

Arabic Learning with Guided Composition Strategy for 7th Grade Students of Madrasah Tsanawiyah Thoriqul Huda Mojowarno Jombang

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Abstract

Learning Arabic in elementary to tertiary educational institutions will equip students with four language skills, namely maharat al-istima', al-kalam, al-qira'ah, and al-kitabah. Optimal skill acquisition cannot be separated from the appropriate method to be applied, because Arabic functions productively or expressively, namely to make others understand (al-ifham) through oral and written communication. Differences in learning backgrounds make students' ability to write Arabic not yet well understood. Insyah muwajjah aims to train students' initial stage abilities in writing Arabic. This study combines qualitative descriptive and eclectic methods. Data were collected through interviews and observations. The discussion of this article focuses on the application of Insyah muwajjah (guide composition) in 7th Grade Students of Madrasah Tsanawiyah Thoriqul Huda Mojowarno Jombang. The results of the study show that the application of guided composition strategies can improve Arabic writing skills.

Keywords: Arabic Learning; Guided Composition; Writing Skills

INTRODUCTION

Arabic is one of the Semitic language groups, namely ancient Arabic which has been famous in the western tip of Asia. Arabic comes from the descendants of Sam bin Nuh, spreading from the western tip of Asia to all corners of the earth. The spread went through two phases: (1) through war, violence, quarrels, murder, rape, (2) through religion, education, teaching, morality, peace, economy, and trade.

Arabic is a foreign language. Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008 concerning Competency Standards and Content Standards for Islamic Religious Education and Arabic, states that the objectives of the Arabic language course are to: 1) Develop the ability to communicate in Arabic, both orally and in writing. Communication skills include four language skills, namely listening, speaking, reading, and writing; 2) Raise awareness that Arabic is one of the main tools of learning, especially in studying the sources of Islamic teachings, and; 3) Develop an understanding of the relationship between language and culture, and broaden cultural horizons. Students are expected to have cross-cultural insight and involve themselves in cultural diversity.

Arabic is a discipline in the national curriculum that is directed to encourage, guide, develop, and foster students' language skills. Listening, speaking, reading and writing skills support each other in achieving language skills. Arabic is a foreign language that is familiar to the ears of the Indonesian people, especially for Muslims. There is a big assumption that Arabic is only a religious language. The development of Arabic is limited to the Muslim community who deepen their religious knowledge. There is a small part of society that is aware of the multidimensionality of Arabic. The language used by scholars in producing great works in various disciplines such as history, philosophy, mathematics, physics, literature and most importantly in the world of education, especially Arabic language education.



Arabic education is supported by the disciplines of *nahwu* (semantics) and *shorof* (morphology). Knowledge of Arabic is very important to understand the Qur'an which was revealed in Arabic. Arabic education, teaching and learning have methods, approaches, strategies and techniques. Education and teaching methods use terms such as method, strategy, approach, technique, art, and methodology. The method has a general and broad meaning in its use. For example, how to innovate the curriculum? how to teach early childhood, blind students, and so on. Strategy is a method that is used as the main reference in an activity that has a purpose.

Arabic teachers face the challenge of inconsistent reading and writing skills of students. The focus of this article is the ability or skill of writing (*maharah kitabah*). One strategy related to writing is *imla'*. The ability to write Arabic according to the rules of *imla'* must be introduced early on, taught at the *Ibtida'iyah* (Elementary), *Tsanawiyah* (Middle), and mastered at the *Aliyah (Upper)* level. The facts show that mistakes in writing Arabic letters are still carried over to University. It is difficult to change mistakes in writing Arabic that have become a habit since the *Ibtidaiyah* level. The problem of writing mistakes should be a concern for teachers. Writing mistakes can be a disgrace. Is it possible that alumni of Islamic universities who are considered qualified in understanding religion still make mistakes in writing the Holy Qur'an and Hadith when they are in the midst of society. Arabic learning in various educational institutions from elementary school (*ibtida'iyah*) to university level should ideally enable students to master four language skills (*maharat al-istima'*, *al-kalam*, *al-qira'ah*, and *al-kitabah*). Optimal mastery of skills, functionally and proportionally, cannot be separated from the learning strategy applied. This is because Arabic does not only have a receptive function, namely as a medium for understanding (*al-fahm*) what can be heard, news, texts, readings, and discourses, but also has a productive or expressive function, namely to understand (*al-ifham*) others through oral or written communication. The strategy of *imla'* or *Insyah' muwajjah* (guide composition) is important for instilling the ability and habit of writing Arabic.

