

DOMINO GAMES IN LEARNING ARABIC

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Abstract: This research was conducted to find out the improvement of learning outcomes in grammar learning, Arabic by using domino card games. Participants in this study were odd semester students precisely seventh semester. The research was conducted from the results of child observers (students) following the *qowa'id* material. This research method is a class action research. The steps of its implementation; there is planning, implementation, observation and reflection. The instruments are students. As a result of the implementation of this research that Arabic language learning results increased, students became enthusiastic in receiving learning, and educators were comfortable seeing the high learning spirit of learners.

Keywords: Arabic Grammar; Domino's Media Game.

INTRODUCTION

In the teaching and learning process the media plays an important role, because by presenting media or learning tools during studying, it can facilitate the learning process both for teaching and for educators' exposure.

As educators we can understand that formally Arabic is a foreign language, and in public schools Arabic is the foreign language of choice.

Teaching Arabic that is studied in Indonesia is intended to achieve the goal. First, as a tool to study and deepen Islamic knowledge such as in schools, *madrassah* (public or private), Islamic boarding

schools and Islamic universities (public or private). Second, as a goal, namely to form Arabic language experts or to produce alumnus who are able to actively use Arabic as a means of communication for various purposes (Izzan, 2011).

In Nursing Science, Medical Faculty, Unsri itself, the Arabic language course is a foreign language course that requires educators who can understand the students because students in Nursing Science, Medical Faculty, Unsri have different educational backgrounds, therefore teaching staff in Arabic courses in Nursing Science, Medical Faculty, Unsri this element requires patience and enthusiasm in the implementation of learning because not all students can read and write. Moreover, in learning Arabic there are several skills that students will follow, namely listening (*istimā'*), reading (*qirā'ah*), speaking (*kalām*) and writing (*kitābah*), which will be taken by children or students within 100 minutes (2 credits) in every week. In Nursing Science, Medical Faculty, Unsri, also students will take Arabic learning for one semester according to the Competency Standards and Basic Competencies that have been set by the Nursing Study Program, Medical Faculty, Unsri.

Effendy (2009) states that explaining that the appropriate method in the Arabic language teaching system in high school or college is the

communicative method, the *qirāah* method and also supported by other methods.

As for the educational background of students in the Nursing Study Program, Medical Faculty, Unsri is the majority of High School (70% from Public and Private High School) and 30% from Islamic High School/Foundation/Private School. (Document of Nursing Science, Medical Faculty, Unsri 2018). Looking at this educational background, it can be illustrated how the abilities of students from High School and how students from Islamic High School (Interview with Mr. Abdul Gafur, S.S., M.Pd.I., Wednesday, March 20th, 2019).

Meanwhile, in this case students in Nursing Science, Medical Faculty, Unsri, will be happier if they are invited little by little to use Arabic, they feel happy because for them Arabic is an interesting language, but not all students think so, who said that were only for students who understand when learning Arabic takes place.

Moreover, the results of the observation that in the implementation of the teaching and learning process of this Arabic course, when the learning process takes place between students whose educational backgrounds are from High School and Islamic High School, there is almost no difference because there are students from High School but these students can understand (pronounce and write Arabic) and responsive in the Arabic learning process when learning takes place, and there are also students whose educational background is from Islamic High School but these students cannot really understand (pronounce and write Arabic) and are slow to absorb Arabic lessons during the Arabic teaching and

learning process. (Observation while teaching and learning process, on March 20th, 2020). Then, so that learning is gradually successful, students can listen, speak, read and write Arabic, then in the Arabic teaching and learning process, methods and media are needed that can help educators/lecturers to succeed in learning.

This domino learning media plays an important role because if a lecturer or educator can use a variety of relevant media so that the Arabic material to be delivered (taught) to students, the teaching and learning process will run well, especially Arabic courses, which so far have only been found in Islamic Universities, which is very interesting now that Arabic is now in Public Universities and of course the way of delivery is different from Arabic in Islamic Universities.

Based on the real conditions, it will be assumed that efforts are still needed to improve the quality of Arabic grammar learning, especially media in learning Arabic in Public Universities (Unsri). To find out information on how to improve students' ability to understand Arabic grammar through the use of domino game media in Nursing Study Program.

