

ENHANCING FOCUS AND CONCENTRATION: IMPLEMENTING VOCABULARY REPETITION IN ARABIC LANGUAGE LEARNING

Dewi Rahma

Universitas KH Mukhtar Syafa'at Blokagung, Indonesia

Email : dewirahma@gmail.com

Abdul Basit

Universitas KH Mukhtar Syafa'at Blokagung, Indonesia

Email : abd.basith@iaida.ac.id

Abstract

This research aims to test the effectiveness of the Mufrodat repetition method in improving students' focus and concentration in Arabic language learning. This study uses a qualitative descriptive approach, conducted at MAN 1 Banyuwangi, involving 35 students from the 11th grade science class 1 as research subjects. Data collection techniques were carried out through observation, interviews, and documentation. Based on the results of observations and interviews, the repetition method has been proven to improve memory, focus during the learning process, and enhance concentration when listening to and responding to learning materials. This research is supported by behaviorist theory, particularly the repetition method in the formation of learning habits. Thus, the repetition method can be applied as an effective strategy to enhance students' focus and concentration in learning Arabic.

Keywords: *Repetition; vocabulary; Arabic language; Focus; concentration.*

Abstrak

Penelitian ini bertujuan untuk menguji efektivitas metode pengulangan mufrodat dalam meningkatkan fokus dan konsentrasi siswa dalam pembelajaran bahasa Arab. Studi ini menggunakan pendekatan deskriptif kualitatif, yang dilakukan di Man 1 Banyuwangi, yang melibatkan 35 siswa dari kelas 11 Science Class 1 sebagai subjek penelitian. Teknik pengumpulan data dilakukan melalui pengamatan, wawancara, dan dokumentasi. Berdasarkan hasil pengamatan dan wawancara, metode pengulangan telah terbukti meningkatkan memori, fokus selama proses pembelajaran, dan meningkatkan konsentrasi ketika mendengarkan dan menanggapi materi pembelajaran. Penelitian ini didukung oleh teori behavioris, terutama metode pengulangan dalam pembentukan kebiasaan belajar. Dengan demikian, metode pengulangan dapat diterapkan sebagai strategi yang efektif untuk meningkatkan fokus dan konsentrasi siswa dalam belajar bahasa Arab.

Kata Kunci: *Pengulangan; kosakata; Bahasa Arab; Fokus; konsentrasi.*

INTRODUCTION

In an era of globalization that demands openness and cultural interaction, mastery of the Arabic language is becoming increasingly urgent. Arabic not

only serves as an international communication language in various religious, political, and economic forums, but also becomes the main gateway to understanding both classical and

contemporary Islamic literature. Thus, proficiency in Arabic becomes an important asset for students, researchers, and practitioners in various fields. However, the reality on the ground shows that the process of learning Arabic often faces serious challenges, especially in mastering vocabulary (mufrodat). For non-native learners, the limitations in remembering and using vocabulary often become the main obstacle that disrupts the smoothness of the learning process. This obstacle not only affects linguistic abilities but also impacts the psychological aspects of students, such as decreased focus, concentration, and motivation to learn.

The results of the study conducted by Hossain (Ritonga et al., 2022; Wattad & Abu Rabia, 2020) revealed that 67% of Arabic language learners experience difficulties in memorizing new concepts, which ultimately impacts their ability to comprehensively understand reading texts. This fact reinforces that the weak mastery of vocabulary is the root of various other difficulties in learning Arabic. That condition demands innovation in learning strategies that can effectively meet students' needs. One of the approaches considered relevant and potential is the vocabulary expansion method (vocabulary repetition). This method not only helps strengthen students' memory but also encourages active engagement in the learning process, thereby indirectly enhancing their focus and concentration. Therefore, this research holds high urgency to examine the effectiveness of applying the comprehension expansion method as a strategy to enhance students' focus and concentration in Arabic language learning,

especially for beginner learners who are not native speakers.

Previous research has examined Arabic language teaching techniques, but the effectiveness of vocabulary repetition in enhancing focus and concentration has not been widely discussed. Previous studies have focused more on communication approaches, grammar, or the use of technology without delving into the cognitive role of vocabulary repetition. In the research (Anggraini, Sutaman, & al Anshory, 2021; Arif & Musgamy, 2021; Sa'diyah & Abdurahman, 2021), it is stated that the factors motivating students to learn Arabic are their environment. The aforementioned research studies have not directly addressed the improvement of children's concentration or focus in the application of vocabulary repetition techniques, and there is still a lack of research on the effectiveness of vocabulary repetition. Thus, this provides an opportunity for researchers to further develop this study.

