



Evaluation of the Vocabulary in the Book ‘Arabiyah Baina Yadaik Volume 1A

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Article Information:

Received April 6, 2026

Revised April 8, 2026

Accepted April 12, 2026

Keywords:

*Evaluation, Vocabulary,
Book Arabiyah baina
yadaik*

Abstract

This study aims to analyze the strengths and weaknesses of the vocabulary material found in the textbook *Kitab ‘Arabiyah Baina Yadaik*, Volume 1A. The research method used is descriptive qualitative research, specifically a literature review (library research). Data collection was conducted by gathering journals, books, articles, and specific written materials related to the research topic. Data analysis was conducted through a direct analysis of the ‘Arabiyah Baina Yadaik textbook. The research problem is that the abundance of Arabic language textbooks leaves many students confused about which book is the best to use; thus, this study aims to assist students in selecting the best textbook for their studies. The results of the analysis indicate that the *Kitab ‘Arabiyah Baina Yadaik* has advantages in terms of its engaging presentation, accompanied by images and directly accessible audio. As for its shortcomings, the progression of vocabulary levels within each chapter is inconsistent. Based on these findings, it can be concluded that this book has more strengths than weaknesses, so it can be said that this book is quite suitable for use.

INTRODUCTION

Vocabulary is the first step in learning Arabic. Learning vocabulary is the foundation of Arabic language study; it is the first step for students in learning Arabic. As we know, Arabic is a foreign language and a second language for non-Arab learners. It is one of the most widely studied languages in the world, and many Muslims generally study Arabic (Aldzakhiroh et al., 2024). The fundamental reason why so many Muslims study Arabic is that it is the language of the Quran and the language of the Prophets. In Indonesia itself, particularly in madrasahs under the Ministry of Religious Affairs, Arabic has long been taught, from the elementary level through to the university level. Most Islamic boarding schools in Indonesia have also focused on Arabic language programs. Based on this explanation, it is clear that learning Arabic is very important for many people (Muttaqin et al., 2025).

Learning Arabic is, of course, inseparable from the role of textbooks; there are many books that can serve as guides for learning Arabic, one of which is Book ‘Arabiyah Baina Yadaik. Book ‘Arabiyah Baina Yadaik is a textbook that can help non-Arabic speakers understand Arabic lessons; it also includes vocabulary learning components.

How to cite:

Habsi, S. P., Asmaniah, N., Nopriansyah, B, Fitri, R, Syafri, S, Baharuddin, B. (2026). *Evaluation of the Vocabulary in the Book ‘Arabiyah Baina Yadaik, Volume 1A*. Jamik. *Journal Islamic Studies and Multidisciplinary* 1(1), 33-43

E-ISSN:

XXXX-XXXX

Published by:

PT Pendidikan Islam Al-Fatihah

“Kitab ‘Arabiyah Baina Yadaik” is the work of Dr. Abdurrahman bin Ibrahim al-Fauzan, Dr. Mukhtar Ath-Thahir Husain, and Dr. Muhammad Abdul Khaliq Muhammad Fadl (Syarifah, 2020). This book was published by al-Maktabah al-Risalah al-‘Arabiyah lil-Jami’, Riyadh, Saudi Arabia. The ‘Arabiyah Baina Yadaik series consists of 4 volumes divided into 8 books, with each volume comprising 2 books, namely: ‘Arabiyah Baina Yadaik Volume 1A, ‘Arabiyah Baina Yadaik Volume 1B, ‘Arabiyah Baina Yadaik Volume 2A, “Arabic Between Your Hands” Volume 2B, “Arabic Between Your Hands” Volume 3A, “Arabic Between Your Hands” Volume 3B, “Arabic Between Your Hands” Volume 4A, “Arabic Between Your Hands” Volume 4B (Khoiriyah, 2021).

Learning Arabic must, of course, be approached in a systematic manner. For Indonesian students, Arabic is a second language. Therefore, mastering vocabulary is crucial for students; with a solid grasp of vocabulary, students will find it easier to understand Arabic textbooks, engage in Arabic conversations, construct sentences in Arabic, and deliver speeches in Arabic (Nopriansyah et al., 2024). Since many Arabic learners struggle to master vocabulary, it is certain that such students will also face difficulties in understanding other aspects of Arabic language instruction. There must be an appropriate textbook to help Arabic learners master Arabic vocabulary (Sholeha & Baqi, 2023).