This study aims to improve student learning outcomes / Arabic grammar skills at the Nursing Science, Medical Faculty, Sriwijaya University.

METHOD

The Research Site

This research was conducted in the Nursing Study Program, Medical Faculty, Sriwijaya University. 7th semester class with 29 students.

Types of research

This study is included in qualitative research, and the research used a research approach using a classroom action approach (*PTK*). According to Arikunto (2010), revealed that this classroom action research was conducted by observing then taking action. This research was conducted on how to improve students' ability to understand Arabic grammar through the use of domino game media in the Nursing Science, Medical Faculty, Sriwijaya University, data collection techniques were carried out by observing, documenting, and interviewing tests conducted in each meeting.

Sudijono (2017) reveals the formula for classroom action research as follows:

$$P \frac{f}{N} \times 100\%$$

Explanation:

F = The frequency that is being searched for the percentage.

N = Number of Class (the number of frequencies / number of individuals).

P = Percentage figures.

The success rate intervals and criteria are described in the following table (Arikunto, 2009):

Table 2
Success Rate Criteria

No	Interval	Student Grade Criteria
1	81-100%	Very Good
2	61-80%	Good
3	41-60%	Adequate
4	21-40%	Less
5	0-20%	Very Less

RESULT

In brief, the results of the Pre-Cycle actions, Cycle I and II, the use of the domino card game media application to improve students' ability to understand Arabic grammar in Nursing Science, Medical Faculty, Sriwijaya University, which has been implemented in the field.

The Research Preparation Stages

At this preparation stage, the researcher carried out the following activities: developing learning instruments, such as lesson plans (making Semester Learning Plans (*RPS*), observation sheets, and interview tests) the researcher designs semester learning plans (*RPS*) and observation sheets as well as questions to be interviewed according to the activity to improve students' ability in understanding Arabic grammar through the use of domino game media in Nursing Science, Medical Faculty, Sriwijaya University.

- Determining the research subjects, namely class A students from 29 students including 4 male students and 26 female students in the 2019/2020 school year.
- Preparing domino cards.
- Determining the schedule of meetings, namely 2 x 50 minutes consisting of 1 face to face in the pre cycle and 1 face to face in the first cycle and 2 face to face meetings in the second cycle.

The Implementation of Learning

This research was conducted in 5 times meetings from 29th January, 5th, 12th, 19th February 2020, for students of Nursing Science, Medical Faculty, Sriwijaya University. In the 2019/2020 school year. The data was collected by means of the learning process by filling out an observation sheet containing

indicators to improve students' ability to understand Arabic grammar through the use of domino game media.

A. Pre Cycle

1) Planning

The activities that are given in this cycle are activities that are usually carried out by lecturers or educators in increasing the student's ability to understand Arabic grammar by using word guessing media.

2) Implementation

In this pre-cycle meeting discussed the theme of *ta'aruf* (introduction), while the activity was introducing vocabulary, verbs, nouns and pronouns, and also singing and then using *mubasyaroh*, by making small groups with guidance from lecturer or educator.

3) Observation Results

The results of observations from learning activities using word guessing media in this pre-cycle were that students felt that they did not really understand *qowa'id* (Arabic grammar).

4) Reflection

Learning Arabic grammar when using the media to guess the words, from observations during the learning process, the median cannot help students in understanding Arabic grammar.

B. Cycle I

1) Planning

Cycle I consisted of 2 meetings which were held on February 5th, 2020, in this cycle I students learned about self-identity with the sub-theme *ta'arufat* the first meeting. And at the

second meeting, learned about myself with its sub-theme of self-identity, on the implementation of actions that must be done in this cycle. There were several things that must be prepared by teachers and researchers, including: Semester Learning Plans (*RPS*), media, tools and materials according to the theme, preparing observation sheets to assess students' abilities in understanding Arabic grammar through the use of domino game media.

The activities at the first meeting were: (1) starting the teaching-learning process with apperceptions then questions and answers with students, (2) giving students the opportunity to understand grammar using domino cards, (3) asking students the reasons for composing the sentences they have compiled, (4) provide opportunities for students to ask about grammar that they did not understand and (6) give rewarding pleasant words to students for their participation and for students' understanding. Likewise with the second meeting.

