

Research Article

## Analysis Study of the "Tracing the Dots" Method in IMLA Learning for Students Ma'had Al-Izzah Leadership School Batu

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**Abstract.** The purpose of this research is to find out the imla' material and the imla' learning process using Tracing the Dots, as well as the benefits of using this theory in overcoming problems that occur. This research was carried out because it departed from the problem of new students who could not write Arabic, while this material was the basic material for mastering maharah kitabah. Many of them made the wrong choice of letters when dictated and could not tell which letters were connected and which were not. This research is qualitative field research with a case study type. Methods of data collection by observing and interviewing. Technical data analysis in the form of data reduction, data display, and conclusion. The results of this study explain that the process of teaching imla' at Ma'had Al-Izzah consists of 3 processes, namely letter recognition, connecting letters, and practicing Arabic writing. The material is taught by asking students to make the dotted line thicker so they practice a lot and get used to writing. With lots of practice, students learn without being burdened. They can also practice without being supervised by the teacher because the instructions and instructions are clear.

**Keywords:** Analysis study; Tracing the Dot Method; Imla Learning.

### INTRODUCTION

In learning Arabic there are 4 kinds of maharah (ability) that must be mastered by children. Maharah is maharah al-istima' (ability to hear), maharah al-kalam (ability to read), maharah al-qira'ah (ability to read), and maharah al-Kitabah (ability to write). Of these four maharah, children must master them as a whole so that they are truly proficient in Arabic because the four are interrelated with one another. (Thoha, 2012, pp. 79-90) To achieve these four kinds of abilities, educators are looking for

various initiatives to make it easier for children to learn, moreover many of the children are less interested in Arabic material due to a misperception from the start that Arabic is a difficult language. Various concepts are arranged to make children excited and willing to learn them. These strategies are made so that children think that Arabic is a language that is easy to learn and can be mastered by everyone.

There are two streams in the study of linguistic theory, namely the structural flow and the generative-transformation flow. The structural flow was pioneered by Ferdinand de Saussure, a Linguist from Switzerland from 1857-1913. Then it was developed by Leonard Bloomfield, as well as laying the foundations of structural linguistics based on research using scientific research methods. Meanwhile, the generative transformation flow was pioneered by the American linguist Noam Chomsky. He published his book in 1957 with the title "Language Structures". He distinguished two language structures, namely the outer structure and the inner structure. According to him, the form of speech spoken or written by the speaker is an outer structure which is a manifestation of the inner structure. These utterances may differ in form from the internal structure, but the intended meaning is the same. And the outer structure can have the same shape as the inner structure, although this is not always the case. (A. W. R. dan M. Ni'mah, 2011)

Najieb Taufiq argues that the function of teaching Arabic is so that someone can communicate properly and correctly using Arabic. And the goal is for children to master Arabic and be proficient in using the language. The skills in question include muthala'ah, muhadatsah, insya', nahwu, and sharraf material. If the child masters the material, he will be able to acquire the 4 language skills previously mentioned.

Based on the stipulation of the Ministry of Religion, it is explained that the objectives of learning Arabic are as follows: (Muharromah, 2018, pp. 1-19)

1. Be able to understand the Qur'an and hadith as a source of Islamic law
2. Able to understand Islamic religious and cultural books written in Arabic
3. Able to speak and compose using Arabic
4. Can be used as a tool to help other skills
5. Fostering Arabic language experts

The goals above are the general goals of learning Arabic. With the language skills we have, we will be able to understand the holy book of the Qur'an and can boost the progress of Islamic scholarship. Besides that, it will also be easy for us to interact with other people, especially people who also understand Arabic. Especially with the more languages we master, it will make us less easily deceived and fooled by other people.

The Arabic language learning method is a systematic teaching and learning activity to achieve the goals of Arabic language education. For this reason, educators must determine the method that is most appropriate and by the abilities and characteristics of the child, because each method has advantages and disadvantages in its application. The accuracy of the use of the method will help educators achieve the goals to be achieved. (Muhith, n.d.)

In general, the purpose of students learning Arabic is to increase their religious knowledge. However, the problem that is always faced by educators is the use of methods that are in students' interests, even though the selection of methods is not based on the likes or interests of students, but on the goals, targets, and achievement

of competencies that have been set by the curriculum. Therefore, the learning method applied must be adjusted to the achievement targets to be achieved in the learning. (Melinia & Nubaha, 2021)

Obstacles and problems in the process of learning Arabic cannot be resolved and resolved so the success rate of learning is less than perfect. One of the contributing factors is the use of inappropriate learning methods. However, the learning method is not the only cause of the failure of the learning process, other factors are the facilities, environment, motivation, teacher competence, and professionalism. (Nursyimah, 2017) One of the methods of learning a language is the direct method.

