



PROBLEMS OF IMPLEMENTATION THE INQUIRY LEARNING MODEL IN ARABIC LANGUAGE LEARNING (A COMPARATIVE LITERATURE STUDY BETWEEN INDONESIA AND MALAYSIA)

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Abstract

This study analysis the problems of the implementation of the inquiry learning model in Arabic language learning in Indonesia (Madrasah Tsanawiyah) and Malaysia (Sekolah Agama Bantuan Kerajaan) through a comparative literature study based on content analysis. Data were obtained from scientific journals related to the inquiry learning model in Arabic language learning and journals, books, and policies published 2010-2024. The results showed multidimensional problems in both countries: (1) Teachers: low mastery of inquiry methodology and Arabic; (2) Students: low basic language skills and passive learning habits; (3) Linguistics: the complexity of Arabic grammar and the interference of the mother tongue; (4) Resources: limited time allocation and inadequate facilities. Integrative solutions include: intensive and practical teacher capacity building through Indonesia-Malaysia hybrid teacher training, adjustment of learning models and approaches using guided inquiry, use of technology and development of learning resources, preparation of students and creation of learning climate, adjustment of evaluation systems and supporting policies. It can be concluded that the success of the inquiry requires a holistic approach based on the local reality of each country.

Keywords: *Inquiry learning model, Arabic learning, MTs, SABK Malaysia, comparative literature study.*

Abstrak

Penelitian ini menganalisis permasalahan penerapan model pembelajaran inkuiri dalam pembelajaran bahasa Arab di Indonesia (Madrasah Tsanawiyah) dan Malaysia (Sekolah Agama Bantuan Kerajaan) melalui studi perbandingan literatur berdasarkan analisis isi. Data diperoleh dari jurnal ilmiah terkait model pembelajaran inkuiri dalam pembelajaran bahasa

Arab dan jurnal, buku, dan kebijakan yang diterbitkan 2010-2024. Hasilnya menunjukkan masalah multidimensi di kedua negara: (1) Guru: penguasaan metodologi inkuiri dan bahasa Arab yang rendah; (2) Siswa: keterampilan bahasa dasar yang rendah dan kebiasaan belajar pasif; (3) Linguistik: kompleksitas tata bahasa Arab dan campur tangan bahasa ibu; (4) Sumber daya: alokasi waktu terbatas dan fasilitas yang tidak memadai. Solusi integratif meliputi: peningkatan kapasitas guru yang intensif dan praktis melalui pelatihan guru hibrida Indonesia-Malaysia, penyesuaian model dan pendekatan pembelajaran menggunakan inkuiri terbimbing, penggunaan teknologi dan pengembangan sumber belajar, persiapan siswa dan penciptaan iklim belajar, penyesuaian sistem evaluasi dan kebijakan pendukung. Dapat disimpulkan bahwa keberhasilan penyelidikan membutuhkan pendekatan holistik berdasarkan realitas lokal masing-masing negara.

Kata kunci: *Model pembelajaran inkuiri, pembelajaran bahasa Arab, MT, SABK Malaysia, studi literatur komparatif.*

INTRODUCTION

Arabic language learning in the Islamic education environment of Indonesia (Madrasah Tsanawiyah/MTs) and Malaysia (Sekolah Agama Bantuan Kerajaan / SABK) plays a crucial role as a tool to understand Islamic sources (Al-Qur'an, Hadith)¹ and classical scientific heritage². The teaching of Arabic in Malaysia has set the goal of enabling students to master four language skills, namely listening skills, speaking, reading and writing³. In Malaysia, the teaching and learning of Arabic is still not at a satisfactory level. However, the learning conditions of Arabic in Indonesia and Malaysia are often faced with classic challenges, such as low student motivation, difficulty mastering complex language structures (*nahwu* and *sharf*), learning methods that tend to be conventional (lectures, memorization, translation), and limited practice opportunities⁴. As a result, the purpose of learning Arabic to achieve *communicative competence* is often not optimally realized⁵. However, the nature of inquiry that demands independence, high-level thinking skills, and linguistic skills for investigation can actually become a source of new problems if it is not adjusted to the reality of MTs students' abilities and the characteristics of Arabic itself⁶.

¹ Azmi, Ilhaamie Abdul Ghani, and Junaidah Hashim. "ISLAMIC INNOVATION IN MALAYSIAN PUBLIC SERVICE." *Kajian Malaysia: Journal of Malaysian Studies* 40.2 (2022).

² A. C. Alwasilah, *Perspektif Pendidikan Bahasa Arab* (Bandung: Remaja Rosdakarya, 2008).

³ Hidayatul Khoiriyah, "Deskripsi Pengembangan Kurikulum Pembelajaran Bahasa Arab di Malaysia," *Al-Lisan: Jurnal Bahasa (e-Journal)* 5, no. 1 (2020): 101.

⁴ A. Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2011).

⁵ S. Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN Maliki Press, 2011).

⁶ Rohmah, Andini Aulia. *Penerapan model inkuiri terbimbing untuk meningkatkan hasil belajar maharah qira'ah siswa kelas VII-B MTs Nurul Huda Malang*. Diss. Universitas Negeri Malang, 2018.

The inquiry learning model is considered a strategic solution to align with the demands of the 2013 Curriculum (Indonesia) and the Secondary School Standard Curriculum (Malaysia) which emphasizes the 4C (Critical Thinking, Creativity, Collaboration, Communication) skills. This model places students as active subjects in building knowledge through the investigation of linguistic problems⁷. Although promising, the implementation of both Indonesia and Malaysia faces complex obstacles that have not been mapped holistically. This model is considered to have the potential to make learning Arabic more meaningful, contextual, and encourage the development of high-level thinking skills (HOTS)⁸.