LITERATURE REVIEW

Language is a symbol of articulated sounds (produced by the vocal organs), conventional in nature, and used as a means of communication to express thoughts and feelings. Language is a means of communication that is more broadly understood as a sound system, although there are also written symbols (written language). Arabic is the words used by the Arab nation to express all purposes or intentions. Every language, in addition to having different characteristics, also has similarities. The characteristics of Arabic include: having a distinctive sound system with 29 sounds symbolized by sound symbols in the form of *hijaiyah* letters; having a distinctive writing system with *syakl* and *harakat*; having an *i'rab* system; strongly emphasizing harmony between its elements; having a distinctive language style, and; very prominent in Arabic literature.¹

Teachers carry out learning through learning and teaching activities. Teachers need to understand the nature of learning, teaching, and learning, so that learning activities are carried out effectively. According to the Great Dictionary of the Indonesian Language, etymologically learning means "trying to gain intelligence or knowledge".² According to

¹ Abdul Munip, *Strategi dan Kiat Menerjemahkan Teks Bahasa Arab ke dalam Bahasa Indonesia*. Yogyakarta, Teras, 2009, h.41-50.

² Bahrudin and Esa Nur Wahyuni, *Teori Belajar dan Pembelajaran*. Malang, Ar Ruzz Media, 2007, h.13.

Skinner, learning is trying to take a child from one success to the next.³ According to Whiterington, learning is a change in personality that manifests itself as new patterns of response in the form of skills, attitudes, habits, knowledge and proficiency.⁴ James O. Whitaker menyatakan bahwa belajar adalah proses ketika perilaku dikembangkan atau diubah melalui praktik atau pengalaman.⁵ According to Miarso, learning is an effort to manage the environment deliberately so that a person forms himself positively under certain conditions. According to Law Number 2 of 2003 concerning the National Education System, Article 1 paragraph 20, learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is a process of changing behavior in certain individuals, both behavior in thinking, behaving and doing that occurs through interaction between individuals and the environment. Teaching is a process of doing, how to teach or teach, about teaching, everything about teaching.⁶

Arabic learning is a process of transferring knowledge by Arabic Teachers to students, so that students understand and master Arabic, and can develop it. Teachers must prepare learning plans according to what is taught in order to be effective and achieve learning objectives. Learning methods are an important component of learning planning. Teachers must choose learning methods that are in accordance with learning objectives.⁷

A method is a systematic way of working to facilitate the implementation of activities to achieve a certain goal.⁸ The method in Arabic is called *thoriqah*, a comprehensive plan concerning the presentation of language material in an orderly manner, no part contradicts another part, all based on a predetermined approach. The learning method is a way used to implement a plan that has been prepared in the form of practical activities to achieve learning objectives.⁹

Methodology comes from three Greek words, namely *meta*, *hethodos*, and *logos*. *Meta* means through, undergoing, and following. *Hethodos* means path or way. *Methodos* (method) means the path or way that must be taken to achieve something. Methods are practical and systematic steps that exist in the application of certain sciences. Methods in a science are considered to be able to lead people to achieve scientific truth. Methods are ways, paths, guidelines for implementation or technical instructions that are practical in nature that have been agreed upon by the scientific community in the field of science.¹⁰

A method is a comprehensive plan for presenting material in a systematic order based on a particular approach. A method is a way of carrying out work. The approach is philosophical/axiomatic. The approach can produce several methods. For example, the aural-oral approach (listening to conversations) produces a thinking method (*mimom*), a pattern-practice method (practical patterns), and other methods that prioritize language skills, especially speaking skills (spoken language) through intensive practice (drill). The cognitive

³ Nasution, *Teknologi Pendidikan*. Jakarta, PT Bumi Aksara, 2011, h.52.