2) Implementation

a. Meeting I

1. Implementation

The lecturer delivered grammar material then guided students to understand grammar by using domino game media.

2. Observation

The observation stage was carried out along with the action. Researchers act as observers in this study. Observations were made on 29 students in the Nursing Science, Medical Faculty. During the implementation of the action, the

observer gave questions that were in line with the grammar material.

3. Reflection

At the first meeting with indicators of increasing student ability in understanding Arabic grammar through the use of domino game media, differentiating word forms, creating fun learning, cooperating and independent learning. There were 19 students (65%) who were in the good starting criteria (*MB*), but there were still 7 students (20%) who were not good, and there were 3 students (15%) who were good as expected. It happened because the students still do not understand how Arabic grammar is good and correct, to plan the next action to explain again how to understand Arabic grammar and increase practice in recognizing the forms of Arabic verbs and how to harmonize them with pronouns.

b. Meeting II

1. Implementation

In this second meeting, the educators delivered Arabic grammar material and guided students to understand Arabic grammar using domino media.

2. Observation

The observation stage was carried out along with the action. Those who act as observers in this study were researchers. Observations were made on 29 children of nursing science students, Medical Faculty. During the implementation of the action, the observes provided a

question sheet that the researcher had previously made.

3. Reflection

At the second meeting with the verb form indicator still recognized the noun around them. At this second meeting there were 16 students (55%) who had reached the criteria for understanding according to expectations (*MSH*), but there were still 13 students (55%) who were on the criteria for starting well / understanding (*MB*). It happened because students still do not understand the activity of matching verbs in sentences and learning independently, to plan actions to be taken in the second cycle, the researcher planned the next action to motivate students and increase the practice in composing sentences (words) be the number (sentence).

3) Observation Cycle I

Based on observations that took place for 2 meetings in cycle 1, it was seen that there was an increase in understanding the grammar of nursing students in the medical faculty. From the preliminary or pre-cycle data, there was an increase, but the increase has not yet reached the indicators of success. Therefore, it needed to be more efforts to increase grammar understanding in students through the use of domino playing media.

4) Reflection Cycle I

After cycle I in the process of improving grammar skills through the use of domino game cards media, the next step was to reflect. Reflection was

carried out by class A researchers and teachers at the end of cycle I. The results of learning activities using image media to increase student creativity had not yet reached the 80% success indicator or 17 students were on the *MSH* criteria. It can be seen from the results of the percentage increase in grammatical skills through the use of domino game card media in each meeting at:

- 1) The first meeting with indicators of recognizing colors, distinguishing shapes, creating creativity, cooperating and learning independently, there were 7 students (15%) who had reached the criteria for understanding as expected (*MSH*), but there were still students who were at the underdeveloped criteria (*BB*) and starting to develop (*MB*), this was because they do not understand or understand in learning activities through the use of domino game card media.
- 2) The second meeting with indicators of recognizing colors, distinguishing the form of verbs from other verbs, recognizing nouns around them, creating fun learning, collaborating and learning independently, 17 students (55%) had reached the criteria for understanding / good as expected, but still there were 13 students (45%) who were in the criteria to start well / understand (*MB*), this was because the students were still wrong and confused and there was a lot of help from their friends and directions from the lecturers.

Based on the observations that made in Cycle I, there were some

obstacles in conducting research in cycle I, therefore the researchers discussed with senior lecturers to find solutions so that later they would be fixed in cycle II, as for the obstacles found including the following:

- 1) There were some students who did not understand and made mistakes in arranging sentences (words) into good numbers (sentences).
- 2) There were still many students who have not been able to create their own creations in composing themselves, and cannot cooperate well.
- 3) There were still many students who were engrossed in memorizing vocabulary rhythmically and careless about what their friends did in arranging words (sentences) into good numbers (sentences) / according to Arabic grammar rules.
- 4) Lack of motivation and rewards given by educators makes children less enthusiastic in participating in learning activities.

The shortcomings of educators in understanding grammar through the use of the domino game card media were as follows:

- a) Educators must increase children's practice with media that can help make it easier to absorb learning.
- b) Educators explain again how to differentiate one work from another.
- c) Educators must condition the class atmosphere.
- d) Educators must provide motivation for students so that they remain enthusiastic about learning Arabic.