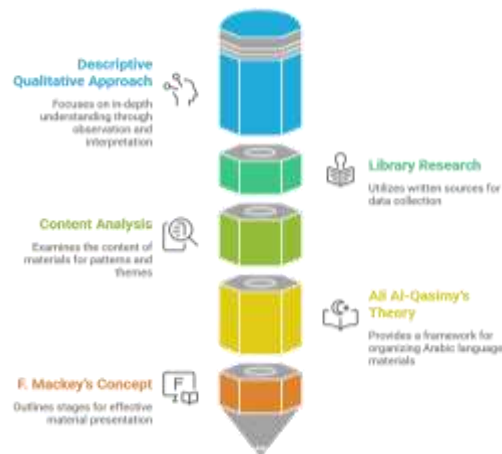
A previous study related to this research was conducted by M. Riza Pahlefi of UIN Sultan Maulana Hasanuddin Banten and published in the *Al Ittijah Journal* in 2020: “Analysis of the Book ‘Arabiyah Baina Yadaik, Volume 1.” The similarity between the studies is that both analyze the book ‘Arabiyah Baina Yadaik Volume 1. The difference is that Riza’s study evaluates all the material in the book ‘Arabiyah Baina Yadaik, while my study focuses on evaluating the vocabulary material in the book ‘Arabiyah Baina Yadaik.

Based on the issues described above, the researcher aims to analyze the strengths and weaknesses of the vocabulary material in the textbook *Arabiyah Baina Yadaik*, Volume 1A. Accordingly, the researcher has chosen a topic focused on “An Evaluation of the Vocabulary in the Textbook *Arabiyah Baina Yadaik*, Volume 1A”.

METHODS

This study employs a descriptive qualitative approach using library research. Data were collected by reviewing various written sources relevant to the research topic, such as scientific journals, books, articles, and other documents related to Arabic language learning, particularly vocabulary materials (Asmaniah et al., 2026). This approach was chosen because it allows the researcher to gain a deep and comprehensive understanding through a systematic review of credible sources (Asmaniah et al., 2024).

The data analysis technique used is content analysis, which focuses on examining the content of the book *Arabiyah Baina Yadaik Volume I A*, particularly regarding the presentation of vocabulary (Dalimunthe et al., 2025). This analysis draws on Ali Al-Qasimy’s theory regarding the organization of Arabic language materials for non-Arab learners, as well as F. Mackey’s concept of the stages of material presentation which includes selection, gradation, repetition, and presentation as explained in his book *Language Teaching Analysis* (Nopriansyah et al., 2024). This approach is used to thoroughly examine the appropriateness and systematic presentation of vocabulary in the book.

Figure 1. Research Methodology Overview

RESULT AND DISCUSSION

Definition of Evaluation and Vocabulary

The term “evaluation” comes from the English word “evaluation,” which means assessment. One journal states that, according to Wang and Brown, evaluation is defined as an action or process to determine the value of something (Fahri & Sudiarti, 2023). In other words, evaluation serves to determine the extent to which an object possesses a certain value or quality based on established criteria. Meanwhile, Cross defines evaluation as a process used to determine the extent to which planned objectives can be achieved. This means that evaluation focuses not only on results but also on the degree of success of an activity or program in achieving previously determined objectives (Khairiyah et al., 2024).

Based on the aforementioned statement, it can be concluded that evaluation is the process of determining the value of a specific object based on certain criteria, where the object is the subject of the evaluation. Through this evaluation, any shortcomings in the object can be minimized, thereby improving the object (Khusniya & Syafi'i, 2024).