⁴ Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan*. Bandung, PT Remaja Rosdakarya, 2009, h.155.

⁵ Novan Ardy Wiyani, *Manajemen Kelas*. Jogjakarta, Ar Ruzz Media, 2013, h.17.

⁶ Indah Khomsiyah, *Belajar dan Pembelajaran*. Yogyakarta, Teras, 2012, h.4.

⁷ Muhammad Zaini, *Pengembangan Kurikulum*. Yogyakarta, Teras, 2009, h.87.

⁸ Iskandarwassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa*. Bandung, PT Remaja Rosdakarya, 2013, h.50.

⁹ Imam Suyitno, *Memahami Tindakan Pembelajaran*. Bandung, PT Refika Aditama, 2011, h.23.

¹⁰ Ngainun Naim, *Pengantar Studi Islam*. Yogyakarta, Teras, 2009, h.11.

learning theory approach gave birth to a grammatical-translation method that prioritizes mastery of grammar rules and language knowledge.¹¹

The method essentially consists of four steps: selection, gradation, presentation, and repetition. The elements of selection and gradation of subject matter are inseparable elements from the elements of presentation and repetition in forming a teaching method. The use of a learning method takes into account the following: Student character, level of intellectual development, and social conditions surrounding their lives; General rules in delivering lessons, such as the level of difficulty and systematic sequence of materials; Differences in student abilities, both cognitive, affective, and psychomotor aspects; Creating a conducive situation; Cultivating concentration and motivation, as well as student creativity; Making learning a fun and useful activity, and; Teacher readiness and ability in applying the method.

The objectives of learning Arabic are for students to: develop in terms of listening (*Istima'*), speaking (*Kalam*), reading (*Qira'ah*), and writing (*Kitabah*) skills correctly and well; Have knowledge of various languages and their contexts; Have the ability to interpret the contents of various forms of oral and written texts, and respond to them in the form of diverse and active activities; Have knowledge of sentence patterns that can be used to compose various texts and be able to apply them in the form of oral and written discourse; Have knowledge of a number of diverse texts and be able to relate them to social and personal aspects; Have the ability to speak effectively in various contexts; Have the ability to interpret the contents of various forms of written texts and respond to them in the form of diverse, interactive, and fun activities; Have the ability to read fiction and non-fiction reading books, and retell the essence. Have the ability to write creatively in various forms of text to convey information, express thoughts and feelings; Have the ability to appreciate and value the work of others, and; Have the ability to discuss and analyze texts critically.

Good language skills in the world of teaching are called language skills or what is commonly called maharat al-lughah. There are four language skills, namely, listening skills, speaking skills, reading skills and writing skills. The four language skills must complement each other alternately, must also influence and be influenced. Each skill is actually interrelated. Because to gain expertise in language, it must be taken in a regular order. Writing skills are one of the problems in the Arabic language learning process. A student who has difficulty in composing various sentences, several words, changing sentences, connecting one word with another, and completing Arabic sentences, needs to improve writing skills in one teaching with the method of composing or *insha'*.¹²

METHOD

Research uses a combination of qualitative descriptive–eclectic approaches. Descriptive describes and explains actual or natural conditions. The eclectic method in learning Arabic is called the *thariqah intiqaiyah* method. The combination is based on the assumption that there is no ideal method, because each has advantages and disadvantages, and also that each method has advantages that can be used to make teaching more effective. New methods should be seen as an improvement, not as a rejection of old methods. Qualitative research is used because it makes it easier for researchers to adapt to multidimensional realities, it is easy to present directly the nature of the relationship between researchers and research subjects, and it has sensitivity and the ability to adapt to the many influences that

¹¹ M. Subana dan Sunarti, *Strategi Belajar Mengajar Bahasa Indonesia*. Bandung, Pustaka Setia, 2011, h.20.