Seeing and paying attention to the conditions above, it was necessary to make improvements to the learning

process. After discussing with the teacher, a plan for improvement can be drawn up as a refinement in the next cycle class action, including:

- 1) Giving rewards (*shalawat* rhythm) to children who understood the grammar in groups or independently.
- 2) Educators provide an easy way to understand Arabic grammar.
- 3) Educators set the classroom atmosphere.
- 4) Educators must provide motivation and enthusiasm so that the students relish in learning to understand Arabic grammar.

C. Cycle II

1) Planning

Cycle II consisted of 2 meetings which were held on 12th and 19th February 2020. In this second cycle students studied the theme of introducing family members to the sub-theme of my house at the first meeting. And at the second meeting still studying the environmental theme with the sub-theme of my school, the implementation of the actions that must be taken in this cycle. There were several things that must be prepared by teachers and researchers, including: Semester Learning Plans (*RPS*), media, tools and materials according to the theme, preparing observation sheets to assess grammar skills improvement through the use of domino game card media.

The learning activities carried out in cycle I at the first meeting were: (1) discussing how to memorize easily to absorb vocabulary, respect, cooperate with each other in learning, and say

thank you (2) motor physical, arrange words into sentences which is intact according to the theme (3) cognitive, imitates correct speech according to Arabic spelling (4) language, mentions the vocabulary of family members (5) shows an attitude of willing to wait their turn in practicing and arranging cards towards good sentences (6) the art of applauding a friend who finished the wording well.

Then the next learning activities at the second meeting were: (1) learning to know the home environment, appreciating the work of others, being tolerant, admitting mistakes (2) motor physical, distinguishing vocabulary themes related to verbs, nouns and other words (3) cognitive, imitated simple vocabulary words (4) language, was able to pronounce vocabulary well (5) showing the attitude of willing to wait their turn to compose sentences (words) towards a good number (sentences) (6) the art of giving applause to friends who were finished sentence (words) towards the number (sentence) was good and correct.

2) Implementation

a. Meeting I

1. Implementation

Learners delivered material and guided students in understanding Arabic grammar learning material.

2. Observation

The observation stage is carried out along with the action. The researcher act as an observer in this study. Observations were made on 29 students of Nursing Science, Medical Faculty, Sriwijaya

University. During the implementation of the action, the observer gave the questions that had been made and prepared by the researcher.

3. Reflection

At the first meeting with indicators of recognizing vocabulary about “my house”, differentiating the form of verbs as well as nouns and other verbs, creating a pleasant learning atmosphere, cooperation and independent learning. There were 9 students (40%) who have reached the criteria for very well developed (*MSB*), there were 10 students (50%) who have reached the criteria for understanding as expected, and there were still a few students who were on the *MB* criteria, amounting to 10 students (10 %). It was because students have begun to master grammar understanding in learning through the use of domino card media. To plan the actions that will be carried out in the second cycle of the meeting of the two researchers and senior lecturers to plan the next action to give rewards by giving books to students who have understood grammar in learning through the use of domino card media.

b. Meeting II

1. Implementation

At this second meeting students provide material and help students understand Arabic grammar using domino media.

2. Observation

The observation stage is carried out along with the action. The researcher acts as an observer in the study. Observations were made on 29 students in the Nursing Science, Medical Faculty. The observer during the implementation of the action also provided a question sheet that the researcher has prepared.

3. Reflection

At the second meeting with indicators of recognizing the vocabulary of the home environment, differentiating the forms of verbs, nouns and other words, creating a pleasant learning atmosphere by means of group and independent study. There were 12 students (40%) who have achieved the criteria of good / understand according to expectations and 17 students (60%) who have reached the criteria of good / understand according to expectations (*BSH*) and have met the established success criteria, so the researchers did not need to continue to the next cycle.

3) Observation Cycle II

Based on observations that took place for 2 meetings in cycle II, it was seen that there was an increase in grammar skills through the use of domino game cards as media. From the preliminary or pre-cycle data, there is an increase, but the increase has not yet reached the indicators of success.