The inquiry learning model is a student-centered learning approach, where knowledge is built by the students themselves through the active process of investigating problems, questions, or phenomena⁹. The essence of inquiry is to facilitate students to experience the scientific process in simple terms: formulate questions, plan investigations, collect and analyze data, draw conclusions, and communicate results¹⁰. Arends states that inquiry aims to develop intellectual abilities (critical and creative thinking skills) as well as build a deep understanding of key concepts¹¹. In the context of language learning, inquiry can be directed to investigate linguistic aspects (grammar, vocabulary, text structure), communicative function, or socio-cultural context of language use¹². The syntax (steps) of the inquiry model generally follows the following phases:¹³

Onboarding/Formulating Problems

Teachers provoke students' curiosity by presenting phenomena, problems, or stimulating questions related to Arabic topics (e.g., certain sentence patterns, differences in vocabulary usage, mysterious short texts).

Formulating a Hypothesis

Students are invited to make temporary conjectures (hypotheses) answers to problems or questions asked based on their initial knowledge.

⁷ R. I. Arends, *Learning to Teach*, 9th ed. (New York: McGraw-Hill, 2012).

⁸ W. Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2013).

⁹ B. Joyce, M. Weil, and E. Calhoun, *Models of Teaching*, 9th ed. (Boston: Pearson, 2015).

¹⁰ National Research Council, *Inquiry and the National Science Education Standards: A Guide for Teaching and Learning* (Washington, DC: The National Academies Press, 2000).

¹¹ R. I. Arends, *Learning to Teach*, 9th ed. (New York: McGraw-Hill, 2012).

¹² J. C. Richards and T. S. Rodgers, *Approaches and Methods in Language Teaching*, 3rd ed. (Cambridge: Cambridge University Press, 2014).

¹³ W. Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2013).

Collecting Data

Students conduct investigations to test their hypotheses. This activity can be in the form of text observation, interviews, language experiments (trying to compose sentences), searching for information from sources (books, dictionaries, the internet), or group discussions.

Processing and Analyzing Data

Students organize, classify, compare, and interpret the data/information that has been collected to find patterns, relationships, or answers.

1. Drawing conclusions

Students conclude the results of their analysis, answer the initial questions, and test the correctness of the initial hypothesis.

2. Communicating Results

Students present or demonstrate their inquiry process and findings to teachers and classmates, either orally or in writing in simple Arabic.

The implementation of the inquiry model in Arabic language learning at Madrasah Tsanawiyah/MTs and the Government Aid Religious School/SABK did not run completely smoothly. Previous research has shown that the implementation of this model faces unique challenges related to teacher readiness, students' basic skills, Arabic linguistic characteristics, and resource constraints (Rohmah¹⁴; Nurdiana¹⁵; Yaacob et al.¹⁶), which have not been fully identified and solved holistically in the literature, thus requiring a comprehensive study to bridge the gap between these theories and practices. Arabic learning at MTs aims to enable students to develop communicative competence in Arabic, both oral and written, and have a strong foundation to understand religious texts (Permendikbud No. 183 of 2019 concerning Guidelines for Curriculum Implementation in Madrasah). The competencies developed include four language skills: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*), which are supported by mastery of linguistic elements (*mufradat, nahwu, sharf*)¹⁷. Meanwhile, learning Arabic at the Sekolah Agama Bantuan Kerajaan/SABK emphasizes practical

¹⁴ Rohmah, Andini Aulia. *Penerapan model inkuiri terbimbing untuk meningkatkan hasil belajar maharah qira'ah siswa kelas VII-B MTs Nurul Huda Malang*. Diss. Universitas Negeri Malang, 2018.

¹⁵ R. Nurdiana, "Efektivitas dan Kendala Model Pembelajaran Inkuiri dalam Meningkatkan Pemahaman Nahwu Siswa Kelas VIII MTs," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 89–108.

¹⁶ YAACOB, HARYATI, et al. "Systematic Literature Review of Learning Strategies For Arabic Speaking Skills Among Non-native Speakers." *Jurnal Pendidikan Malaysia* 49.1 (2024).

¹⁷ A. Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2011).

communication skills and understanding of Islamic texts¹⁸. In general, the Arabic language problems in MTs and SABK can be explained in the following table 1:

Table 1. Arabic Language Problems MTs and SABK

Factors	Indonesia (MTs)	Malaysia (SABK)
Learning Culture	Passive, depending on the teacher ¹⁹	Memorization-oriented ²⁰
Linguistik	Interference of Indonesian-Arabic structures	Interferensi Melayu-Arab ²¹
Policy	Heavy curriculum load	Centralised curriculum (KPM)

The characteristics of Tsanawiyah students (aged 13-15 years) are at the stage of early formal operational cognitive development²², where they begin to be able to think abstractly and hypothetically, but still need concrete support and guidance²³. The motivation to learn Arabic of MTs students is very diverse, often influenced by the perception of language difficulties, relevance to daily life, and the learning methods used²⁴. The main challenges of learning Arabic include: the complexity of the grammatical system (especially *i'rab*), the mastery of vocabulary (*mufradat*) that is different from the mother tongue, the difficulty of pronunciation (*ashwat*), and the difference in sentence structure (*tarkib*) between Arabic and Indonesian²⁵. Teachers face difficulties in designing and guiding the inquiry process in accordance with the characteristics of the Arabic language material and the level of ability of MTs students. Students often look confused or passive when faced with inquiry tasks that require initiative and self-exploration, especially against the background of limited basic Arabic language mastery. In addition, the complexity of Arabic grammar, time constraints, and supporting resources are real obstacles. The purpose of this study is to identify and describe the impact and problems of the implementation of the inquiry model in Arabic language learning in MTs Indonesia and SABK Malaysia,

¹⁸ Kementerian Pendidikan Malaysia, *Sekolah Agama Bantuan Kerajaan* (Malaysia, 2022).