According to Moh Mansyur in the title of his book *Dalil al-Katib Wa al-Mutarajim*, *mufrodat* is the plural form of *mufrod* defined as a *lafaz* a word consisting of two or more letters that conveys a meaning. A word is a collection of letters that carries meaning (Irsal Amin, 2021). Meanwhile, according to Ali al-Khuli, a *mufrod* is an independent linguistic unit; sometimes it takes the form of a root word, and other times it takes the form of a derived word. Furthermore, each word has its own form, meaning, and function. Thus, it can be concluded that *mufrod* is the smallest independent linguistic unit sometimes taking the form of a root word or a derived word each possessing its own meaning, form, and function; consequently, *mufrod* is one of the most fundamental components in the study of the Arabic language (Ulinnuha & Husein, 2024).

Vocabulary refers to the words in the Arabic language. Learning vocabulary is a fundamental aspect of studying Arabic; this process involves students' mastery of both memorization and usage of vocabulary. Vocabulary is typically used in constructing

sentences in Arabic. As for memorization, vocabulary memorization consists of three levels, namely: a) The basic level, consisting of 750–1000 vocabulary items, b) The intermediate level, consisting of 1000–1500 vocabulary items, c) The advanced level, consisting of 1500–2500 vocabulary items.

Based on the above definitions of vocabulary assessment and learning, this paper will evaluate the Arabic language textbook regarding its vocabulary content in Book 'Arabiyah Baina Yadaik. The first volume of Book 'Arabiyah Baina Yadaik is a textbook specifically designed for beginners (al-mustawa al-asasi).

Factors Considered in Book Evaluation

Some important aspects of language textbook evaluation include: a) Selection is a crucial stage in language textbook evaluation because it involves choosing materials appropriate for students' proficiency levels whether beginner, intermediate, or advanced and, in vocabulary instruction, considers criteria such as frequency, range, availability, coverage, and learnability; b) Gradation focuses on the step by step organization of material, starting from the simplest to the more complex, and from a small number to a larger number to ensure ease of understanding; c) Presentation refers to the method of presenting material to students, tailored to learning objectives and their needs; d) Repetition aims to reinforce students' understanding through the repetition of material that has already been presented without altering or omitting its essence, so that the material is well-received (Alam, 2025).

Overview of the Book 'Arabiyah Baina Yadaik

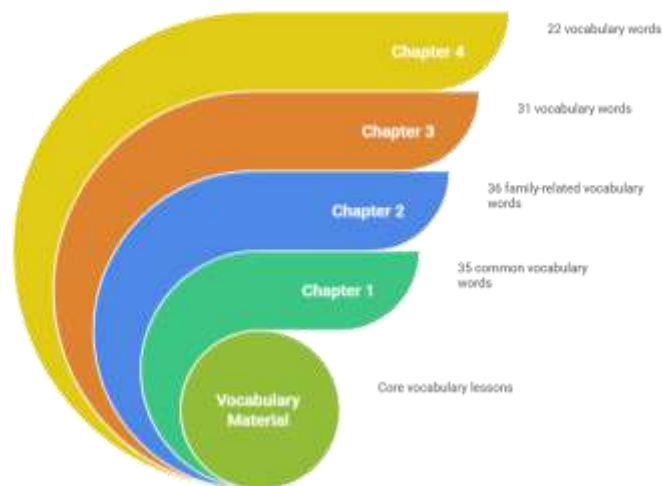
The book 'arabiyah baina yadaik is a book that is very helpful for Arabic language students. Along with the increasing interest and attention to the Arabic language, various kinds of books have been compiled that can help students understand Arabic, one of which is the Book of 'arabiyah baina yadaik, this book is more specifically for students who are not native Arabic speakers. The Arabic language used in this book is Fushah Arabic.

The purpose of compiling this book includes three objectives: for language skills (al kifayah al lughawiyah), for communication skills (al kifayah al ittishaliyah), and cultural skills (al kifayah al tsaqofiyah). In this book he presents 4 language skills, namely listening skills (al istima'), speaking skills (al kalam), reading skills (al qiro'ah), and writing skills (al kitabah). In this book also presents 3 elements of language, namely sounds (ashwat), vocabulary (mufradat), and grammar (at tarokib an nahwiyah).