¹² Yusuf, Juhaeti, Ahmad Zaki Alhafidz, and Muhammad Fahmi Luthfi, Menulis Terstruktur Sebagai Urgensi Pembelajaran Maharah Al-Kitabah, *An Nabighoh*, 2019, 21, 02, 203-214.

arise from the value patterns faced. Data were collected through interviews and observations. The subjects of the interviews were Arabic teachers of grade 7 Madrasah Tsanawiyah Thoriqul Huda . The object of observation was the Arabic learning process.

IMPLEMENTATION OF GUIDED COMPOSITION STRATEGY

Since 2020, Madrasah Tsanawiyah Thoriqul Huda Mojowarno Jombang has implemented the imla' strategy in Arabic language learning. The use of the imla' method in learning begins with the recitation method at each meeting. The teacher applies the recitation method by asking students to do assignments and work on them in class. The recitation method is a method used to train students by answering questions. The recitation method only trains students in answering questions, not training students to improve their skills in writing Arabic. Researchers use the *Insyah muwajjah* strategy to be more effective in training students' skills in writing Arabic. Because in addition to being able to improve Arabic writing skills, it can also improve students' memory and way of thinking about Arabic lessons. The implementation of Arabic language learning at Madrasah Tsanawiyah Thoriqul Huda uses a special module. At the beginning of learning, the teacher first invites all students to pray, then the teacher opens the lesson as usual. Before entering the core learning, the teacher first mentions several objects in the classroom and interprets them using Arabic. Learning Arabic hijaiyah letters is introduced so that students can know the letters that are connected and not connected, and in learning mufradat they can know the meaning of words in Arabic. The 7th grade teacher introduced the hijaiyah letters by writing on the blackboard, then appointed several students to come forward and write the hijaiyah letters according to the examples on the blackboard.

After the introduction of hijaiyah letters, the researcher gave an example of a sentence to students written on the blackboard. Students are asked to pay attention in the research of the sentences exemplified. When there are students who do not understand the material, the researcher reexplains the material. After that, the researcher wrote several mufradat related to the delivery of Arabic material about "color" that will be delivered to students. First the mufradat is written on the blackboard and then the students are asked to write it in their respective notebooks. In the use of mufradat, students are asked to memorize in research and be able to understand its meaning. In the delivery of the material, they were given questions related to the material. In this lesson, several subject matter was written to be translated into Arabic. Then students are instructed to translate into Arabic correctly.

The activity of translating from Indonesian to Arabic aims to train students to more easily understand the writing and meaning of each word. The researcher went around observing the activity to find out the stages of students in translating. Students were asked not to look at existing Arabic books, but to look at the previous learning vocabulary. After all students had finished copying the reading text distributed by the researcher, students were asked to study the reading text again and then close the text. The researcher gave students 15 minutes to study the reading text again. Then after the researcher gave time to study the reading, students were asked to close the reading text.

Before the copying learning is carried out, the researcher first gives a few fishing words. When the researcher gave some fishing words, students were involved to the maximum to write them on the board. Subsequently, all students were asked to open the Arabic notebook and pay attention to what was instructed. Then, the researcher began dictating a reading text according to what the students had learned. In the process, students are given 15 minutes to re-examine the results of their dictation research and then asked to collect them. The results of the above observations can be concluded that dictation activities

with different texts in learning help students in remembering in Arabic research and can focus more on learning. From the information above, it can also be seen from the results of observations about the implementation of the *Insha' muwajjah* strategy. At the beginning of this learning process, papers were distributed to students, students were asked to listen and pay attention to the teacher in speaking. Before starting, examples of the length and shortness of the mimicry when the teacher imla' were given. The next step, before *imla'* further, the teacher appoints several students to write some Arabic words that are imla' by the teacher, if the student writes it correctly, the teacher gives appreciation in the form of gifts for students.