¹⁹ Rohmah, Andini Aulia. *Penerapan model inkuiri terbimbing untuk meningkatkan hasil belajar maharah qira'ah siswa kelas VII-B MTs Nurul Huda Malang*. Diss. Universitas Negeri Malang, 2018.

²⁰ YAACOB, HARYATI, et al. "Systematic Literature Review of Learning Strategies For Arabic Speaking Skills Among Non-native Speakers." *Jurnal Pendidikan Malaysia* 49.1 (2024).

²¹ Mohamad Yusuf Ahmad Hasyim, Bernandus Wahyudi Joko Susilo, and Jamat Jamil, "Developing Nahma (Nahwu Matching) for Basic Nahwu Learning Game: A Need Assessment Study," *Alsinatuna* 8, no. 1 (December 11, 2022): 1–16, accessed July 24, 2025, <https://e-journal.uingsudur.ac.id/alsinatuna/article/view/alsinatuna8101>.

²² J. Piaget, *Science of Education and the Psychology of the Child* (New York: Orion Press, 1970).

²³ J. W. Santrock, *Educational Psychology*, 5th ed. (New York: McGraw-Hill, 2011).

²⁴ S. Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN Maliki Press, 2011).

²⁵ M. A. Al-Khuli, *Asalib Tadris al-Lughah al-Arabiyyah* (Riyadh: Maktabah al-Malik Fahd al-Wathaniyyah, 2000).

and to describe integrative solutions to overcome the problems of implementing the inquiry model in Arabic language learning in both countries.

METHOD

This research uses the library research method. Literature research is research that is carried out by collecting data and information through various library materials such as books, journals, documents, research reports, and other written sources to answer research problems²⁶. This study uses a descriptive qualitative approach and content analysis techniques²⁷.

The primary data sources in this study are scientific journal articles related to the implementation, impact, problems, and solutions of inquiry learning models in the context of Arabic language learning in Indonesia and Malaysia. The primary data sources used are scientific journals from (2019-2024): 1) Indonesia: *Alsinatuna Journal* (Vol. 8-9), *Al-Arabiyyah*; 2) Malaysia: *Journal of Al-Tamaddun*, UKM/UM repository, which is related to the implementation of inquiry models in Arabic language learning²⁸. Meanwhile, the secondary data in this study is textbooks²⁹, Policy documents (Permendikbud 183/2019³⁰; KPM, 2022³¹), as well as other books or scientific journals relevant to this research.

The data collection technique in this study is documentation, a data collection technique by recording, citing, analyzing, and processing data derived from written documents that are relevant to the focus of the research³². Including: 1) Source Identification, searching and collecting relevant primary and secondary data sources through online journal databases (Google Scholar, Garuda, DOAJ), library catalogs, and institutional repositories; 2) Source Selection, selecting the most relevant, credible sources (peer-reviewed journals, books published by reputable publishers), and up-to-date for in-depth analysis; 3) Data Recording, recording important data and information related to the formulation of research problems (impacts, problems, solutions) from each selected source.

The validity of data in this qualitative research is prioritized in the credibility aspect. One of the techniques to achieve credibility is through perseverance or perseverance of researchers³³. In the context

²⁶ Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2011).

²⁷ K. Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 3rd ed. (Thousand Oaks, CA: Sage, 2013).

²⁸ R. I. Arends, *Learning to Teach*, 9th ed. (New York: McGraw-Hill, 2012).

²⁹ M. A. Al-Khuli, *Asalib Tadris al-Lughah al-Arabiyyah* (Riyadh: Maktabah al-Malik Fahd al-Wathaniyyah, 2000).

³⁰ Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan No. 183 Tahun 2019 tentang Pedoman Implementasi Kurikulum pada Madrasah* (2019).

³¹ Kementerian Pendidikan Malaysia, *Sekolah Agama Bantuan Kerajaan* (Malaysia, 2022).

³² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019).

³³ L. J. Moleong, *Metodologi Penelitian Kualitatif*, ed. revisi (Bandung: Remaja Rosdakarya, 2017).

of literature research, this diligence is realized by: 1) depth of analysis; 2) source triangulation³⁴; 3) conceptual re-checking and 4) trail audit³⁵.

The data analysis technique used is content analysis. Content analysis is a research technique to make replicable and valid inferences from its contextual data³⁶. The analysis process is carried out interactively through the following steps³⁷: 1) Data Collection, collecting primary and secondary source text documents; 2) Data Reduction: Summarize, focus, and select data that is truly relevant to the formulation of research problems (impacts, problems, solutions) of each document; 3) Display Data: presenting selected data in a systematic manner, for example in the form of a matrix, table, or narrative description to facilitate the identification of patterns and relationships between Indonesia and Malaysia; 4) Conclusion Drawing and Verification; 5) Narrative Results of the Analysis, compiling the findings of the problematic analysis of the implementation of the inquiry learning model in Arabic learning in Indonesia and Malaysia.