The direct method assumes that the process of learning a foreign language is the same as learning your mother tongue, namely by using it directly and intensively in communication. By applying this method, children will learn like learning their mother tongue which they don't understand at first. However, as it is used continuously by communicating using that language, he will get used to it and understand it easily. Based on the direct method theory, children only need to learn a foreign language by listening and speaking. While reading and writing can be learned afterward. It is called the direct method because, in the learning process, the teacher uses a foreign language when communicating and explaining. (Bakri, 2017)

2 things that make it easier for children to learn their mother tongue:

1. Learning the mother tongue is an innate language that is needed as a daily communication tool.
2. Young children have good basic abilities because their brains are still clean and have not been influenced by other languages. (Nur, 2013)

Because of these 2 things, it is easy for children to learn their mother tongue. Mother tongue is a separate need for each individual. The mother tongue is the first communication tool used by children to support their needs.

The science of language that will be explained in this discussion is focused on the science of Arabic, especially maharah kitabah. As we know that Arabic is one of the materials taught in Islamic schools and Maharah Kitabah is one of the abilities that children must have in the field of writing. For this reason, learning is important to be applied and taught to children.

There are 3 components in writing: (Muharromah, 2018)

1. Mastery of language and writing theory (vocabulary, structure, sentences, paragraphs, spelling, pragmatics, etc.)
2. Mastery and understanding of the contents of the essay according to the topic to be written.
3. Mastery and understanding of the types of writing

Based of the three components above, children must master these 3 components to make it easier for them to learn to write to the next stage. Therefore, there are 2 aspects of ability that children must have when writing Arabic, namely technical abilities and ibdai (production) abilities. Technical ability is the ability to write Arabic properly and correctly. This includes the correctness of imla', qawaid, and the use of punctuation. Meanwhile, ta'bir ibdai is the ability to express ideas, thoughts, and feelings in written form. (Fajriah, 2017, pp. 33-56)

One technique for mastering Maharah Kitabah is khat material. Khat is writing that emphasizes the beauty of writing, so that in learning it does not only write

letters, words, or sentences, but rather focuses on the beauty or aesthetic aspects of writing. Thus, the purpose of learning khat is for children to be skilled in writing Arabic letters and words correctly and beautifully. The lessons taught in calligraphy are demonstration methods, tracing, lectures, assignments, and drills. (K. Ni'mah, 2019, pp. 263–284)

One of the main factors in mastering Maharah Kitabah is the use of methods in learning, not only mastering Maharah Kitabah but all learning. As the research conducted by Lu'lu Anisa entitled "Arabic Language Learning Methods in Annida Sokaraja Islamic Elementary School for the Academic Year 2012/2013" explains that the methods used in learning Arabic are the lecture method, the singing method, the mim-mem method (imitate-memorize), demonstration method, question-and-answer method, project method, and conversation method. In its application, the implementation of the Arabic language learning method is not used alone, but in combination with other methods that are adapted to the level of development and understanding of the child, and adapted to the characteristics of the child, the material, and the goals to be achieved. (A. W. R. dan M. Ni'mah, 2011)

The use of training methods in the learning process can also improve children's abilities. Practicing repeatedly will help improve children's ability to write at a basic level. (Hadijah, 2016, pp. 235–249) Based on research conducted by Hadijah on grade 1 students at Sibaluton Elementary School, the use of the exercise method can improve initial writing skills. Thus, understanding and improving children's abilities are not only taught once or twice but repeatedly to train them to be more agile and proficient, especially in writing.

Other research was also carried out by Indriana with the title of her research "Application of the Imla' Method to Improve Maharah Kitabah" for Class VIII A MTs Aisyiyah Makassar Branch in 2022. In her research, it was explained that the imla' method was able to improve students' maharah kitabah and can be seen in the student's final grades. The imla' method is carried out by explaining how to understand the basics of writing Arabic, pronouncing the makharijul huruf properly and correctly, writing separate letters and connecting the letters into a word, then dictating a simple sentence, repeating it three times, and asking students to understand what they hear and write it down. (Indriana, 2022, pp. 78–82)

Susilawati researched mastery of maharah kitabah with the title "The Influence of Design of Arabic Teaching Materials (Kitabah) on Maharah Kitabah (Experimental Study on Students of Class X MAN 1 Parepare)" in 2016. Based on the results of this experimental research, students who received lessons using designed Arabic teaching materials experienced a significant increase compared to students who did not use teaching material designs. This can be seen from the results of the pre-test and post-test in these two groups. (SUSILAWATI, 2016, p. 116) Thus, the successful mastery of the material is supported by the application of the methods used by the teacher.