This research offers a new approach by examining the influence of understanding on focus and concentration in Arabic language learning. Unlike previous research that focused on the technical aspects of teaching, this study connects various strategies with the psychological aspects of students. Previous studies (Agustin, 2024; de Bree & Zee, 2021; Seibert Hanson & Brown, 2020) show that repetition can enhance brain activity involved in memory and concentration. However, its application in the context of Arabic language learning is still minimal. Therefore, this research aims to fill that gap by integrating cognitive and

pedagogical approaches more comprehensively.

Theoretically, the repetition method can strengthen students' memory and directly improve their learning concentration. In Arabic language learning, this approach has proven capable of increasing students' absorption rate by up to 40% (Diab & Awada, 2022; Luthfi, 2024; Saleh & Ahmed Althaqafi, 2022). These findings reinforce the assumption that the repetition method is effective in the context of Arabic language learning. If its effectiveness is proven, this research contributes to the development of more practical and applicable teaching methods in various educational settings.

RESEARCH METHOD

This research was conducted at Madrasah Aliyah Negeri (MAN) 1 Banyuwangi, an Islamic-based educational institution that combines the national curriculum with the reinforcement of Islamic values. The selection of this location is based on two main considerations. First, MAN 1 Banyuwangi has an Arabic language learning program that is an inseparable part of the religious culture within the school environment. Second, the teachers at the school have identified that students' difficulties in mastering Arabic vocabulary are the main obstacle to achieving optimal learning outcomes, making this place suitable for the implementation of skill development methods.

This research uses a qualitative method with a Classroom Action Research (CAR) approach based on the Kemmis and McTaggart model. This model includes four main steps in each cycle, namely the planning stage, action implementation,

observation, and reflection. This research was conducted in two cycles, where each cycle represents a complete sequence of the four stages. The PTK method was chosen because it provides researchers with the opportunity to actively participate in learning activities while continuously refining teaching strategies through a reflective process.

This research uses the Classroom Action Research (CAR) method, which is an approach that involves the active participation of all parties involved in the learning process, such as students, teachers, and school principals. PTK is considered an effective method for improving various aspects of the teaching and learning process (Febriani, Arobiah, Apriyani, Ramdhani, & Millah, 2023; Pasaribu, Pardede, Alexander, & Pardede, 2024; Utomo, Asvio, & Prayogi, 2024). In this study, the focus is directed towards the application of the da'wah method as a strategy to enhance students' concentration and engagement in Arabic language learning at Madrasah Aliyah Negeri 1 Banyuwangi. The PTK method was chosen because of its ability to directly enhance the learning process through a series of structured and reflective action cycles. This research refers to the PTK model developed by Kemmis and McTaggart, which includes four main stages in each cycle, namely:

Planning At the initial stage, the researchers developed a Lesson Implementation Plan (RPP) that integrates the repetition method with a multisensory approach, including listening, speaking, and writing activities. Bahan ajar dirancang terbuka dan disertai dengan media pembelajaran interaktif untuk mendukung

keterlibatan siswa. In addition, the researchers prepared research instruments in the form of observation sheets, interview guidelines for teachers and students, as well as knowledge mastery tests (vocabulary) as evaluation tools. **Implementasi** In the implementation phase, the repetition method is applied through various strategies, such as repeated practice (drilling), the use of vocabulary cards, dialogues in relevant contexts, and language games. New vocabulary is involved in reading and speaking activities to enhance students' active engagement during the learning process.

Observation Observations were conducted collaboratively by the researcher and partner teachers to observe student participation, concentration levels, and errors that arise in the use of vocabulary. Students' responses, both verbal and nonverbal, to the learning process were recorded and documented as part of the qualitative data. **Reflection** The reflection stage aims to achieve the effectiveness of method implementation based on observation data and student test results. From the analysis results, the researcher identified weaknesses and formulated improvement steps to be implemented in the next cycle.

