

OPTIMIZING QUR'AN MEMORIZATION THROUGH THE APPLICATION OF ILQA' MUFRADAT

Karomatul Hidayah¹, Rido Kurnianto², Aldo Redho Syam³

^{1,2,3} Universitas Muhammadiyah Ponorogo

Email: karomah.118@gmail.com

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Abstract :

This study aims to analyze the optimization of Qur'an memorization through the application of Ilqa' Mufradat, as some memorizers use vocabulary as cues to facilitate memorization and enhance their understanding of Arabic. The Ilqa' Mufradat method is a learning approach that integrates the mastery of Arabic vocabulary into the Qur'an memorization process. This research uses a qualitative approach. Data collection techniques include observation, interviews, and documentation. The data sources consist of the Ilqa' Mufradat instructor, halaqah (Qur'anic study circle) teacher, Arabic language instructor, and the students. The results of the study show that the implementation of Ilqa' Mufradat involves planning, execution, and evaluation stages. A structured application of Ilqa' Mufradat has been shown to improve students' understanding and retention of memorized verses. This is evident from the Arabic vocabulary sessions and evaluations, which indicate that the students' average scores exceed the minimum competency standard namely, scores above seven. The students' Qur'an memorization is considered good, as shown by their achievement of the monthly target of one juz per month.

Keywords : *Ilqa' Mufradat; Memorization of the Qur'an*

Abstrak :

Penelitian ini bertujuan untuk menganalisis pengoptimalan hafalan Al-Qur'an melalui penerapan Ilqa' mufradat, karena dalam proses menghafal ada beberapa penghafal yang menggunakan mufradat sebagai tanda guna melancarkan hafalan dan menambah wawasan bahasa Arab. Metode Ilqa' mufradat merupakan pendekatan pembelajaran yang mengintegrasikan penguasaan kosakata bahasa Arab ke dalam proses menghafal Al-Qur'an. Penelitian ini menggunakan pendekatan kualitatif. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Sedangkan sumber datanya adalah pengampu ilqa' mufradat, pengampu halaqoh murid, pengampu bahasa Arab, dan murid. Hasil penelitian menunjukkan bahwa penerapan Ilqa' mufradat dimulai dari proses perencanaan, pelaksanaan, dan evaluasi. Ilqa' mufradat secara terstruktur mampu meningkatkan pemahaman dan retensi hafalan santri. Hal ini bisa dilihat dari proses ilqa' mufradat bahasa Arab dan evaluasi yang menunjukkan bahwa nilai rata-rata santri di atas standar nilai ketuntasan, yakni diatas nilai tujuh. Hafalan Al-Qur'an murid sudah baik. Hal ini ditunjukkan dengan pencapaian target bulanan yakni satu bulan satu juz.

Kata Kunci: *Ilqa' Mufradat; Hafalan Al-Qur'an*

INTRODUCTION

The Qur'an is the Word of Allah Ta'ala revealed to Prophet Muhammad as the greatest miracle affirming his prophethood. Etymologically, the word *Qur'an* is derived from the root word *qara'a*, which means "to read," while the form *Qur'an* means "a recitation" or "reading." The letter *Alif* at the beginning of

the word *Al-Qur'an* symbolizes perfection. This perfection is reflected not only in its content, but also in its linguistic structure and the guidance it provides (Hafidz, 2019).

Understanding Islamic teachings derived from the Qur'an and Hadith would be very difficult to achieve without mastery of the Arabic language. Therefore, a deep understanding of Arabic is essential in order to fully comprehend the content of these teachings. A Muslim who masters Arabic will find it easier to understand, internalize, and practice Islamic teachings in accordance with the guidance of the Qur'an, Hadith, and other Islamic scholarly works (Mukhammad, 2025).

One of the most crucial aspects of learning Arabic is mastering *mufradat* (vocabulary), as vocabulary is the main element in the structure of the Arabic language. The ability to understand texts, both written and spoken, as well as fluency in Arabic, is largely determined by how much and how well a person masters the vocabulary (Hastuti, 1992).

The Qur'an, as the miracle of Islam, is an extraordinary and perfect guide for human life. It is renowned for its beautifully constructed expressions, composed of words rich in meaning. *Mufradat* or vocabulary forms the foundation of the sentences found within the Qur'an. The Qur'an is the only book that contains the largest number of words among all scriptures – no other book or holy text possesses as extensive a vocabulary. The Qur'an comprises 77,439 words and 323,015 letters (Shihab, 1996).