RESULT AND DISCUSSION

Positive Impact of the Use of Inquiry Model in Arabic Language Learning at MTs Indonesia and SABK Malaysia

The implementation of the inquiry model, if designed and implemented appropriately, shows the potential for significant positive impacts, namely: Improvement of Conceptual Comprehension and Retention, Development of Critical Thinking and Problem-Solving Skills, Increased Student Motivation and Engagement, Strengthening Social and Collaboration Skills, and Habituation of Scientific Methods in Language Learning.

Students who learn through inquiry tend to understand the rules of nahwu/sharf or the use of vocabulary not as dead memorization, but as patterns that they discover themselves through examples in context. Nurdiana's research on MTs students showed that students in the inquiry group had a deeper understanding of the structure of 'الجملة الاسمية' and 'الجملة الفعلية' as well as their use in simple sentences

³⁴ M. Q. Patton, *Qualitative Research & Evaluation Methods*, 4th ed. (Thousand Oaks, CA: Sage, 2015).

³⁵ Y. S. Lincoln and E. G. Guba, *Naturalistic Inquiry* (Beverly Hills, CA: Sage, 1985).

³⁶ K. Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 3rd ed. (Thousand Oaks, CA: Sage, 2013).

³⁷ M. B. Miles, A. M. Huberman, and J. Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: Sage, 2014).

compared to the conventionally learned group.³⁸ This understanding built through self-discovery is generally more durable (better retention)³⁹.

In the development of the curriculum, the inquiry learning model has at least several stages in the implementation of learning such as: the process of formulating questions, designing investigations (e.g., observing word patterns in the text, looking for example sentences), analyzing data, and drawing conclusions to train students to think logically, analytically, and critically. Rohmah observed that MTs students who engaged in an inquiry about the difference الضمير المنفصل between and الضمير المتصل showed better ability to explain the reasons for using certain forms in the context of sentences.⁴⁰ This skill is an essential HOTS⁴¹. It can be concluded that both students at the MTs Indonesia and SABK Malaysia levels have good explaining skills, because the pattern and form of the questions have used high-level learning or often referred to as HOTS (Higher Order Thinking Skills) at least at the *analysis* stage (C4). Learning that begins with an interesting problem or phenomenon (e.g., language puzzles, series pictures without text, short dialogues that are wrong) can trigger students' curiosity. Active investigative activities make learning more dynamic and reduce boredom. The research study of Sari reported an increase in student participation and enthusiasm in group discussion activities during the new vocabulary inquiry process compared to the lecture method.⁴² Intrinsic motivations that arise from curiosity are stronger than extrinsic motivations⁴³.

The implementation of inquiry learning is often carried out in groups. Students learn to discuss, listen to other people's opinions, exchange ideas, divide tasks, and work together to achieve a common goal of investigating language issues. It develops interpersonal collaboration and communication skills⁴⁴. Although simple, Tsanawiyah level students (MTs/SABK) are introduced to systematic steps to find out about the language, forming more independent and exploratory learning habits⁴⁵.

³⁸ R. Nurdiana, "Efektivitas dan Kendala Model Pembelajaran Inkuiri dalam Meningkatkan Pemahaman Nahwu Siswa Kelas VIII MTs," *Arabiyyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 90.

³⁹ R. I. Arends, *Learning to Teach*, 9th ed. (New York: McGraw-Hill, 2012).

⁴⁰ Rohmah, Andini Aulia. *Penerapan model inkuiri terbimbing untuk meningkatkan hasil belajar maharah qira'ah siswa kelas VII-B MTs Nurul Huda Malang*. Diss. Universitas Negeri Malang, 2018.

⁴¹ S. M. Brookhart, *How to Assess Higher-Order Thinking Skills in Your Classroom* (Alexandria, VA: ASCD, 2010).

⁴² D. P. Sari, "Penerapan Model Inkuiri untuk Meningkatkan Penguasaan Mufradat Bahasa Arab Siswa MTs: Studi Kasus di MTsN 2 Sleman," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 63.

⁴³ E. L. Deci and R. M. Ryan, "The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior," *Psychological Inquiry* 11, no. 4 (2000): 230.

⁴⁴ R. E. Slavin, *Educational Psychology: Theory and Practice*, 10th ed. (Boston: Pearson, 2011).

⁴⁵ National Research Council, *Inquiry and the National Science Education Standards: A Guide for Teaching and Learning* (Washington, DC: The National Academies Press, 2000).

Negative Impact of the Use of Inquiry Model in Arabic Language Learning in MTs Indonesia and SABK Malaysia

Among the positive impacts that exist, of course, this inquiry learning model has a negative impact on the implementation of Arabic language learning. One of them is that it takes a long time. Inquiry processes that require exploration, discussion, and presentation require a longer time allocation than direct methods. This often clashes with the dense curriculum targets and limited Arabic language lesson hours at MTs⁴⁶. Both Arabic learning at MTs and SABK, Arabic teachers are forced to cut stages or cannot complete the inquiry process in its entirety, because the process of stages is not few, but it is required that students can achieve a learning goal. Students who are accustomed to the passive method (receiving information from the teacher) often experience confusion and frustration when first faced with an inquiry model that demands initiative and independence. They may not know where to start, how to formulate good questions, or find it difficult to find answers⁴⁷. This impact is more pronounced if the basic Arabic language skills of students are low.

Without adequate scaffolding from teachers, there is a risk that students draw wrong conclusions from their investigations, especially for complex Arabic grammatical concepts. This misunderstanding can take root if it is not corrected immediately⁴⁸. In discussion group work, often only students who are more capable or confident actively participate fully, while other students tend to be passive or only follow⁴⁹. This reduces the benefits of inquiry for all students.