Skills in composing or *al-insya'* are one of the categories that include writing skills or *maharah kitabah* which aims and is oriented in expressing the main points of thought such as ideas, one's feelings, some messages and so on to be included in the written language, not only being able to see something in the form of a picture, such as a shape or letter, but also being able to see something that is in the form of words, simple sentences, or even entire paragraphs. There are also the following objectives of teaching, *insha' muwajjah*: Students can compose a sentence in Arabic, students are very effective in expressing inspiration through written works and several oral essays, students can make various communications in Arabic, students can write good and interesting novels, students can present news or events in the local area and the Islamic world in the form of stories or short stories, headlines, posts and other scientific papers that are actual and interesting. There are two methods of composing, the first is to compose guided or *muwajjah* and the second is to compose freely or *hurr*. For newcomers or beginners, it can be realized through Guided Composition (guided or guided composition), composing the first one will be researched in this article, because the target is indeed grade 7 (seven).

After that, it is tried continuously and continuously, so the conclusion grows into Free Composition or composing freely. A concrete example of guided composition or *insha' muwajjah* is when a student is instructed to change a sentence, modify a sentence, and also change one of the factors in the sentence. The use of *insha' muwajjah* is a way or strategy to be used and applied by a teacher in learning Arabic to develop *maharah kitabah* or Arabic writing skills for all students, with a method guided by a teacher, student activities in compiling and composing Arabic sentences easily and easily. Basically, each student has a different learning background, so students' ability to write Arabic is not well understood. The purpose of the implementation of *Insha' muwajjah* is to train students' writing skills in Arabic in learning Arabic at the initial stage.

As we know, writing is the last language skill that students must master. This is a difficult activity to do because it requires an understanding of previous language skills, such as providing punctuation and sentence structure. To be able to provide proper punctuation and determine the correct sentence structure, students must have an understanding of prior language skills. In the book, the elements consist of "al-fakroh (paragraph)", "al-kalimah (the smallest word unit of a sentence unit or basic element of sentence formation)", "al-sum (a collection of words that can form the understanding of meaning or a word that is backed by another word)", and "uslub". The ability to write consists of three aspects, the first is the ability to make letters and master spelling, the second is the ability to improve the sermon, and the third is the ability to convey thoughts and feelings through writing or called composing (*insya'*). As quoted by Rathomi, it is said that *insya'* is a type of writing that aims to convey ideas, messages, feelings, and so on in written form rather than just thinking about letters, words, or sentences in visual form. Writing an essay is not only writing words or sentences, but also how researchers convey their ideas or messages in a convincing way to the reader.

Therefore, of all the writing skills, essay writing is the most difficult. Writing with structure or “*Al Insyah’ Al Muwajjah*” is a teaching method where educators ask students to write a perfect sentence or essay with some instructions and instructions from the teacher. For example, a student starts a lesson by writing a single word, and the educator can then give them the following instructions: Create a perfect sentence from the word instructed by the teacher, form two perfect sentences from the instructed word, combine the two perfect sentences that were previously created and add a few additional sentences so that they are composed as paragraphs. This structured writing is a learning stage for students who have understood the previous stages, such as copying, writing hijaiyah letters, and mastering Arabic dictation and imla’. In addition, there are many mufrodat treasury and nahwu rules to help students make essays, while staying under the guidance of the teacher. Guided composing means instructing students to create simple sentences or paragraphs with help. For example, it includes “asking students to copy, change, or replace one of the elements in a sentence (such as *takmil* numer), and so on”. Before writing or composing freely, it is expected that this type of written or guided composition is given. *Insyah’ al-muwajjah* only includes stringing letters, words, and sentences, as well as other composing activities, so it is classified as the lowest type of essay. As for the form and stages of structured writing, namely forming a commensurate sentence, at this point, students are asked to write a sentence that is comparable to the example sentence that has been given.