The effectiveness of the application of the understanding reinforcement method in this study is evaluated through a number of systematically designed and measurable indicators. To ensure clear understanding and maintain the validity of the results, the researchers first established operational definitions of the key terms used in the study. This approach ensures that each concept is clearly defined, can be

objectively observed, and is consistent with the main objectives of Arabic language education.

Understanding of vocabulary (mufrodat) The ability of students to recognize, comprehend, and use Arabic vocabulary accurately in both oral and written contexts. **Focus and concentration:** Measured based on active engagement during learning, attention to tasks, and the ability to complete activities without distractions. **Success indicators** **The research is considered successful if:** The average vocabulary test score increases by at least 20% from the initial condition. More than 80% of students showed a positive response to the repetitive method in interviews and observations. The increase in students' active participation in learning activities, based on observation records.

Data was collected through three techniques: interviews, direct observation, and photo documentation as well as class notes. Analysis was conducted using thematic analysis, with the following steps: Transcription of data from interviews and observation notes, Data reduction by filtering information relevant to the research focus, Initial thematic coding to categorize data into categories such as: student participation, response to methods, and vocabulary mastery, Identify the main themes related to the effectiveness of the repetition method, Interpretation of findings to answer the research question. Sampling was conducted using purposive sampling, taking into account the relevance to the research focus. Here is the list of informants:

Table 1. Research Informant Sources

Category of Informants	Number
Principal	1
Chairperson	1
Language Teacher	2
Students	35

Source: Processed by Penel

This research is based on behaviorism theory, particularly on the concept of repetition which plays a role in forming habits in language learning, as explained by Skinner (1957). The aspect of comprehension is also considered as a strategy to strengthen long-term memory. Additionally, Vygotsky's constructivist approach is also applied, which emphasizes the importance of active student engagement and the use of social interactions in learning to accelerate vocabulary acquisition. This research was conducted in accordance with ethical principles, such as obtaining official approval from the school, including informed consent from teachers and students, and maintaining the confidentiality of information and participant identities.

RESULTS AND DISCUSSIONS

Repetition of vocabulary for optimizing focus and concentration in learning Arabic

The results of the interviews show that the application of the repetition method of vocabulary has a significant impact on improving focus and concentration in Arabic language learning (Rabie-Ahmed & Mohamed, 2022; Sasmi, 2022). Some of the main findings from this study include Improvement in Vocabulary Recall. The repetition of vocabulary method applied to students consistently can improve their

ability to remember and use vocabulary better than students who do not use this method (Seibert Hanson & Brown, 2020). The level of memory retention reached 35% based on post-learning evaluation results. Improvement in Focus During the Learning Process With the implementation of this method, students are more engaged and participate in the learning process.(Azkarai, García Mayo, & Oliver, 2020; Panigoro & Saputera, 2020; Triani, 2022)The structured vocabulary repetition method helps students maintain concentration for longer, making them more responsive to the material being taught. Learning Motivation Increased mastery of vocabulary among students provides greater confidence. (Maghfirah, Taufik, & Aliwafa, 2024; Tsai, 2020). Thus, students are self-motivated to be enthusiastic about learning and expanding their vocabulary in Arabic.

The informants agree that the vocabulary repetition applied not only helps strengthen memory but also enhances students' understanding of its contextual usage. This information is essential to understand the factors that influence success in the learning process with that method.

Table 2: Informants' Perception of Vocabulary Repetition

Category	Principal	Curriculum	Guru	Student
Understanding the Arabic Language	The importance of the repetition method	The Importance of Continuous Assessment	Facilitating Independent Learning	Requires Time and Consistency
Learning Strategy	Integration with Daily Learning	Time as a supporter	Peer Teaching	Games and Interactive Activities
Learning Challenges	Variation in vocabulary repetition	Time Constraints	Incompatibility with Students' Learning Styles	Dependence on Short-Term Memory