Problems of Using Inquiry Models in Arabic Language Learning at MTs Indonesia and SABK Malaysia

The problem of using this inquiry model is divided into four aspects, namely from the pedagogical point of view of the Arabic teacher itself, from the linguistic aspect of the Arabic language of the students,

⁴⁶ A. Rahman, "Analisis Kesiapan Guru Bahasa Arab dalam Implementasi Model Inkuiri di MTs Se-Kabupaten Bantul" (tesis tidak dipublikasikan, UIN Sunan Kalijaga, Yogyakarta, 2023).

⁴⁷ R. Nurdiana, "Efektivitas dan Kendala Model Pembelajaran Inkuiri dalam Meningkatkan Pemahaman Nahwu Siswa Kelas VIII MTs," *Arabiyyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 100.

⁴⁸ Rohmah, Andini Aulia. *Penerapan model inkuiri terbimbing untuk meningkatkan hasil belajar maharah qira'ah siswa kelas VII-B MTs Nurul Huda Malang*. Diss. Universitas Negeri Malang, 2018.

⁴⁹ D. P. Sari, "Penerapan Model Inkuiri untuk Meningkatkan Penguasaan Mufradat Bahasa Arab Siswa MTs: Studi Kasus di MTsN 2 Sleman," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 67.

from the perspective of Arabic learning materials, in terms of learning facilities and an adequate learning environment, and the evaluation of the learning.

Table 2. Problems of the Inquiry Learning Model Indonesia vs Malaysia

Aspects	Indonesia	Malaysia	Root of the Problem Together
Teacher	- Theoretical training	- Change resistance	Lack of practical assistance
Students	- Low basic ability	- Low intrinsic motivation	Culture of passive learning
Linguistik	- Kompleksitas <i>i'rab</i>	- Interferensi structure Melayu	BI/Malay-Arabic linguistic distance
Resources	- Limited technology access (region)	- Inequality of city-village facilities	Resource allocation policy

Pedagogical Problems of Arabic Language Teachers

Many Arabic teachers in MTs and SABK are more fluent with traditional methods (grammar-translation, lectures) and have not fully understood the philosophy, syntax, and facilitation techniques of the inquiry model. They have difficulty designing effective guiding questions, investigation stages that are appropriate to the student level,⁵⁰ and providing the right scaffolding⁵¹. The training received is often still theoretical and impractical. Inquiry requires intensive interaction between teachers and students. Teachers need to provide instructions, guide discussions, provide feedback, and answer students' questions in communicative Arabic. The lack of mastery of the teacher's kalam hinders this process and often causes teachers to return to using Indonesian⁵², reducing opportunities for students' language practice. In addition, Arabic teachers also have difficulty identifying or creating authentic, interesting inquiry problems/themes, in accordance with the level of language proficiency of MTs and SABC students, and relevant to the specific learning objectives of Arabic (e.g.: أقسام الكلام material in nahwu)⁵³.

⁵⁰ A. Rahman, "Analisis Kesiapan Guru Bahasa Arab dalam Implementasi Model Inkuiri di MTs Se-Kabupaten Bantul" (tesis tidak dipublikasikan, UIN Sunan Kalijaga, Yogyakarta, 2023).

⁵¹ Rohmah, Andini Aulia. *Penerapan model inkuiri terbimbing untuk meningkatkan hasil belajar maharah qira'ah siswa kelas VII-B MTs Nurul Huda Malang*. Diss. Universitas Negeri Malang, 2018.

⁵² Setiawan, Hasrian Rudi, and Mahyudin Ritonga. "The Effectiveness of Online Learning System in Arabic Subject at Al-Ulum Islamic Junior High School Integrated of Medan". *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 May (April 11, 2022): 47–62.

⁵³ D. P. Sari, "Penerapan Model Inkuiri untuk Meningkatkan Penguasaan Mufradat Bahasa Arab Siswa MTs: Studi Kasus di MTsN 2 Sleman," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 55–70.

Material that is too abstract or complex makes the inquiry ineffective. Managing a class that actively conducts investigations, group discussions, and presentations requires high classroom management skills. Teachers often have difficulty controlling group dynamics, ensuring that all students are engaged, and keeping learning focused on language goals⁵⁴.

Arabic Language Linguistics Problems MTs and SABK Students

The majority of MTs and SABK students enter this level with very minimal basic Arabic mastery. Limited vocabulary and an unstable understanding of simple sentence structures make it difficult for them to understand inquiry instructions, read investigative sources (texts),⁵⁵ participate in discussions, and conclude findings in Arabic⁵⁶. This is the main obstacle. The learning culture at many levels of Tsanawiyah is still dominated by the central role of teachers. Students are used to receiving information passively. When they are required to actively ask, search, and conclude, they experience *cultural shock* and tend to wait for very detailed instructions from teachers⁵⁷. The use of international standards in determining the level of Arabic language skills of the Indonesian people is very important so that the ability to speak Arabic can be truly measured. The assessment of Arabic-language competencies in schools only represents the achievement of competency standards and learning indicators (Hania et al., 2022:68).

The inquiry process requires the ability to formulate questions, plan information searches, analyze data, and think logically. These metacognitive skills generally have not developed well in MTs students, especially in the context of learning a foreign language⁵⁸. Meanwhile, the motivation to learn Arabic for MTs and SABK students varies, and not all have strong intrinsic motivation. Fear of mistakes (especially

⁵⁴ A. Rahman, "Analisis Kesiapan Guru Bahasa Arab dalam Implementasi Model Inkuiri di MTs Se-Kabupaten Bantul" (tesis tidak dipublikasikan, UIN Sunan Kalijaga, Yogyakarta, 2023).