Participants are asked by the teacher to write a paragraph in Arabic and then asked to rewrite the paragraph according to the teacher’s instructions, such as changing one word to match the instructions. In one example, students were asked to rewrite the paragraph by changing the name of a young man called Ahmad to Fatimah. By doing this, the subject automatically changes according to the rules of nahwu and sharaf in terms of fi’il, dhamir, and others related to the above paragraph. Completing a sentence that is sloppy, students are asked to complete a sentence that one of the words is still blank. This is done because a sentence is a word arrangement consisting of various types of words, such as verbs, subjects, objects, or other descriptions, and words are a letter arrangement that has meaning and is free. Therefore, they are asked to fill in the blanks with provisions that are in accordance with the available words. Arranging words into sentences or sentences into sentences that have appropriate meanings, after the teacher presents some irregular words, students are asked to arrange them so that they can make complete and correct sentences according to the rules of Arabic according to their level of education. Likewise in the question of sentence preparation, students are required and directed to arrange sentences that are still random into sentences that have the appropriate meaning and the right arrangement so as to form an *aleniya*. Changing sentences, students are given a number of sentences, and after they receive them, they must change them into sentences that are in accordance with the teacher’s instructions. Examples of sentences that can be changed include *manfi*, *mushbat*, *istifham*, *khbariyah*, *ta’ajjubiyah*, *madhi*, *mudhari’*, *amar*, and *majhul*. Combining several sentences, Students are given the task of combining two sentences by adding a connecting word in the middle so as to form a perfect sentence that has elements such as verbs, subjects, objects, and others. In order for them to be able to put them together, students must understand the meaning and intent of the sentence. If they want to do so, they can put their own conjunction after considering their meaning and meaning.¹³

Another purpose that is no less important in *inshah’ muwajjah* is to provide practice to students in making sentences starting from the simplest (shortest) sentences. The process of

¹³Annisa, Annisa, et al, Penggunaan Metode *Insyah’ Muwajjah* Sebagai Proses Pembelajaran Kitabah, *Al-Tarbiyah: Journal of Islamic Education*, 2024, 2, 2, 180-189.

composing sentences is based on determining key words and developing them in sentence form. The researcher uses the following steps: Determine one keyword, ask each student to make 2 sentences from the word, ask each student to combine the 2 sentences without changing the content (this combination can be done in several forms, for example by using the letter *athaf*), asking each student to combine the 2 sentences by changing their position or order. In this stage, the first sentence can be mixed with the second sentence so that it gives a different meaning than before, asking each student to combine the 2 sentences by adding 1 or 2 new words. In this stage, it is possible to change the meaning of the sentence, ask each student to make 1 new sentence that supports the previous sentence, ask each student to read the results (presentation) in turn, give opportunities for other students to make comments or corrections, clarify the results of each student's work.

Some of the information or analysis that the researcher has mentioned above has explained how the process of *kitabah* skills is taught using the structured writing method (*Insha' muwajjah*), but not limited to the points that have been mentioned, it is returned to the creativity of the teacher in providing instructions full of variation in directing students to make essays gradually, before getting used to it and being able to continue to compose freely. With the existence of *muwajjah insha' muwajjah* which is an important stage in learning the book, it will have a significant transition effect on students' understanding of gradual writing skills, starting from easy to more difficult levels without being guided by a teacher or called free composition. If students have been able to complete all the teacher's guidance to carry out this learning process, then students will also be able to master the *kitabah* properly and correctly and be able to independently pour out what they want to convey.

RESULTS

The most important purpose in *Insha' muwajjah* is to provide practice to students in making sentences starting from the simplest (shortest) sentences. Based on the data obtained, the application of writing skills in learning Arabic using this strategy has succeeded in making 7th grade students of Madrasah Tsanawiyah Thoriquil Huda Mojowarno Jombang more skilled and competent. However, this research is still far from perfect, there needs to be a follow-up and return to the teacher's creativity in providing instructions full of variety in directing students to make essays gradually, before getting used to it and being able to continue composing freely.

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