The previously mentioned vocabulary (*mufradat*) is part of the Qur'an that carries meaning, both in its words and in the messages contained within its verses. Through an understanding of this vocabulary, one can more easily grasp the meanings and implications embedded in each verse of the Qur'an, thereby gaining a clearer and deeper comprehension of its messages and contents.

In relation to the activity of memorizing the Qur'an, mastery of *mufradat* (vocabulary) framed within the context of verses and surahs, as well as mastery of *uslub* (linguistic style) and the grammatical rules of *nahwu* and *sharaf*, greatly supports the Qur'an memorization process. This is because memorizing the Qur'an involves the dominance of memory, the tongue in reciting its verses, the intellect in contemplating its meanings, and the heart in affirming its truth. Therefore, *mufradat* holds an important role in the Arabic language, particularly in facilitating Qur'an memorization.

As stated by Ustadzah Khofifah, an expert in Qur'anic exegesis (tafsir) and

hadith, as well as a specialist in Qur'an memorization, "*understanding the memorized Qur'anic verses makes them easier to recall during the memorization process; one of the key aspects that needs to be emphasized is learning Arabic vocabulary (mufradat)*" (Interview, December 22, 2024).

In accordance with the initiatives promoted by the Tajdid Center Muhammadiyah, Muhammadiyah has made significant progress in advancing development and reform in the fields of education, social affairs, and even the economy in Indonesia. One of Muhammadiyah's educational institutions places special emphasis on the continuity of Qur'anic learning. Muhammadiyah focuses on three main programs to enhance Qur'anic education: *Tilawah* (recitation of the Qur'an), *Tafhim* (understanding the Qur'an), and *Tahfidz* (memorization of the Qur'an) (PWMU, 2016). Studying *mufradat* means bringing a person to the level of understanding the Qur'an in its own language. Knowledge of Arabic vocabulary (*mufradat*) provides students or learners with greater ease in comprehending the words and verses of the Qur'an, thereby making the process of increasing their Qur'an memorization more effective and easier.

(Farhan, 2021) explains that there is a correlation or interrelated connection between Arabic language proficiency and students' memorization achievement. In an effort to improve the quality of Qur'an memorization and Arabic comprehension, it is necessary to implement *Ilqa' Mufradat*, a program of Arabic vocabulary instruction conducted regularly. This program aims to enrich students' vocabulary, thereby making it easier for them to understand the meanings of the Qur'anic verses they memorize.

The students come from diverse backgrounds, and some of them previously attended public schools where Arabic education was far less adequate compared to Islamic-based schools. As a result, several students find memorizing the Qur'an difficult because they do not understand the meanings of what they are memorizing. This is supported by an interview with Olive, a second-grade student, who stated: "*I came from a public school where we only learned a little Arabic, so I find the memorization process somewhat difficult.*" (Interview, November 2, 2024). An important aspect they need to master is Arabic vocabulary (*mufradat*), as the language of the Qur'an is Arabic.

After considering these various backgrounds, it becomes clear that learning *mufradat* is essential for students in Qur'an memorization activities. Therefore, this study aims to analyze the optimization of Qur'an memorization through the implementation of *Ilqa' Mufradat*.

RESEARCH METHOD

This study employs a qualitative research approach. Qualitative research requires in-depth and detailed data collection in order to obtain accurate results and findings (Afiful Ikhwan, 2021). The research approach used is a case study, based on the consideration that the object of study is descriptive in nature, consisting of words or spoken expressions.

The presence of the researcher in qualitative research is essential and serves as a key instrument in data collection. The primary sources of data in this study include the instructor of *Ilqa' Mufradat* activities, the *halaqah* supervisor, the Arabic language teacher, students, documents, and other relevant materials. Therefore, the researcher employed interviews, observations, and documentation as data collection methods. According to Usman and Purnomo (2017: 121) data collection in qualitative research involves the use of observation, interviews, and documentation (Arwadi., 2020).

Data analysis in this study follows the concept proposed by Miles and Huberman, which includes: data reduction, data display, and conclusion drawing or verification (Miles, Matthew B. & Huberman, 2014).