⁵⁵ R. Nurdiana, "Efektivitas dan Kendala Model Pembelajaran Inkuiri dalam Meningkatkan Pemahaman Nahwu Siswa Kelas VIII MTs," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 104.

⁵⁶ S. Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN Maliki Press, 2011).

⁵⁷ Rohmah, Andini Aulia. *Penerapan model inkuiri terbimbing untuk meningkatkan hasil belajar maharah qira'ah siswa kelas VII-B MTs Nurul Huda Malang*. Diss. Universitas Negeri Malang, 2018.

⁵⁸ D. P. Sari, "Penerapan Model Inkuiri untuk Meningkatkan Penguasaan Mufradat Bahasa Arab Siswa MTs: Studi Kasus di MTsN 2 Sleman," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 59.

in pronunciation and grammar)⁵⁹ and low confidence in speaking or expressing opinions in Arabic inhibit active participation in inquiry⁶⁰.

The hierarchical, abstract, and many exceptions nature of the inquiry model make nahwu/sharf material very difficult for beginner students to investigate independently.⁶¹ Investigating the pattern of i'rab (الإعراب) or changes in the form of fi'il (التصريف) requires a strong basic understanding of first⁶². Vocabulary mastery is the foundation. Students with minimal vocabulary will have difficulty understanding the issues raised, sources of investigation, and presenting findings. The inquiry process to enrich vocabulary takes a lot of time⁶³. Fundamental differences in sentence structure (e.g.: the pattern (تائب الفاعل, مفعول به + فاعل + الخبر + المبتداء) can confuse students and require explicit explanations that may be less facilitated in pure inquiry⁶⁴. This requires adjustments to Arabic language learning, considering that the languages of the two countries are different (Indonesian and Malay). In addition, there are still limited reading resources (النص) in Arabic that are authentic and suitable for the beginner level of Tsanawiyah. Sources that are too difficult make investigations impossible⁶⁵.

Facilities and Environmental Problems

Arabic language lesson hours at MTs Indonesia and SABK Malaysia are of course different, but the allocation of time for learning Arabic is usually insufficient to carry out the inquiry stages in a complete and in-depth manner, especially for complex materials. Teachers are forced to rush or only apply partial inquiry. In addition, the lack of availability of facilities such as libraries with adequate collections of BA books, stable and free internet access, language laboratories, or interactive learning media that support inquiry (e.g., software, short videos) is often inadequate in many MTs, especially in the regions⁶⁶.

⁵⁹ Hania, Irfan, R. Umi Baroroh, Madah Rahmatan, Alimudin, and Yuli Imawan. "DEVELOPMENT OF CEFR-BASED QOWA'ID LEARNING EVALUATION TOOL WITH THE HELP OF WORDWALL INTERACTIVE GAMESTO IDENTIFY STUDENTS' UNDERSTANDING ". *Alsinatuna* 8, no. 1 (December 17, 2022): 65–83. Accessed December 31, 2025. <https://e-journal.uingsdur.ac.id/alsinatuna/article/view/alsinatuna8105>.

⁶⁰ A. Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2011).

⁶¹ M. A. Al-Khuli, *Asalib Tadris al-Lughah al-Arabiyyah* (Riyadh: Maktabah al-Malik Fahd al-Wathaniyyah, 2000).

⁶² A. Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2011).

⁶³ S. Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN Maliki Press, 2011).

⁶⁴ M. A. Al-Khuli, *Asalib Tadris al-Lughah al-Arabiyyah* (Riyadh: Maktabah al-Malik Fahd al-Wathaniyyah, 2000).

⁶⁵ A. Rahman, "Analisis Kesiapan Guru Bahasa Arab dalam Implementasi Model Inkuiri di MTs Se-Kabupaten Bantul" (tesis tidak dipublikasikan, UIN Sunan Kalijaga, Yogyakarta, 2023).

⁶⁶ D. P. Sari, "Penerapan Model Inkuiri untuk Meningkatkan Penguasaan Mufradat Bahasa Arab Siswa MTs: Studi Kasus di MTsN 2 Sleman," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 59.

The demand to complete a lot of material in a limited time makes teachers feel unfree to try time-consuming methods such as inquiry consistently⁶⁷. This resulted in the burden of the Arabic curriculum becoming heavy in both countries. The next problem is that classes with a large number of students (can reach 30-40 people) make it difficult for teachers to monitor and guide each group effectively during the inquiry process⁶⁸

Learning Evaluation Problems

The difficulty of measuring complex processes and outcomes in inquiry focuses not only on the final product (*true/false answers*), but also on the process (*questioning skills, investigation, collaboration, critical thinking*). Developing a valid and reliable assessment instrument (*rubric*) to measure this aspect of the process is still a challenge for many Arabic teacher⁶⁹. And also the Arabic assessment system at the Tsanawiyah level is often still very oriented towards formative and summative written tests that measure memorization of rules and vocabulary, lacking the achievement of inquiry process skills.

Problematic Solutions to the Use of Inquiry Models in Arabic Language Learning at MTs Indonesia and SABK Malaysia

If seen from the context of the problems that occur between Indonesia and Malaysia, the solution to this problem is to hold a training or mentoring program, gradual scaffolding and training on the integration of Indonesian Arabic teachers with Malaysia. The rest are explained in table 3 below:

Table 3. Contextual Solutions Model

Issues	Indonesia Solutions	Malaysia Solution	ASEAN Integration
Teacher Capacity	- MGMP-based microteaching training- Inquiry facilitation competency certification	- Senior teacher mentor program- Locally-based inquiry module	Indonesian-Malaysian teacher training hybrid platform

⁶⁷ A. Rahman, “Analisis Kesiapan Guru Bahasa Arab dalam Implementasi Model Inkuiri di MTs Se-Kabupaten Bantul” (tesis tidak dipublikasikan, UIN Sunan Kalijaga, Yogyakarta, 2023).