The data shows diverse interpretations of how the repetition method of vocabulary plays a vital role in Arabic language learning and the obstacles faced. The results of the interview data show the importance of progressive vocabulary and varied repetition. The researcher mentioned that variation in repetition is key to creating an effective and conducive classroom. The vocabulary repetition method is a systematic, effective, and enjoyable method (Farida & Nurmi, 2024; Hermanto et al., n.d.). In the theory of learning based on repetition, which is grounded in the concept of structured learning, the repetition method enhances students' ability to understand and remember information (Adipat, Laksana, Busayanon, Asawasowan, & Adipat, 2021; Makmur, Dunggio, Pilomonu, & Maulana, 2023).Keadaan tersebut terjadi karena keberagaman peserta didik yang masing-masing memiliki sifat dan karakteristik sendiri. Oleh karena itu peneliti melakukan

penelitian dengan menggunakan Pendekatan holistik dan personal dengan memberikan kesempatan kepada peserta didik dari berbagai latar belakang untuk mencapai capaian pembelajaran yang optimal. Penelitian (El-Sabagh, 2021; Mashudi, 2021)) menyatakan bahwa keterlibatan peserta didik dan pencapaian dalam pembelajaran akan meningkat dengan memberikan kontrol yang lebih besar terhadap proses pembelajaran. Penelitian tersebut menunjukkan bahwa pembelajaran yang dipersonalisasi dapat meningkatkan motivasi ,dan capaian pembelajran peserta didik dalam pendidikan.

The data from the researchers' observations show the interaction process and the effectiveness of the applied teaching methods. Direct observation provides an accurate picture of how the vocabulary repetition method is applied in the classroom. The table below presents the results of the observation:

Table 3. Observation of the implementation of vocabulary repetition

Aspect	Research report
Interaction	Active interaction between teachers and students
Use of Technology	Visual media, mnemonic techniques, and educational games are tailored to the needs of students.
Obstacle	Difficulty in understanding Arabic syntax

Observation shows that interactive learning media, representational media, and cognitive strategies support learning activities, but Arabic syntax remains a challenge. Observation patterns indicate that the learning strategies needed by students will affect the effectiveness and efficiency in the classroom, as well as the active interaction of the learners. Interactive classroom activities encourage student engagement. Research (Octavia, 2020; Sanjani, 2021) states that good learning objectives or outcomes are produced from the proper selection of learning strategies. The theory explains the importance of considering the choice of learning strategies based on the main principles in the use of learning strategies.

Table 4. Improvement in Arabic language proficiency

Aspect	Level of understanding
Vocabulary	80 %
Articulation Study	75 %
Syntax	60 %

The documentation results show that vocabulary is the most mastered aspect, while grammar poses the main challenge. The documentation pattern shows that vocabulary mastery with the repetition method is better compared to grammar. Students find it easier to understand and remember vocabulary through repetition and practical use. Research by (Ardiyanto,

Handayani, Raharjo, & Pujiastuti, 2023; Basith & Nisa, 2024)states that to help strengthen long-term memory, learning based on repetition with specific intervals should be conducted.

Factors that influence the effectiveness of the vocabulary repetition method

Repetition techniques are easier to use for learning vocabulary, mnemonic techniques, educational games, and many more, while syntax requires a deeper understanding and a considerable amount of time. This pattern occurs due to the difference in the level of challenge in learning between vocabulary and grammar to overcome the difficulties in learning language, especially in grammar. Research findings (Jayadih, Suhardi, & Rubini, 2024; Syahrin & Salehudin, 2024) state that teachers need to guide students through learning with consistent practice and a systematic and intensive approach. The abundance of similar words, lack of practice, and complexity of rules become obstacles in grammar. Here is an image of the application of the mufrodat repetition method and some factors that affect its effectiveness:



Figure 1. Application of the mufrodat repetition method

Scheduled repetition: Consistent and frequent vocabulary repetition will help strengthen students' memory. Research (Asiah, 2021) states that students' memory will improve if new vocabulary is repeated on a scheduled basis and practiced continuously. **Context of use:** The repetition method will be more straightforward for students to understand by using language in the context of real-life situations (daily life). This method can also increase students' interest in learning Arabic. This method is said to be enjoyable or not dull during the learning process because it can present reality or concrete forms of the vocabulary that has been learned, making Arabic language learning very interesting in this case (Huzaifah & Maulani, 2024; Zulviana & Wathon, 2020).