This Arabic book consists of 4 volumes which are divided into 8 books, each volume consists of 2 books such as the Arabic book of Baina Yadaik volume 1 A, the Arabic book of Baina Yadaik volume 1 B, the Arabic book of Baina Yadaik volume 2A, the Arabic book of Baina Yadaik volume 2B, the Arabic book of Baina Yadaik volume 3A, the Arabic book of Baina Yadaik volume 3B, the Arabic book of Baina Yadaik volume 4A, the Arabic book of Baina Yadaik volume 4B. The material of the book 'arabiyah baina yadaik volume 1 consists of 16 chapters, 8 chapters in volume 1 A and 8 chapters in volume 1B. The material in volume 1A is at-tahiyah wa ta'aruf (chapter 1), al usroh (chapter 2), as sakan (chapter 3), al hayahal yaumiyah (chapter 4), at to'am as syarob (chapter 5), as salah (chapter 6), ad dirasah (chapter 7), al 'alam (chapter 8).

Analysis Results

Figure 2. Arabic Book Vocabulary Analysis



Analysis of Chapter I of the Arabic Book Baina Yadaik Volume 1A, Mufradat Material

The vocabulary lesson in Chapter 1 of the book *Arabiyah Baina Yadaik*, Volume 1A, contains 35 vocabulary words. Among these 35 words are terms that are very commonly encountered in daily life. The way the material is presented in the book also makes it easy for students to understand. In this material, students can also distinguish between the feminine and masculine forms of the vocabulary words. Additionally, the material is presented with illustrations to help students grasp the meanings of these words. This vocabulary lesson also includes audio links, which will certainly assist students in pronouncing the words correctly. Each vocabulary lesson is also accompanied by exercises, which will certainly help students master the vocabulary.

So based on this analysis, it can be said that the vocabulary material contained in the book 'arabiyah baina yadaik volume 1A, chapter 1, through the selection, presentation and repetition guidelines, the vocabulary material in chapter 1 is considered good.

Analysis of Chapter II of the Arabic Book Baina Yadaik Volume 1A, Mufradat Material

In the mufradat lesson contained in chapter 2 of the book 'arabiyah baina yadaik volume 1A, there are 36 mufradat, among the 36 mufradat are included in the mufradat that we very commonly find in everyday life in the family environment, the presentation of the material delivered in the book also makes it easy for students to understand, in addition the material is also presented in the form of images that can help students to understand the meaning of the mufradat. In this mufradat learning is also equipped with an audio link as in chapter 1, this audio can certainly help students in pronouncing the mufradat properly and correctly. Each mufradat material is also equipped with exercises, these exercises can certainly help students in mastering Arabic mufradat. However, between the vocabulary material from chapter 1 and the vocabulary material from chapter 2, there is only a difference of 1 vocabulary, the material in chapter 1 consists of 35 vocabulary while the material in chapter 2 consists

of 36 vocabulary, the number of vocabulary presented should be more than chapter 1, don't just have a difference of 1 vocabulary (Pahlefi, 2020).

Analysis of Chapter III of the Book of 'arabiyah Baina Yadaik Volume 1A Mufradat Material

In the mufradat lesson contained in chapter 3 of the book 'arabiyah baina yadaik volume 1A there are 31 mufradat, the presentation of the material presented in the book makes it easy for students to understand, in addition the material is also presented in the form of images that can help students to understand the meaning of the mufradat. In this mufradat learning it is also equipped with an audio link which can certainly help students in pronouncing the mufradat properly and correctly. Each mufradat material is also equipped with exercises, these exercises can certainly help students in mastering the mufradat. However, in the material in chapter 3, the number of mufradats presented is quite small compared to the number of mufradats in chapters 1 and chapter 2. It is known that the number of mufradats in chapter 1 is 35 mufradats, the number of mufradats in chapter 2 is 36 mufradats, while the number of mufradats in chapter 3 is 31 mufradats (Abdilah et al., 2025).

So this of course affects the gradation aspect in teaching materials, the number of mufradats in chapter 3 should be greater than the number of mufradats in chapters 1 and chapter 2.