⁶⁸ Rohmah, Andini Aulia. *Penerapan model inkuiri terbimbing untuk meningkatkan hasil belajar maharah qira’ah siswa kelas VII-B MTs Nurul Huda Malang*. Diss. Universitas Negeri Malang, 2018.

⁶⁹ W. Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2013).

Learning Culture	- Gradual scaffolding (guided inquiry)- Pre-inquiry metacognitive training	- Integration of language games (gamification)- Focus on socio-religious contexts	Bank of "cultural inquiry" activities (e.g., investigation of the term Malay-Nusantara Islam)
Infrastructure	- Non-digital source-based inquiry (e.g., local texts)- Inter-madrasah collaboration	- Mobile library car-Inquiry-oriented offline module	Partnership for the provision of affordable teaching materials

Intensive and Practical Teacher Capacity Building

Overcoming these complex problems requires integrated solutions that involve various parties as well as intensive and practical capacity building of teachers. Providing hybrid teacher training between Indonesia and Malaysia is not only about inquiry theory, but focuses on microteaching of designing inquiry-based LKPDs for specific Arabic materials, facilitation techniques, scaffolding, and inquiry classroom management. Training must be continuous with coaching in schools⁷⁰. To do this, an asynchronous model peer teaching that present learners in class need to be used. The class is recorded on video with the help of a cameraman. The video will then be uploaded to YouTube and Google Classroom⁷¹. In addition, special programs or incentives can be held for teachers to improve their kalam and istima' skills, either through courses, communication workshops, or partnership programs with native speakers. Both countries, both Indonesia and Malaysia can collaborate in conducting Arabic language training with native speakers through cooperation.

Creation and sharing of materials from teachers in Indonesia or Malaysia by developing a shared repository (e.g., online platforms) containing problem examples, mini-projects, LKPDs, and inquiry learning scenarios that have been tested for various Arabic materials in MTs and SABK, along with implementation guidelines. In addition, it also strengthens the role of the Arabic Subject Teacher

⁷⁰ Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, *Effective Teacher Professional Development* (Palo Alto, CA: Learning Policy Institute, 2017).

⁷¹ Hisbullah Huda and Umi Hanifah, "Implementation of Fully Online Microteaching Model to Improve the Teaching Competence of Arabic Language Pre-Service Student Teachers," *Alsinatuna* 8, no. 2 (June 19, 2023): 196, accessed July 24, 2025, <https://e-journal.uingsdur.ac.id/alsinatuna/article/view/alsinatuna8204>.

Conference (MGMP) as a forum for sharing experiences, reflection, problem solving, and collaborative development of inquiry materials.

Customization of Learning Models and Approaches

It can also be done by adopting a more extensive guided inquiry model, where teachers provide greater structure and guidance, especially in the early stages or for very complex material⁷². Scaffolding is given gradually according to the development of students⁷³. Apply differentiation in inquiry, for example by providing investigative assignments with different levels of challenge, reading sources of varying difficulty, or different scaffolding support for groups of students with diverse abilities⁷⁴.

Another solution is to combine the inquiry with other more efficient methods for the introduction of basic concepts or new vocabulary (e.g., direct methods for mufradat, brief explanations for the key concept of nahwu) before entering the investigation phase⁷⁵. Design inquiry problems related to students' daily lives, popular culture they are familiar with, or Islamic themes that interest them (e.g., investigating expressions in short hadiths, worship-related vocabulary) to increase motivation and relevance⁷⁶.

Utilization of Technology and Development of Learning Resources

Utilizing language learning applications, interactive online dictionaries, short video platforms (e.g., Arabic educational YouTube), presentation software, or online collaboration platforms (if possible) can also be used to support the process of investigation, source search, and sharing results. Technology can also help overcome the limitations of physical resources. In addition, it compiles and provides textbooks or companion modules that are explicitly designed for MTs Arabic inquiry learning, containing problem examples, simple investigation instructions, and adequate beginner-level reading resources. According to research result Hasyim, et al it can be concluded that both lecturers and students need interesting learning applications for Nahwu that can support the learning process effectively⁷⁷. Content and material aspects, visual media aspects, and media support that are deemed necessary by lecturers and

⁷² R. I. Arends, *Learning to Teach*, 9th ed. (New York: McGraw-Hill, 2012).

⁷³ Rohmah, Andini Aulia. *Penerapan model inkuiri terbimbing untuk meningkatkan hasil belajar maharah qira'ah siswa kelas VII-B MTs Nurul Huda Malang*. Diss. Universitas Negeri Malang, 2018.

⁷⁴ C. A. Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners*, 2nd ed. (Alexandria, VA: ASCD, 2014).

⁷⁵ J. C. Richards and T. S. Rodgers, *Approaches and Methods in Language Teaching*, 3rd ed. (Cambridge: Cambridge University Press, 2014).

⁷⁶ S. Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN Maliki Press, 2011).