FINDINGS AND DISCUSSION

Optimization of Qur'an Memorization Through the Implementation of *Ilqa' Mufradat*

The optimization of Qur'an memorization through the implementation of *Ilqa' Mufradat*, or Arabic vocabulary sessions, is carried out at Pondok Pesantren Tahfidz Al-Qur'an Ahmad Dahlan Putri, Campus 1 Ponorogo. According to (Effendy, 2012), the stages and methods of vocabulary teaching or students' experiences in understanding and acquiring the meaning of words begin from the first time they hear a word until the stage when they are able to construct sentences. This is consistent with the observations conducted in the field on November 27, 2024. During the *Ilqa' Mufradat* activity, the language coordinator begins by introducing new vocabulary, repeating each word three times, which the students then imitate. Afterward, they write the words in their notebooks and continue by constructing sentences in Arabic.

Learning and understanding the meanings of Arabic words and memorizing the Qur'an are closely related. Arabic is the language of the Qur'an and the language of Islam. There is a strong correlation between Arabic proficiency and Qur'an memorization good command of the Arabic language

helps in understanding the meaning of the Qur'an, which in turn facilitates memorization. As stated in the study by (Rahmayani, 2021), there is a strong correlation between the two; if one has proficiency in Arabic, it will be easier to memorize the Qur'an.

The article by (Aflisia, 2016a) states that memorizing the Qur'an greatly requires the use of the Arabic language in the process of memorization and recitation. Arabic significantly facilitates memorization and makes it more enjoyable when accompanied by an understanding of its meanings. The Arabic language is highly demanding yet provides great comfort and satisfaction in the learning process.

In accordance with the program initiated by the Tajdid Center Muhammadiyah, which gives special attention to the continuity of Qur'anic learning namely *Tilawah* (recitation), *Tafhim* (understanding), and *Tahfidz* (memorization) (PWMU, 2016), particular focus will be given to *Tafhim* (understanding), which will be discussed in greater depth compared to *Tilawah* and *Tahfidz*.

Understanding the vocabulary in the Qur'an requires *mufradat* learning for students. Through *mufradat* instruction, students find it easier to memorize with the help of the meanings of the words they have learned. This also helps prevent students from making mistakes in their Qur'an memorization.

The implementation of *Ilqa' Mufradat* is carried out to help students improve their Arabic language skills and understand the meanings of words found in the Qur'an. This aligns with the results of an interview with Ustadzah Khofifah, the person in charge of the *Ilqa' Mufradat* program, who stated: "*The addition of Arabic vocabulary for students aims to help those who are less proficient in Arabic catch up with their peers who are already good at the language, while those who are already proficient can further expand their vocabulary.*" This program also supports and enhances the students' Qur'an memorization process.

This is similar to what was expressed by Ustadzah Umil Kamila, the instructor of the *halaqah*, who stated that students with weaker Arabic proficiency tend to have less fluent memorization, often mix up the verses they have memorized, and cannot yet be prompted or reminded solely through the meanings of the words.

Activities that support students' Arabic language skills can greatly facilitate their Qur'an memorization process. As experienced by Santri Kotipah, she became more capable and fluent after learning Arabic. Similarly, Santri Dhia, a

second-year junior high school student, stated regarding the implementation of *Ilqa' Mufradat*, "I feel very helped because I can gradually understand the meanings contained in the verses we are going to memorize."

According to (Effendy, 2012), vocabulary is one of the key components of language that must be mastered to achieve proficiency in reading, speaking, and listening. As time progresses, the importance of having Arabic language skills continues to increase, as it enables us to understand the meanings of the Qur'an and avoid errors. When we comprehend it through our own knowledge of Arabic, there should be a sense of relief and independence from relying solely on Qur'anic translations.

The material taught in *Ilqa' Mufradat* is grouped according to themes and class levels. According to (Wahyuningsih, 2018), vocabulary learning should essentially begin with words that are relatively stable and less likely to change, such as names of objects, body parts, basic verbs, and other similar words. This aligns with the statement of Ustadzah Khofifah, the coordinator of *Ilqa' Mufradat*, who explained that the themes taught include kitchen utensils, body parts, family members, land vehicles, the universe, and others. To make it easier for students to memorize, the vocabulary provided is also correlated with the meanings of words found in the Qur'an.

This is in line with what was conveyed by Ustadzah Khofifah, the coordinator of *Ilqa' Mufradat*. For example, vocabulary such as *sayyāratun* (car), *al-ard* (earth), *an-najm* (star), and *syamsun* (sun) is taught. Based on an interview with Santri Khotipah, a second-year junior high school student, she mentioned that the vocabulary taught is related to the content of the Qur'an, such as *alfu* (one thousand), *qāla-yaqūlu* (to speak), and *dzakara-yadzakuru* (to remember). Similarly, Santri Dhia, also a second-year student, explained that there is a correlation between the *mufradat* (vocabulary) and the meanings of words found in the Qur'an, such as *namlatun* (ant), *fī* (in), *'alā* (on), and *ilā* (to/toward).