In addition to the methods above, the theory of Tracing the Dots can be a theory in teaching maharah books, especially for beginners as a basic learning of how to write Arabic properly, correctly, precisely, and neatly. Tracing is an English term that means tracing. Trace is also one of the activities in the writing strategy. (Sujiono, 2013) The Ministry of National Education stated that tracing is the activity of writing

or drawing lines or writings by tracing the writings that have been provided. The purpose of this theory is to link the knowledge he has with the knowledge he has just learned. (Nurkholisoh et al., 2021)

Research related to the theory of Tracing the Dots was conducted by M. Yusuf T, et al with the title "Application of the Method of Thickening the Dotted Lines in Improving Eye and Hand Coordination in Children Aged 4-5 Years at TK Aisyiyah Bustanul Athfal II Perumnas" in 2022. This study explains that the application of thickening the dotted line is effective in improving children's eye and hand coordination in carrying out activities simultaneously. This research implies that the development of hand-eye coordination in children who are stimulated has different speeds. (Haidar et al., 2022, p. 185)

The use of the Tracing the Dots strategy is one of the solutions to make it easier for students to learn to write, especially Arabic writing. Even though this strategy looks like learning kindergarten children and usually only young children learn to use this theory, it is possible that students at the age of junior high school or junior high school can use this theory because the theory of Tracing the Dots is a theory with a fundamental way to make it easier for students to learn.

Al-Izzah Leadership School (ALS) Batu is an institution based in Sumberejo, Batu. Based on the facts that occur in the field, the students there come from different educational backgrounds, and many students still cannot write Arabic properly, correctly, and precisely. Good in the sense that it is beautiful and pleasing to the eye, correct means what is intended, and precise means that the way and rules of writing are correct. Sometimes their writing is good, but not true and precise in writing, or vice versa. The types of mistakes made by Al-Izzah students are a fundamental theory that they must know and learn about, including the wrong choice of letters, not being able to distinguish between letters that may be continued and not, and errors in writing mad readings. Therefore, to overcome this problem, it is necessary to have a fundamental theory that guides and teaches students how to write according to standards.

Based on the theory of M. Abdul Hamid et al in their book entitled *Methods and Strategies for Learning Arabic* suggests that there are 3 aspects of writing proficiency, namely: (Iskandar, 2017, p. 57)

1. Proficiency in forming letters and mastery of spelling
2. Proficiency in repairing khat
3. Proficiency in giving birth to thoughts and feelings with writing

The three aspects above are arranged based on the level that must be studied. Children must master how to write letters that are correct and appropriate, master spelling hijaiyah letters and words, be able to correct and improve their writing, then finally be able to express their ideas in the form of a letter. The urgency of this study is to find a theory, strategy, or method that is suitable for students so that they can understand basic materials and be able to write Arabic scripts. Thus, this study will explain the learning process of Tracing the Dots in imla' learning and the benefits of Tracing the Dots in providing solutions to the learning of the students of Ma'had Al-Izzah.

## RESEARCH METHOD

This research is entitled "Analytic Study of the Tracing the Dots Method in Imla Learning' for Santri Ma'had Al-Izzah Leadership School Batu". This research is qualitative field research with a case study approach because it departs from a case that occurred at Al-Izzah Leadership School Batu. The object of research is new ALS students who are just learning Arabic.

Data collection techniques by observing and collecting documents related to the learning process before and after the application of the dictation method. The theory of this research is Tracing the Dot where its application is in the dictation method that has been compiled. Technical data analysis was carried out based on 3 stages, namely data reduction, data display, and conclusion. (Satori, n.d.) After the data is collected, the researcher selects important and needed data, and groups them according to their categories. Then, the researcher analyzes so that he can conclude the resulting research.

## RESULT AND DISCUSSION

### **The Process of Implementing Tracing the Dots in Learning Imla'**

In general, the purpose of students learning Arabic is to increase their religious knowledge. However, the problem that is always faced by educators is the use of methods that are by students' interests, even though the selection of methods is not based on the likes or interests of students, but on the goals, targets, and achievement of competencies that have been set by the curriculum. Therefore, the learning method applied must be adjusted to the achievement targets to be achieved in the learning. (Melinia & Nubaha, 2021)

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The lack of mastery of maharah kitabah among ALS students is the background for the preparation of the imla' method, in which the Tracing the Dot theory is applied to assist students in writing. ALS students have different educational backgrounds so many of them cannot write Arabic properly and correctly. With the application of Tracing the Dots, students will be assisted with dotted or dotted line patterns that are already available so that they only make the text bold in them.

