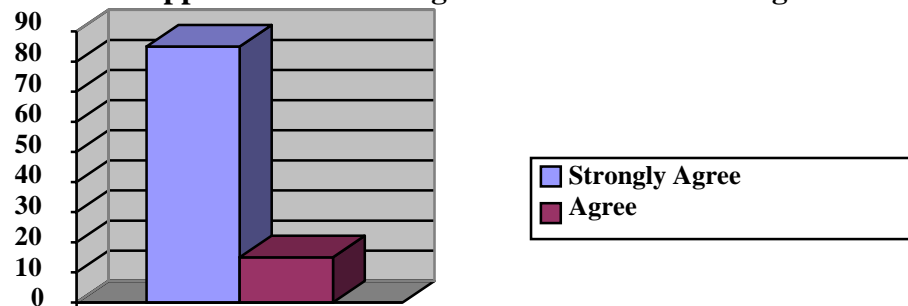
Question 12: This application provides teaching content related to students' existing knowledge. 75% of respondents strongly agree while 25% only agree with this statement.

**Chart 1.12: This application provides teaching content related to students' existing knowledge**



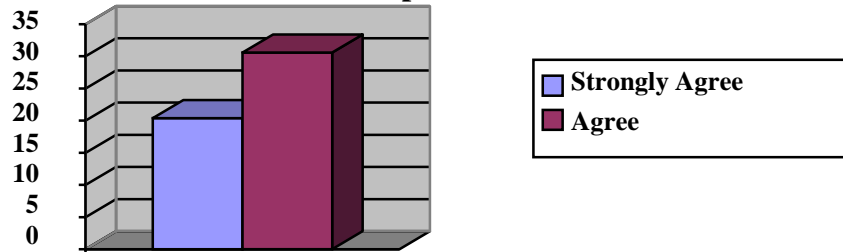
Question 13: The application is well organized and not confusing. 85% strongly agree, while 15% only agree with this statement.

**Chart 1.13: The application is well organized and not confusing**



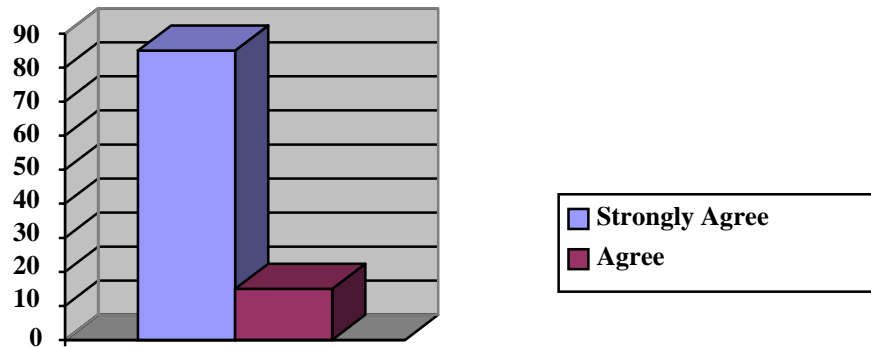
Question 14: The software provides exercises that help reinforce students' understanding of concepts. 85% of respondents strongly agree, while 15% only agree with this statement.

**Chart 1.14: The software provides exercises that help reinforce students' understanding of concepts**



Question 15: The software provides opportunities to review exercises. 85% of respondents strongly agree, while 15% only agree with this statement.

**Chart 1.15: The software provides opportunities to review exercises**



Throughout the development of this project, there were many findings that the developers learned and gained. It can be divided into two parts where these two parts provide different findings to the developer. The first result is the result of the actual project development. This finding requires development to use different types of software. Among the main software used by developers is Adobe Animate CC 2020. Developers have learned how to use the Action Script programming language 3.0 which makes this application work well as planned. In addition, Adobe Illustrator CC 2020 software also provides a new experience to developers. This software helps developers create a variety of attractive designs to include in applications. Adobe Illustrator 2020 makes it easy for developers to edit the design and play the necessary colours so that the elements included in the application are appropriate.

The second result is the result of writing a report. Based on this finding, the researcher learned how to research several existing projects. Developers also learn how to do a literature review based on the project title. In addition, developers also learn how to create projects that benefit others. This is because, this project is very necessary among teachers and students. The project has been designed and developed perfectly despite facing various problems during the development phase. Among the problems that have been identified are time constraints to learn the best way to develop an application. Other than that is lack of deep knowledge in using Adobe Animate CC 2020 software, lack of

knowledge in making the application more interesting and less review with multimedia experts.

Every shortcoming and weakness and problem encountered while developing this project must be repaired in the future. There are several suggestions to improve this project according to respondents, including the addition of multimedia elements such as video, audio, animation, graphics to make the application more interesting. Other than that, the addition of the rest of the subtopics under the heading of Arabic grammar which is Al-Musytaq, fixed Action Script not being executed, vary practice questions or quizzes, and make them more interesting.

## **5. Conclusion**

This conclusion and recommendation phase is important for project improvement. This is because it has been stated in the working paper that all the work that will be done so that the final result of the application is in line with the demands and requirements. In addition, this phase is important to ensure that the objectives are achieved and that the application is ready for display and release.

This project has been successfully developed and achieved the goals and objectives as planned. The application is easy to use and the content is easy to understand because it is suitable for use by the target group. In addition, the developer hopes to be able to continue and develop various other applications or products related to the Arabic language for public use and can also benefit the community.

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