According to (Aflisia, 2016b), the Qur'an and the Arabic language are deeply interconnected. It is the Qur'an that gave rise to the study of Arabic linguistics, including grammar, morphology, and rhetoric. The Qur'an itself became the foundation for the development of Arabic grammatical sciences. How can one understand the meanings of the Qur'an without knowing the Arabic language.

In its implementation, the *Ilqa' Mufradat* activity begins with a planning stage before it is applied with the students. The language department searches

for vocabulary in major dictionaries as well as various literary sources containing Arabic words. As stated by Ustadzah Khofifah, "The language department searches for vocabulary in major dictionaries and also from various literary sources that contain Arabic vocabulary" (Interview, February 12, 2025).

The planning process in the implementation of *Ilqa' Mufradat* is part of the curriculum design at Pondok Pesantren Tahfidz Al-Qur'an Ahmad Dahlan Putri, Campus 1 Ponorogo. As stated in the study by (Syam, 2017), without proper curriculum planning, the learning process cannot run effectively.

The second stage of *Ilqa' Mufradat* is the implementation. This stage was observed on November 27, 2024, during the time period of 06:45–07:00 AM. The implementation system is divided into three steps. The language instructor enters the classroom and begins by greeting the students with *salaam*. The lesson starts with the recitation of *Basmallah*. Each study group consists of 20 students. During the *Ilqa' Mufradat* session, the instructor introduces three new Arabic vocabulary words by first pronouncing them aloud. The students then repeat after the instructor three times. Once the students begin to memorize the words, the instructor writes them on the board, and the students copy them into their individual notebooks.

In each session, three new vocabulary words are introduced randomly, with selected words related to meanings found in the Qur'an. A student is then assigned to repeat the vocabulary aloud. After that, each student must construct a sentence using the given words. The *Ilqa' Mufradat* activity lasts for 15 minutes every morning before the regular classroom learning begins. During the session, some students occasionally start chatting with their friends; when this happens, the instructor calls on those students to create a sentence using the vocabulary taught at that moment. The *Ilqa' Mufradat* activity concludes with the recitation of *Alhamdulillah* and the closing prayer of the assembly.

The *ilqa' Mufradat* activity is attended by students with enthusiasm and joy every morning. As expressed by Santri Khotipah and Santri Falasifah, they feel motivated, happy, and comfortable during the *Ilqa' Mufradat* sessions. By participating in these activities, students are able to expand their vocabulary and enrich their word bank, allowing them to begin speaking a little in Arabic. Santri Falasifah mentioned that they are able to learn new *mufradat* (vocabulary) along with their meanings, which enables them to communicate using the Arabic language.

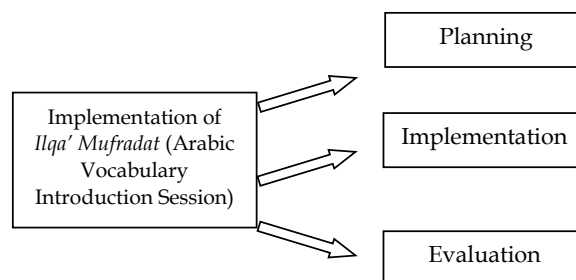
The final stage in the teaching and learning process is evaluation, as every

educational activity should conclude with an assessment of learning outcomes. The evaluation conducted must also serve a continuous role, as ongoing evaluation influences the ability of teachers and schools to improve the planning, implementation, and results of the learning process (Syamsul Arifin, Nurul Abidin, n.d.).

The evaluation of the *ilqa' Mufradat* activity, as explained by the instructor in charge, is conducted as follows: "The evaluation in *Ilqa' Mufradat* activities assesses the extent to which students are able to understand, use, and memorize the Arabic vocabulary that has been taught. This evaluation is carried out continuously over the course of one week." (Interview, February 12, 2025).

According to (Asrori, 2014), evaluation is defined as a process of assessing a problem or performance by using certain qualitative criteria, such as good bad, strong weak, appropriate inappropriate, high low, and so on. The purpose of learning assessment is to determine the extent to which the learning that has been carried out corresponds to the objectives that were previously designed (Rusdiyana, 2015).