⁷⁷ Mohamad Yusuf Ahmad Hasyim, Bernandus Wahyudi Joko Susilo, and Jamat Jamil, "Developing Nahma (Nahwu Matching) for Basic Nahwu Learning Game: A Need Assessment Study," *Alsinatuna* 8, no. 1 (December 11, 2022): 14, accessed July 24, 2025, <https://e-journal.uingusdur.ac.id/alsinatuna/article/view/alsinatuna8101>.

students include basic syntax material, types of puzzle games, forms of applications installed, game duration of 5-10 minutes, information about competencies achieved, the material, evaluation, game themes of Nahwu material, the number of multilevel questions leading to a higher level, and Arabic-Indonesian as the language used in the game. From a visual perspective, the results show that lecturers and students need learning applications for Nahwu with analogous colors, illustrations for explanations, types of caricature/cartoon images, pointer animation clickers, medium resolution, and audio illustrations in the form of sound effects. The present research results in product arrangement. It is suggested that further actions are conducted, among others, expert validation and product trial both on small and large scales by future researchers so that this study can contribute positively to the learning process of Nahwu.

Student Preparation and the Creation of a Learning Climate

Building a strong language foundation can also be a solution to these problems, namely by ensuring that Arabic learning in MTs and SABK intensively strengthens the mastery of basic mufradat and simple sentence structure through appropriate methods (including perhaps direct or audio-lingual methods at the beginning) before gradually introducing inquiry. Explicitly train students how to ask good questions, simple information search techniques, how to have productive discussions, and how to present results in simple Arabic before applying full inquiry⁷⁸. Growing a Growth Mindset and confidence can also create a safe classroom environment for trial and error. Teachers provide constructive and motivating feedback, as well as emphasize the learning process rather than just the end result⁷⁹.

Adjustment of the Evaluation System and Supporting Policies

Train teachers to develop and use authentic assessment instruments such as rubrics that cover aspects of the inquiry process (quality of questions, depth of investigation, teamwork, presentation) and products (accuracy of conclusions, use of language)⁸⁰. It can also be a solution rather than evaluation assessments that are too rigid, and do not fit the indicators of the stages of the inquiry learning model. For curriculum flexibility and time allocation, it can provide more flexibility for teachers in managing the time and order of materials, as well as considering additional allocation of Arabic lesson hours or integrating inquiry activities in language extracurricular programs if possible.

⁷⁸ R. E. Slavin, *Educational Psychology: Theory and Practice*, 10th ed. (Boston: Pearson, 2011).

⁷⁹ C. S. Dweck, *Mindset: The New Psychology of Success* (New York: Random House, 2006).

⁸⁰ S. M. Brookhart, *How to Create and Use Rubrics for Formative Assessment and Grading* (Alexandria, VA: ASCD, 2013).

The governments of Indonesia and Malaysia and madrassas need to commit and collaborate in increasing the availability of learning resources (books, digital media), CIT infrastructure, and active learning support facilities (language labs, multimedia rooms) at MTs. With this policy, it will give birth to the availability of strong Arabic learning resources that are able to support inquiry learning in both countries. In addition, the policies and support of the Head Master need to provide full support in the form of training facilitation, resource allocation, policies that encourage learning innovation, and create a school culture that values the active learning process⁸¹.

CONCLUSION

Based on an in-depth literature review, this study concludes that the inquiry learning model offers a significant positive impact potential for Arabic language learning at Madrasah Tsanawiyah, especially in improving conceptual understanding, developing critical thinking and collaboration skills, and increasing student motivation and engagement. This potential makes inquiry in line with the demands of 21st century skills development and the spirit of the modern curriculum.

However, the reality of its implementation at the MTs level in Indonesia is faced with a number of complex and multidimensional problems. The main problems come from: (1) teacher readiness which includes methodological understanding of inquiry, active Arabic language mastery, and the ability to design contextual inquiry materials; (2) student characteristics such as low basic Arabic language skills, passive learning habits, immature critical thinking skills, and diverse intrinsic motivations; (3) the intrinsic challenges of the Arabic language material itself, especially the grammatical complexity (*nahwu/sharf*), vocabulary mastery, and structural differences with the mother tongue; (4) facilities and environmental constraints in the form of limited time allocation, minimal availability of learning resources and supporting facilities, dense curriculum load, and large class sizes; and (5) difficulties in designing and implementing an appropriate evaluation system to comprehensively measure the inquiry learning process and outcomes.

Effective solutions to address these problems require a holistic and integrated approach. Capacity building of teachers through intensive, practical, and continuous training that focuses on inquiry facilitation and *scaffolding skills* as well as the strengthening of communicative Arabic is a crucial step.

⁸¹ Linda Darling-Hammond, Maria E. Hylar, and Madelyn Gardner, *Effective Teacher Professional Development* (Palo Alto, CA: Learning Policy Institute, 2017).

Adjustments to learning models, such as the application of guided inquiry, learning differentiation, and integration with other methods (blended learning), are indispensable to bridge the gap in students' abilities and material characteristics. The use of digital technology and the development of special learning resources to support inquiry can help overcome the limitations of facilities. Preparing students through strengthening language foundations, training in independent and collaborative learning skills, and growing a growth mindset is also essential. At the system level, the adjustment of the evaluation system with authentic assessments, curriculum flexibility and time allocation, improvement of infrastructure, and policy support and leadership of madrasah heads are equally important supporting factors.

Thus, the successful implementation of the inquiry learning model in Arabic language learning in MTs/SABK is not just a technical adoption of the model, but a transformation process that requires commitment, collaboration, creative adjustment, and continuous support from all stakeholders. The inquiry model needs to be carefully contextualized, taking into account the reality of teacher readiness, student ability, unique characteristics of Arabic, and the condition of resources in MTs, so that its positive potential can be optimally realized to improve the quality of Arabic language learning. This comparative content analysis validates that the success of the inquiry does not lie in the uniformity of the model, but in the creative adaptation based on the socio-pedagogical reality of each country.

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