Analysis of Chapter IV of the Book of 'arabiyah Baina Yadaik Volume 1A Mufradat Material

In the mufradat lesson contained in chapter 4 of the book 'arabiyah baina yadaik volume 1A there are 22 mufradat, the presentation of the material delivered in the book makes it easy for students to understand, because the material is presented in the form of images that can help students to understand the meaning of the mufradat. In this mufradat learning it is also equipped with an audio link which can certainly help students in pronouncing the mufradat properly and correctly. Each mufradat material is also equipped with exercises, these exercises can certainly help students in mastering the mufradat. However, in the material in chapter 4, the number of mufradats presented is quite small compared to the number of mufradats in chapter 1, chapter 2 and chapter 3. It is known that the number of mufradats in chapter 1 is 35 mufradats, the number of mufradats in chapter 2 is 36 mufradats, the number of mufradats in chapter 3 is 31 mufradats, but the number of mufradats contained in chapter 4 is only 22 mufradat (Mardiyah & Sofa, 2025).

So this certainly affects the gradation aspect in teaching materials, the number of mufradats in chapter 4 should be greater than the number of mufradats in chapter 1, chapter 2 and chapter 3.

Analysis of Chapter V of the Book of 'arabiyah Baina Yadaik Volume 1A Mufradat Material

In the mufradat lesson contained in chapter 5 of the book 'arabiyah baina yadaik volume 1A, it is a mufradat related to food and drink, in this chapter there are 36 mufradat, the presentation of the material presented in the book is also the same as that in chapter 1, chapter 2, chapter 3, and chapter 4. Students are easy to understand the meaning of the mufradat, this is because it is presented in the form of images that can help students to understand the meaning of the mufradat. In this mufradat learning, it is also equipped with an audio link which can certainly help students in

pronouncing the mufradat properly and correctly. Each mufradat material is also equipped with exercises, these exercises can certainly help students in mastering the mufradat (Mardiyah & Sofa, 2025).

The number of mufradats contained in chapter 5 is the same as the mufradats contained in chapter 2, namely the same number is 36 mufradats. These 36 Mufradats are certainly more numerous than those contained in chapter 1, chapter 3 and chapter 4.

Analysis of Chapter VI of the Book of 'arabiyah Baina Yadaik Volume 1A Mufradat Material

In the mufradat lesson contained in chapter 6 in the book of 'arabiyah baina yadaik volume 1A there are 27 mufradat, the material is also presented in the form of images that can help students to understand the meaning of the mufradat. In this mufradat learning is also equipped with an audio link which can certainly help students in pronouncing the mufradat properly and correctly. Each mufradat material is also equipped with exercises, these exercises can certainly help students in mastering the mufradat. However, in the material of chapter 6, the number of vocabulary presented is relatively small compared to the number of vocabulary in chapter 1, chapter 2, chapter 3, chapter 4 and chapter 5. So this certainly affects the gradation aspect in the teaching material, the number of vocabulary in chapter 6 should be more than the number of vocabulary in chapter 1, chapter 2, chapter 3, chapter 4 and chapter 5 (Nurhikma et al., 2025).

Analysis of Chapter VII of the Book of 'arabiyah Baina Yadaik Volume 1A Mufradat Material

In the mufradat lesson contained in chapter 7 in the book of 'arabiyah baina yadaik volume 1A there are 25 mufradat, the presentation of the material presented in the book is also the same as the previous chapter, the presentation makes it easy for students to understand the mufradat, the material is also presented in the form of images that can help students to understand the meaning of the mufradat. In this mufradat learning, it is also equipped with an audio link which can certainly help students in pronouncing the mufradat properly and correctly. Each mufradat material is also equipped with exercises, these exercises can certainly help students in mastering the mufradat.

However, in the material of chapter 7, the number of vocabulary presented is relatively small compared to the number of vocabulary in chapters 1, 2, 3, 4, 5, and 6. This certainly affects the gradation aspect of the teaching material. The number of vocabulary in chapter 7 should be more than the number of vocabulary in chapters 1, 2, 3, 4, 5, and 6.