The evaluation in the *ilqa' mufradat* activity assesses the extent to which the students can understand, use, and memorize the Arabic vocabulary that has been taught within one week. In accordance with (UU No. 14 Tahun 2005 tentang guru dan dosen pasal 1, n.d.), a teacher is a professional educator with noble duties that include educating, teaching, training, guiding, directing, evaluating, and assessing students.



The Impact of Implementing *Ilqa' Mufradat* on Optimizing the Ease of Memorizing the Qur'an at Pondok Pesantren Tahfidz Al-Qur'an Ahmad Dahlan Putri Campus 1 Ponorogo

Vocabulary is an essential element in learning the Arabic language. Having a broad vocabulary can facilitate understanding the meanings of words. There is a connection between memorizing the Qur'an and vocabulary, as each influences the other. The Arabic language contains a vast number of words and phrases (Taufik et al., 2023). As stated in the journal article (Mufidah, Sari, & Toyyibah,

2024), mastering Arabic vocabulary in memorizing the Qur'an plays a very important role, as it enables learners to understand the meanings of the verses they memorize. During memorization, they visualize the story of the verse or recall the contextual relationship of the memorized verse. By mastering a large number of vocabularies, memorizing the Qur'an becomes easier, and conversely, memorizing the Qur'an helps in acquiring more vocabulary.

After conducting observations, interviews, and documentation, the collected data revealed that understanding and mastering the Arabic language is highly essential. The students' Arabic proficiency before the implementation of *ilqa' mufradat* was still very limited. This is supported by an interview with Ustadzah Khofifah, the person in charge of *ilqa' mufradat*, who stated, "Most students have not yet mastered Arabic well, and their vocabulary has not shown any significant improvement." This aligns with the statement from Ustadzah Hajrah, the Arabic language instructor, who also mentioned, "Most students have not yet mastered Arabic properly.

This was also experienced by student Khotipah, who came from a public school background. She stated, "Before entering the Islamic boarding school, I couldn't use Arabic at all." This contrasts slightly with students who came from Islamic school backgrounds, whose Arabic proficiency was relatively better than those from public schools. Student Dhia, who previously studied at an Islamic school, mentioned, "My Arabic is still very limited, but I understand and know some of it." Similarly, student Falasifah, who also came from an Islamic school background, said, "I only understand some vocabulary." Students who do not master the Arabic language tend to face difficulties in memorizing the Qur'an and understanding its meanings.

Memorizing the Qur'an cannot be separated from learning Arabic vocabulary. Knowing Arabic vocabulary automatically means understanding the meanings of the words contained in the Qur'an. The more Arabic vocabulary one knows, the easier it becomes to memorize. This is consistent with the results of an interview with Ustadzah Ummil, the instructor of the students' *halaqah*, who stated, "Students with weak Arabic skills tend to have less fluent memorization, often confuse verses they have memorized, and cannot be reminded merely by the meaning of a word." Similarly, student Khotipah, who is in charge of *ilqa' mufradat*, said, "It's not fluent and harder to memorize." After the implementation of *ilqa' mufradat*, the students' Arabic proficiency showed improvement and became noticeably better.

In his book, (Nurjan, 2016) states that children's learning difficulties are caused by a lack of interest in a particular subject. Similarly, students who lack motivation and do not master Arabic will face challenges in memorizing the Qur'an and understanding its meanings. Memorizing the Qur'an cannot be separated from learning Arabic vocabulary. Knowing Arabic vocabulary automatically means understanding the meanings of the words contained in the Qur'an. The more Arabic vocabulary one knows, the easier it becomes to memorize. This is supported by an interview with Ustadzah Ummil, the instructor of the students' *halaqah*, who stated: *"Students with weak Arabic skills tend to have less fluent memorization, often confuse verses they have memorized, and cannot be reminded merely by the meaning of a word."*

Having a large vocabulary can facilitate memorization, as some words are already memorized and remembered when learning Arabic. The more Arabic vocabulary one knows, the easier it becomes to memorize. This is supported by an article in a magazine (Firdaus, 2019) discussing a method of learning Arabic by memorizing as many words and their meanings as possible, then arranging them into short sentences. The study found that this method positively impacts Qur'an memorization, as it influences the ease and speed of memorizing.