Active method: Involving students actively is a more effective strategy compared to passive repetition. Research by (Asari et al., 2021; Ma'ruf & Syaifin, 2021) states that a model is needed that can place students as subjects (actors) of learning and educators only act as facilitators in the learning process. **Active method:** Involving students actively is a more effective strategy than passive repetition. Research by Nurhadiyati (Asari et al., 2021; Ma'ruf & Syaifin, 2021) states

that a model is needed that can place students as subjects (actors) of learning and educators only act as facilitators in the learning process. **Student motivation:** Students who have motivation in any area will surely have enthusiasm and set their own targets in learning. A student will learn well if there is a motivating factor, namely learning motivation (Basith & Masruroh, 2023; Rahman, 2022; Supriani, Ulfah, & Arifudin, 2020)

Feedback: Feedback is a teaching technique in the form of interaction from the teacher that will later receive a response from the students or vice versa, either verbally or in writing. In the research by Adjulani (Maryamah, Oviyanti, Ilhami, Mahendra, & Nurfajriani, 2023; Slamet, 2020), it is stated that students should be conditioned to respond to questions given by the teacher actively. Additionally, there should be appreciation in the form of applause and praise given to students who successfully answer the teacher's questions correctly. Occasionally, the teacher should also provide small rewards to boost students' motivation to learn. **Variation in Repetition Techniques:** Various repetition techniques will help maintain attention and prevent boredom, tailored to needs and environmental conditions. When learning any language, a student needs a variety of teaching methods to stimulate the student's memory. (Al-Fikri, 2024)

CONCLUSION

Teachers play a crucial role as facilitators in the teaching and learning process, where they are tasked with creating a discussion atmosphere, encouraging knowledge exploration, and

motivating students to actively engage in learning activities. In Arabic language learning, the method of systematically and regularly repeating vocabulary over a certain period is used to strengthen students' memory and understanding of the vocabulary being studied. Repetition of vocabulary becomes an important method in the process of language internalization that aligns with cognitive and behaviorist learning theories. The repetition must be consistent and scheduled to enhance memory retention, and directly encourage students to use vocabulary in daily activities. example applications include conversation exercises that emphasize repetition, playing vocabulary cards quickly, and writing tasks focused on using vocabulary in various situations .

The success of this method highly depends on several factors, such as consistency in repetition, the connection of words to real life, the application of active learning methods, the provision of positive feedback, high motivation from students, the application of varied repetition techniques like spaced repetition, a supportive learning environment, and creativity in delivering the material. All these factors support each other and contribute to improving students' concentration and focus. However, the repetition method also has challenges in its implementation, such as boredom due to excessive or frequent repetition, time and curriculum constraints, and the diverse abilities of students, which become the teacher's task to adjust, especially in terms of methods. Therefore, the success of the repetition method demands maximum effort in planning, consistent implementation, and continuous

evaluation.

It can be concluded that the vocabulary repetition strategy is key to the effective development of communication skills in Arabic, provided that its application is adaptive and meets the needs of the learners.

REFERENCES

- Alwaly, A. (2022). *Efektivitas Dan Efisiensi Sistem Perizinan Operasional Penyelenggara Perjalanan Ibadah Umrah (Ppiu) Secara Elektronik Tahun 2021 (Studi kasus Subdirektorat Perizinan, Akreditasi dan Bina PPIU Direktorat Bina Umrah dan Haji Khusus Kementerian Agama RI)* [Fakultas Dakwah Dan Ilmu Komunikasi Universitas Islam Negeri Syarif Hidayatullah Jakarta]. <https://repository.uinjkt.ac.id/dspace/handle/123456789/61996>
- Andrian, J., & Zarkasi, A. (2024). Pengawasan Kepala Kantor Kemenag Jambi Terhadap Perjalanan Umroh Berdasarkan Undang-Undang Nomor 18 Tahun 2019. *Limbago: Journal of Constitutional Law*, 4(1), 120–131. <https://doi.org/10.22437/limbago.v4i1.18757>
- Anwar, A. R., Rasyid, M. F. F., & Syahril, M. A. F. (2023). Kajian Yuridis Tindak Pidana Penipuan Pemberangkatan Haji dan Umrah. *Jurnal Litigasi Amsir*, 10(3), 209–221.
- Azzahra, H., Saepuloh, U., & Yuliani, Y. (2022). Implementasi Manajemen Strategik dalam Mengoptimalkan Pelayanan Ibadah Haji di PHU Kemenag Kota Bandung. *Tadbir: Jurnal Manajemen Dakwah*, 7(1), 85–104.