Analysis of Chapter VIII of the Book of 'arabiyah Baina Yadaik Volume 1A Mufradat Material

In the mufradat lesson contained in chapter 8 in the book of 'arabiyah baina yadaik volume 1A there are 30 mufradat, the presentation of the material presented in the book is also the same as the previous chapter, the presentation makes it easy for students to understand the mufradat, the material is also presented in the form of images that can help students to understand the meaning of the mufradat. In this mufradat learning, it is also equipped with an audio link which can certainly help

students in pronouncing the mufradat properly and correctly. Each mufradat material is also equipped with exercises, these exercises can certainly help students in mastering the mufradat.

Strengths and Weaknesses of the Arabic Book Baina Yadaik Volume 1A Vocabulary Material

After analyzing the vocabulary material in the Arabic Book Baina Yadaik Volume 1A, which is found in Chapters 1, 2, 3, 4, 5, 6, 7, and 8, the author concludes that this book is excellent in its presentation. The presentation of the material, accompanied by images, can make it easier for students to understand the meaning of the vocabulary. Furthermore, the vocabulary exercises contained in each chapter are also considered very good because they are able to help students master vocabulary. In addition, this book is also equipped with audio, which is considered very good because the use of audio is able to help students pronounce vocabulary well and correctly (Abdilah et al., 2025).

However, among the existing advantages, this book also has shortcomings, here it is found that this book has a less good gradation aspect, the reason it is said to be less good because the number of vocabulary presented in each chapter does not increase. It is concluded that chapter 1 consists of 35 vocabulary, chapter 2 consists of 36 vocabulary, chapter 3 consists of 31 vocabulary, chapter 4 consists of 22 vocabulary, chapter 5 consists of 36 vocabulary, chapter 6 consists of 27 vocabulary, chapter 7 consists of 25 vocabulary, chapter 8 consists of 30 vocabulary. All vocabulary in chapter 1 - chapter 8 totals 242 vocabulary.

The final part of the book 'arabiyah baina yadaik, on pages 225 - 232, contains supporting vocabulary which is presented using pictures to help students understand the meaning of the mufradat. The number of mufradats in this part of the supporting city is 174 mufradats. Furthermore, from pages 239-246 there is mufradat written in alphabetical order, totaling 696 mufradat, but this mufradat is not accompanied by pictures or meaning.

CONCLUSION

Evaluation is a process to determine the value of an object based on certain criteria, where the object in question is the result to be assessed, so that through evaluation, existing deficiencies can be identified and improvements made to improve. In the context of Arabic language learning, mufradat is defined as vocabulary that is an important foundation in language mastery, because it is related to students' ability to memorize and use words correctly. Therefore, evaluation of Arabic language textbooks needs to pay attention to several important aspects, namely selection, gradation, presentation, and repetition. One of the widely used books is 'Arabiyah Baina Yadaik which consists of 4 volumes and is divided into 8 books, where each volume consists of two parts (A and B). Specifically in volume 1, there are 16 chapters divided into 8 chapters in book 1A and 8 chapters in book 1B, with material in volume 1A including at-tahiyyah wa ta'aruf, al-usrah, as-sakan, al-hayah al-yaumiyah, at-ta'am wa asy-syarab, as-shalah, ad-dirasah, and al-'alam.

The advantages of the book 'Arabiyah Baina Yadaik volume 1A on the material of vocabulary lies in the presentation of the material is interesting and easy to understand, especially because it is equipped with images that help students understand

the meaning of vocabulary more concretely. In addition, the vocabulary exercises available in each chapter are considered effective in helping vocabulary mastery, as well as the use of audio that supports students in pronouncing vocabulary well and correctly. However, this book also has shortcomings, especially in the aspect of gradation, where the arrangement of the number of vocabulary in each chapter does not show a gradual increase, so it does not reflect the principle of arranging the material from simple to more complex.

DECLARATIONS

Author Contribution

Syifa habsi & Neli Asmaniah: Original manuscript writing and compilation, conceptualization, data accuracy, **Beri Nopriansyah:** Visualization, methodology, Language enhancement, investigation.

Funding Statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of Interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

Publisher's and Journal's Note

Researcher and (PT Pendidikan Islam Al-Fatihah) as the publisher and Editor of Journal *Jismy* that there is no conflict of interest towards this article publication.

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Jismy: Journal Islamic Studies and Multidisciplinary

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