As stated by Ustadzah Hajrah, the Arabic language instructor in the class, *"There has been a change in the students' Arabic proficiency. They are now more able to have conversations with their friends in daily interactions."* This aligns with the statement from Ustadzah, the coordinator of *Ilqa' Mufradat*, who said, *"Students can use Arabic in their daily interactions with friends and further develop the Arabic skills of those who already have a background in the language."*

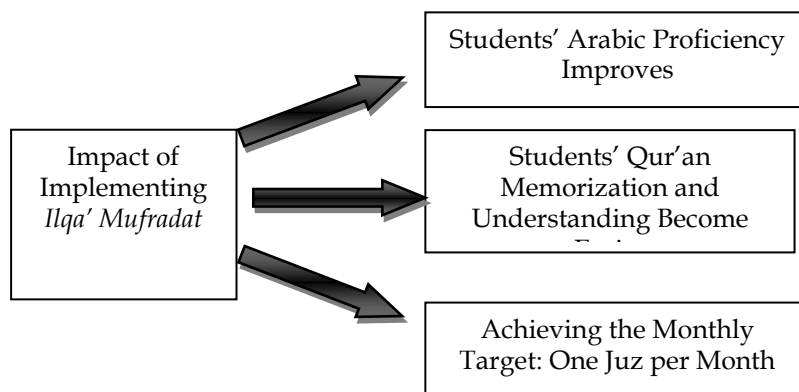
This is also reflected in the students' final learning outcomes. As stated by the Arabic language instructor in the class, *"The majority of students achieved good results, as seen from the first semester exam scores, with no written exam scores below 7."* Consequently, they are more active in participating in the Arabic learning process in class. Ustadzah Hajrah also mentioned, *"They show enthusiasm during the learning process in the classroom."*

The *Ilqa' Mufradat* activity helps students expand their Arabic vocabulary and supports their Qur'an memorization process. As expressed by Santri Falasifah, a second-year junior high school student, *"It is very helpful."* In addition to the improvement in their Arabic skills, students' memorization and understanding of the Qur'an have become easier. Santri Khotipah, also in second-year junior high, stated, *"I am more capable and fluent. I can correct myself when*

reminded by just mentioning the meaning of a word." Similarly, Santri Falasifah said, "It helps in remembering and correcting the verses I have memorized." This is also supported by the students' *halaqah* instructor, who noted, "There is a change. Students are more fluent in memorizing the Qur'an and can be reminded more easily with just the help of word meanings."

The students' monthly memorization target is one Juz. With the implementation of *Ilqa' Mufradat*, their Arabic proficiency has improved, and both their Qur'an memorization and understanding have become better. This positively affects their ability to achieve the monthly target. As stated by the *halaqah* instructor, "It usually takes about one month, but some students can complete it in less than a month." Memorizing the Qur'an is not sufficient by merely memorizing the text; students must also understand, apply, and practice it. The Qur'an in the heart serves as a guide, a mentor, a source of intercession, and a path to happiness in both this world and the Hereafter.

The results of the observation indicate that the implementation of *Ilqa' Mufradat* makes it easier for students to memorize the Qur'an, as they memorize based on the meanings of the words. Therefore, if they forget a verse they have memorized, they can easily recall it. Learning Arabic vocabulary also helps prevent mistakes in memorizing verses, as the students already have an understanding of Arabic grammar.



CONCLUSION

The implementation of *Ilqa' Mufradat* at the Ahmad Dahlan Female Qur'an Memorization Islamic Boarding School (Pondok Pesantren Tahfidz Al-Qur'an Ahmad Dahlan Putri) Campus 1 in Ponorogo has proven effective in enhancing the students' Arabic language skills while also facilitating the Qur'an memorization process. Through the structured mastery of vocabulary relevant to the Qur'anic content, students are able to understand the meanings of verses,

reduce memorization errors, and accelerate the recall of forgotten verses. The implementation of *Ilqa' Mufradat* involves the stages of planning, execution, and evaluation.

This method not only provides significant improvements in linguistic aspects but also positively impacts the fluency in achieving the memorization target of one *juz* per month, with some students even surpassing this goal. Observations and interviews show that students have become more confident in using Arabic in their daily lives, their Arabic language exam scores have improved, and their engagement in the learning process has increased. Therefore, *Ilqa' Mufradat* can be recommended as an integrative learning strategy that combines Arabic language acquisition with Qur'an memorization (*tahfidz*), focusing not only on rote memorization but also on understanding and practicing the teachings of the Qur'an.

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