- <https://doi.org/10.15575/tadbir.v7i1.33845>
- Enjang. (2020). Analisis Kriminologi Kejahatan Penggelapan Dan Penipuan Dana Umroh Oleh Biro Penyelenggara Perjalanan Ibadah Umroh Pt.Nabila Travel Di Kota Medan. *Jurnal Hukum Kaidah: Media Komunikasi Dan Informasi Hukum Dan Masyarakat*, 19(2), 384–396. <https://doi.org/10.30743/jhk.v19i2.2535>
- Fahrudin, M. I. & A. (2020). Pengaruh Pelaksanaan Pembinaan Dan Bimbingan Sosial Terhadap Perilaku Adaptif Klien Di Panti Sosial Bina Laras Harapan Sentosa 2 Budi Murni. *KHIDMAT SOSIAL, Journal of Social Work and Social Service.*, 1 Nomor 1(April), 1–12.
- Fitriani, E., Kusnadi, E., & Hasanah, N. (2024). Manajemen Bimbingan Manasik Haji Dalam Meningkatkan Kualitas Jemaah Haji Di Kantor Wilayah Kementerian Agama Provinsi Jambi. *Qaulan Baligha: Jurnal Ilmu Manajemen Dakwah*, 1(2), 86–96.
- Hakim, M. M. (2024). Manajemen Ekonomi dan Bisnis Islam: Komodifikasi Agama dalam Penyelenggaraan Ibadah Haji dan Umrah Perspektif Al-Qur'an. *Journal of Accounting, Management, Economics, and Business (ANALYSIS)*, 2(2), 177–186. <https://journals.eduped.org/index.php/analysis/article/view/1152>
- Hormuzan, D. (2020). *Pengawasan Kantor Wilayah Kementerian Agama Provinsi Riau Terhadap Perusahaan Travel Haji Dan Umrah Di Pekanbaru*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Imanah, F. D. (2017). Implementasi Manajemen Resiko Pembiayaan DAdipat, S., Laksana, K., Busayanon, K., Asawasowan, A., & Adipat, B. (2021). Engaging students in the learning process with game-based learning: The fundamental concepts. *International Journal of Technology in Education*, 4(3), 542–552.
- Agustin, N. K. (2024). Pengaruh Terapi Stimulasi Kognitif (CST) Terhadap Kemampuan Kognitif pada Lansia Demensia Ringan di Lembaga Kesejahteraan Sosial Lanjut Usia (LKS-LU) Pangesti Lawang Kabupaten Malang. STIKes Panti Waluya Malang.
- Al-Fikri, A. (2024). Internalisasi Model-Model Pembelajaran Bahasa Arab Dalam Pembelajaran Mufradat. *Jurnal Generasi Tarbiyah: Jurnal Pendidikan Islam*, 3(2), 134–142.
- Anggraini, A., Sutaman, S., & al Anshory, A. M. (2021). Teacher's Personality as a Motivation in Arabic Learning: A Systematic Review Based on Five Professional Teacher Personality Frameworks. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 9(2), 145–154.
- Ardiyanto, J., Handayani, O. W. K., Raharjo, T. J., & Pujiastuti, R. R. S. E. (2023). Peningkatan Kompetensi Mahasiswa Vokasi Kesehatan Melalui Implementasi Strategi Pembelajaran Berbasis Repetisi. In *Prosiding Seminar Nasional Pascasarjana* (Vol. 6, pp. 1040–1048).