Writing skill is the most difficult language skill among other skills. Based on the difficulties experienced by children, there are several problems faced when someone is writing, including: (Saepudin, 2012)

1. Psychological problems, namely habit or experience factors, needs, and motivation factors. If someone is used to writing, then the ability and quality of his writing will be better. If someone is pressed, he will be forced to write according to his needs. And some people also need the motivation to write to encourage them to write.
2. Linguistic problems related to theory and grammar in writing. If a writer wants to write well and correctly, he must master writing theory and concepts in linguistics.
3. Cognitive problems are one of the problems for someone who wants to write because writing requires adequate materials and knowledge. Therefore, writing skills must also be supported by reading skills because reading will open up other knowledge.

Another problem in mastering Maharah Kitabah is dysphagia. Dysragfia is difficulty learning to write. The process of learning to write cannot be separated from learning to speak and read. That is, learning to speak and read is the main component before learning to write. Therefore, writing is the last skill after listening, speaking, and reading skills. There are two stages in learning to write for the beginner level, namely the readiness of children's writing and the activities of tracing and bolding letters. (Samiha, 2015)

Tracing the Dot is a way of writing by bolding dots or faint lines that form patterns of letters, numbers, or certain shapes as traces in recognizing and writing certain letters, numbers, or shapes as traces in recognizing and writing letters, numbers, and other forms. The benefits that can be obtained from writing activities with this technique include helping children recognize letters, numbers, and other forms of symbols. (Susilo, 2013)

Tracing the Dots theory is used in mastering writing skills at the beginner level. The ALS students who are the target of implementing this learning are new because they are the ones experiencing this problem. Usually, this theory is widely applied to kindergarten children who are just learning to write or recognize letters. Books that use the Tracing the Dot theory also lead to special children's books. However, ALS students feel they need this theory to make it easier for them and not burden them. With the ease of application, it will not make them feel difficult so they change their bad mindset towards Arabic.

The Tracing the Dots strategy is a learning theory or method used in imla' learning at Ma'had Al-Izzah Leadership School Batu. This strategy is easy strategy for students and teachers. The goal is to make it easier for teachers to teach and students to receive lessons. This method is a way in which students learn, but are not burdened with material that makes it burdensome. The Tracing the Dots strategy in dictation learning is specifically designed according to the problems experienced by students in improving their writing skills. This writing ability is emphasized in learning Arabic or what is often referred to as Maharah Kitabah. ALS Ma'had students require special handling of the basic material of the book. The material of the book that is applied is the basic material of the disclaimer.

Imla learning is learning by applying writing exercises. Students are asked to fill in the blanks according to written instructions. The implementation process is carried out in stages. Santri will learn and practice from the most basic material, then

proceed to the next stage. The teacher's task is only to direct according to what is in the book without having to explain at length because it is more focused on practice. Then the teacher monitors and corrects the tasks done by the students.

### **The First Step**

First of all, students will be introduced to hijaiyah letters. With the introduction of these letters, it is hoped that students will not be confused and understand and be able to distinguish between letters. At this stage, students will learn to write hijaiyah letters one by one by bolding the letters that have been written with dotted lines. Using Tracing the Dots will help with the appropriate placement of letters and writing methods.

### **Second Step**

After the introduction of letters, students will be taught to connect letters. At this step, students are still learning to recognize letters, but are more focused on letters that can be connected and cannot be connected. From each of these letters, students will know how to connect the hijaiyah letters when they are in front, in the middle, and behind. This exercise will train students' abilities and can easily distinguish one letter from another. The application of Tracing the Dots in the second stage is no different from the first stage, which is to thicken the dotted line according to what has been provided.

### **Third Step**

At this step, students are trained to bold sentences taken from mahfuzhat or aphorisms. On this occasion, the children continued to emphasize the dotted lines in the form of sentences. This process will train students to write Arabic scripts more optimally. In addition to bold exercises, he will be trained to connect letters as a form of applying the understanding they have learned before.

In the imla' method, the students do not only make the letters bold. The child is asked to write again in the hope that after bolding the letters and writing, he will understand and be able to rewrite them in the blank column. This method is repeated in each material because it aims to make children practice a lot.