- Arif, M., & Musgamy, A. (2021). Pengembangan Motivasi Belajar Bahasa Arab: Studi Analisis Teori Motivasi Pembelajaran. *A Jamiy: Jurnal Bahasa Dan Sastra Arab*, 10(2), 326–334.
- Asari, S., Pratiwi, S. D., Ariza, T. F., Indapратиwi, H., Putriningtyas, C. A., Vebriyanti, F., ... Rahim, A. R. (2021). Paikem (pembelajaran aktif, inovatif, kreatif, efektif dan menyenangkan). *DedikasiMU: Journal of Community Service*, 3(4), 1139–1148.
- Asiah, N. (2021). Inovasi Pembelajaran (Analisis Teori dan Praktik Mendesain Pembelajaran). Kepel Press, Puri Arsita A-6, Jl. Kalimantan, Ringroad Utara, Yogyakarta.
- Azkarai, A., García Mayo, M. del P., & Oliver, R. (2020). The effect of task repetition on the patterns of interaction of ESL children. *ITL-International Journal of Applied Linguistics*, 171(1), 90–112.
- Basith, A., & Masrurroh, A. (2023). Meningkatkan Minat Belajar Bahasa Arab Dengan Metode Ice Breaking Di Madrasah Aliyah Al-Amiriyyah Banyuwangi. *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 3(2), 214–227.
- Basith, A., & Nisa, N. I. (2024). Pengaruh Interaksi Edukatif Guru Serta Disiplin Belajar Siswa Terhadap Hasil Belajar Bahasa Arab. *BASA Journal of Language & Literature*, 4(2), 66–72.
- de Bree, E., & Zee, M. (2021). The unique role of verbal memory, vocabulary, concentration and self-efficacy in children's listening comprehension in upper elementary grades. *First Language*, 41(2), 129–153.
- Diab, N. M., & Awada, G. M. (2022). Effect of language learning strategies and teacher versus peer feedback on reducing lexical errors of university learners. *International Journal of Arabic-English Studies*, 22(1), 101–124.
- El-Sabagh, H. A. (2021). Adaptive e-learning environment based on learning styles and its impact on development students' engagement. *International Journal of Educational Technology in Higher Education*, 18(1), 53.
- Farida, N., & Nurmi, N. (2024). Efektivitas Penerapan Metode Drill and Practice dalam Meningkatkan Kemampuan Menghafal Kosakata Bahasa Arab Siswa Kelas X. 4 MAN Pangkep. *Jurnal Al-Mashadir: Journal of Arabic Education and Literature*, 4(2), 51–73.
- Febriani, E. S., Arobiah, D., Apriyani, A., Ramdhani, E., & Millah, A. S. (2023). Analisis data dalam penelitian tindakan kelas. *Jurnal Kreativitas Mahasiswa*, 1(2), 140–153.
- Hermanto, B., Anwar, D., Kariman, R., Rudi, A., Kariman, I., & Sumenep, W. (n.d.). *Esensi Kaidah Tikroriyah Dalam Memahami Bahasa Arab*.
- Huzaifah, N., & Maulani, H. (2024). Leaning Mufrodat With Singing Method In Memorizing Vocabulary In Madrasah Ibtidaiyah Al Khairiyah. *ABDAU: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(2), 67–78.
- Jayadih, M., Suhardi, H. E., & Rubini, B. (2024). *Strategi & peningkatan kualitas layanan guru: Transformasi melalui kepemimpinan, teknologi, kreativitas dan entrepreneurship*. Jakad Media Publishing.