The book material using the imla' method is taught once a week, namely on Saturday nights. This material is taught as a support for other language programs so that it runs and can be mastered by students in a balanced way because in previous programs the tazwidul mufradat program (increasing vocabulary) has been implemented. With students studying the book, it will help students to master other maharah.

Kitabah learning is taught by forming groups such as the halaqah tahfidz group. In each group, there is one teacher who is in charge of teaching and directing students. The teacher is also in charge of monitoring and correcting the results of assignments carried out by students.

With a child's basic ability how to write Arabic script, the Tracing the Dot strategy is very helpful because children rarely write Arabic. With lots of practice, he will always repeat it so that gradually he will be agile in writing Arabic. They will not find it difficult because it does not require a lot of theory to memorize. As many

exercises will make him remember by himself without being forced to memorize theories.

### **Imla' Material Using Tracing the Dots**

As we know, the materials contained in the application of the Tracing the Dots strategy are very basic materials with specific applications in the form of exercises that have been provided. Santri does not need to copy it in other books because the work column has been provided in that book. The use of Tracing the Dots strategy is one of the strategies to make students learn without a burden. With such a busy activity, the course students will feel bored, bored, and lazy to study again. Therefore, this strategy contributes to developing the maharah of the santri book.

This Tracing the Dots strategy consists of 3 chapters. In each chapter is the application of gradual learning so that students can master it as a whole. Each chapter contains exercises so that the material taught can be directly applied by students.

The first chapter contains letter recognition. Students will be introduced to all hijaiyah letters. Then, students will be asked to fill in the empty columns according to the standard letters. In addition, this chapter is also equipped with learning to write Latin letters. Learning in this chapter is not only about how to write letters. However, it includes learning makharijul letters.

In the next chapter, students will be introduced to how to connect letters to letters. This lesson is taught in detail by placing letters at the beginning of a word, in the middle of a word, and at the end of a word. In each letter, there will be special exercises to find out how far students understand the material being taught. As applied in the first chapter, students will also be taught Latin writing.

The last chapter or chapter III contains exercises as a form of application in chapter I and chapter II. The exercises are random exercises to test students' understanding. At this stage, students can already distinguish the forms of letters and their pronunciation. Students have also been able to connect letters according to the writing and suitability of the letters.

After the book material is finished, further learning will continue on even higher material, such as punctuation, differences, and various forms of letters. This is also important because in Arabic writing, some letters have the same sound, but their function and form differ according to their use.

### **Benefits of Tracing the Dots**

The Tracing the Dots strategy offers an easy way for students to apply learning without being burdened. Santri will feel that they are only thickening the writing patterns on each page and filling in the empty columns without being required to think or memorize them. The more he practiced, the easier it would be for him to remember what he had written. Applying the strategy using the imla method, will make students feel enjoy and comfortable.

The advantage of Tracing the Dot in Maharah Kitabah is very useful because this theory is very suitable for beginners as basic learning and training to continue practicing. This theory is indeed related to learning to write because it helps students to form writing that they did not know and knew before.

With lots of practice, students will practice their ability to write. Even though the material for the book is not taught every day, consistent practice will help students be able to write well, correctly, and precisely. The execution of tasks in the dictation method can also be done anywhere, not only when the material is being taught, because the orders and directions are clear.

The results of learning the book using the Tracing the Dots strategy are effective and successful. Changes and improvements in students' writing in Arabic gave significant results. In addition to understanding students, students can also apply it. Santri can write Arabic neatly as expected. To give maximum results, of course, takes a lot of practice, especially for neat and beautiful writing. Therefore, even though the learning material has been completed, its applications must be used because this basic material is valid forever.

## CONCLUSION

The process of implementing dictation learning using Tracing the Dots consists of 3 steps, namely:

1. Introduction to hijaiyah letters
2. Connect the hijaiyah letters
3. Practice writing sentences in the form of mahfuzhat or aphorisms

The three steps above are implemented by asking students to bold the dotted line that has been provided. The materials taught only cover 2 things, namely letter recognition and distinguishing letters that can be connected and which cannot be connected. Santri is also taught how to write letters at the beginning, in the middle, and at the end of words. In addition, students will get a lot of writing practice so that they will get used to writing and not be rigid.

The use of Tracing the Dots makes it easier for students to learn without being burdened. This concept is very suitable for beginners, especially new students who do not know Arabic or cannot write Arabic. Even though this material is taught once a week, with lots of practice it is not a problem for students. Santri can practice and do it anywhere even without the teacher's guidance because the instructions and exercises are clear.

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