- Luthfi, I. M. (2024). Upaya Meningkatkan Penguasaan Mufradat Bahasa Arab Dengan Media Flashcard di Madin Awaliyah Ulul Albab Blaru Badas. *Jurnal Pendidikan Agama Islam Al-Amin*, 1(2), 117–126.
- Ma'ruf, M. W., & Syaifin, R. A. (2021). Strategi pengembangan profesi guru dalam mewujudkan suasana pembelajaran yang efektif. *Al-Musannif*, 3(1), 27–44.
- Maghfirah, D. N., Taufik, T., & Aliwafa, A. (2024). Menjadikan Pembelajaran Mufradat Menyenangkan: Strategi Inovatif Untuk Meningkatkan Motivasi Belajar Bahasa Arab di MI. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 8(4), 1842–1853.
- Makmur, S. M., Dunggio, R., Pilomonu, M. Z., & Maulana, R. (2023). Penguatan Nasionalisme Melalui Pembelajaran Pancasila dan Metode Repetisi bagi Siswa di Sanggar Bimbingan Rawang Selangor, Malaysia. *Buletin KKN Pendidikan*, 5(1), 74–83.
- Maryamah, M., Oviyanti, F., Ilhami, M. W., Mahendra, A., & Nurfajriani, W. V. (2023). Penerapan model pembelajaran carousel feedback dalam meningkatkan hasil belajar siswa. *Cetta: Jurnal Ilmu Pendidikan*, 6(4), 896–906.
- Mashudi, M. (2021). Pembelajaran modern: membekali peserta didik keterampilan abad ke-21. *Al-Mudarris (Jurnal Ilmiah Pendidikan Islam)*, 4(1), 93–114.
- Octavia, S. A. (2020). Model-model pembelajaran.
- Panigoro, M. R., & Saputera, A. R. A. (2020). Implementasi Metode Sam'iyah Syafahiyah Pada Siswa Sebagai Upaya Meningkatkan Kemampuan Penguasaan Mufradat. *A Jamiy: Jurnal Bahasa Dan Sastra Arab*, 9(2), 164–178.
- Pasaribu, K. M., Pardede, L., Alexander, I. J., & Pardede, D. L. (2024). Pendekatan Pembelajaran Aktif Dengan Metode Card Sort Untuk Meningkatkan Prestasi Belajar Siswa. *Jurnal Darma Agung*, 32(5), 350–357.
- Rabie-Ahmed, A., & Mohamed, A. (2022). Collaborative and individual vocabulary learning in the Arabic classroom: The role of engagement and task demands. *Foreign Language Annals*, 55(4), 1006–1024.
- Rahman, S. (2022). Pentingnya motivasi belajar dalam meningkatkan hasil belajar. In *Prosiding Seminar Nasional Pendidikan Dasar*.
- Ritonga, M., Febriani, S. R., Kustati, M., Khaef, E., Ritonga, A. W., & Yasmar, R. (2022). Duolingo: An Arabic speaking skills' learning platform for andragogy education. *Education Research International*, 2022(1), 7090752.
- Sa'diyah, H., & Abdurahman, M. (2021). Pembelajaran Bahasa Arab di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 5(1), 51–69.
- Saleh, A. M., & Ahmed Althaqafi, A. S. (2022). The effect of using educational games as a tool in teaching English vocabulary to arab young children: A quasi-experimental study in a kindergarten school in Saudi Arabia. *SAGE Open*, 12(1), 21582440221079810.

- Sanjani, M. A. (2021). Pentingnya strategi pembelajaran yang tepat bagi siswa. *Jurnal Serunai Administrasi Pendidikan*, 10(2), 32–37.
- Sasmi, S. (2022). Program Hafalan Mufrodat Sebagai Reinforcement Dalam Pembelajaran Bahasa Arab Di Pondok Pesantren DDI Ujung Lare Kota Parepare. IAIN PAREPARE.
- Seibert Hanson, A. E., & Brown, C. M. (2020). Enhancing L2 learning through a mobile assisted spaced-repetition tool: an effective but bitter pill? *Computer Assisted Language Learning*, 33(1–2), 133–155.
- Slamet, S. S. (2020). Hubungan strategi umpan balik (feedback), motivasi berprestasi dan hasil belajar dalam pembelajaran PPKn di SMK. *PINUS: Jurnal Penelitian Inovasi Pembelajaran*, 5(2).
- Supriani, Y., Ulfah, U., & Arifudin, O. (2020). Upaya Meningkatkan Motivasi Peserta Didik Dalam Pembelajaran. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan*, 1(1), 1–10.
- Syahrin, S., & Salehudin, M. (2024). Manajemen Kinerja Guru di Sekolah Menengah Pertama Negeri 1 Karangas Kecamatan Karangas Kabupaten Kutai Timur. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 10(1), 49–61.
- Triani, I. (2022). Penerapan Strategi Active Learning Dalam Pembelajaran Bahasa Arab Kelas Vii Di Mts Ma'arif Nu 08 Panican Kecamatan Kemangkong Kabupaten Purbalingga. UIN Prof. KH Saifuddin Zuhri.
- Tsai, C.-C. (2020). The effects of augmented reality to motivation and performance in EFL vocabulary learning. *International Journal of Instruction*, 13(4), 987–1000.
- Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode penelitian tindakan kelas (PTK): Panduan praktis untuk guru dan mahasiswa di institusi pendidikan. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(4), 19.
- Wattad, H., & Abu Rabia, S. (2020). The advantage of morphological awareness among normal and dyslexic native Arabic readers: a literature review. *Reading Psychology*, 41(3), 130–156.
- Zulviana, D., & Wathon, A. (2020). Implementasi Metode Bermain Peran Untuk Meningkatkan Perkembangan Bahasa Anak Usia Dini. *Sistim Informasi Manajemen*, 3(1), 203–224.