The Differences in Student Learning Outcomes in Pre Cycle, Cycle I, Cycle II

The data from the recapitulation results can be seen from the increase in grammar skills through the use of domino game cards in Nursing Science, Medical Faculty from pre-cycle, cycle I, cycle II to experience an increase. For more details, see the table below.

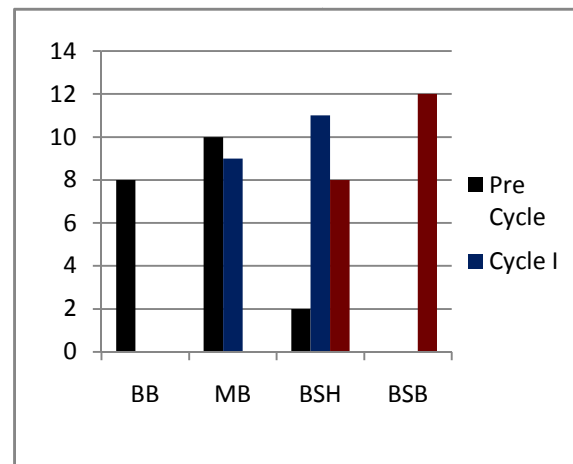
Table 11
Overall Recapitulation of Grammar Ability Improvement through the Use of Domino Game Media in Pre Cycle, Cycle I, Cycle II

No	Improving grammar skills by using domino games	Pre Cycle		Cycle I		Cycle II	
		F	%	F	%	F	%
1	BB (not good / understand)	11	40%	7	20%	0	0%
2	MB (starting well / understand)	13	50%	19	65%	13	45%
3	BSH (good / understand as expected)	5	10%	3	15%	16	55%
4	MSB (understand very well)	0	0%	0	0%	0	0%
Total		29	100%	29	100%	29	100%

For more clearly the data was visualized from the research results as the pre-cycle, cycle I, cycle II above can be seen in the following graph:

Graph 04

The Improvement of Recapitulation Results in Pre Cycle, Cycle I, Cycle II



Based on the graph above, it can be seen that there was an increase in the results of recapitulation in pre-cycle, cycle I, cycle II, from the initial data on increasing student's creativity through collage activities in the learning process. In the first cycle, an increase was achieved as shown in the diagram, but it has not increased maximally so it was continued in the second cycle, in the second cycle the students have a score of 80-89 in the category of good/understand as expected (BSH) there were 16 students (55%) and those who has understood very well (MSB) were 13 students (45%). This value has reached the success criteria set by the author.

Therefore, Learning Arabic in Nursing science is a foreign language and students have different religions and not all of them can read and recognize Arabic letters so this is a difficulty and a challenge for educators in carrying out learning. Arsyad (2007) states that media in learning can help generate a sense of joy and joy for students and will arouse students enthusiasm for learning, helping to easily digest students' knowledge so that learning is created alive.

Moreover, Switri (2019) emphasizes that in learning an educator must understand the criteria for selecting media so that the media used is relevant to the material. Furthermore, Khoiriyah (2020) stated that apart from the media in Arabic learning, methods that are relevant to the material, for example during *qiro'ah* learning, need a *qiro'ah* method. Mustafa (2020) asserts in learning media and methods all have an important role because they complement each other. Switri (2020) claims the *manhaji* method is very relevant to be used when learning Arabic grammar is taking place and is also assisted by the use of domino media.

Then, the use of domino game media in Arabic learning in Nursing Science, Medical Faculty, Sriwijaya University is very good to be used as an example for educators to be used later in learning, this was answered based on the results of the research that has been carried out. While the results of the different research showed that this domino game greatly contributes to improving students' Arabic syntactic abilities, with the results in the pre-cycle learning outcomes of 57%, but after the researcher did treatment using this domino, there were very significant results with 81 results (Hendrawan, 2015).

Meanwhile, learning Arabic in Nursing Science before proceeding to the next material the educator introduces Arabic letters first, even though some students were already familiar with Arabic letters. Fitriana (2020) states that getting to know *hijaiyah* letters / Arabic letters at the beginner stage is very good at applying the *Al-Barqi* method when educators deliver the material because the method is fun and easy for students for beginners.

DISCUSSION

From the results of this study, the domino game media can improve the ability of students to understand grammar. Domino learning media is not only relevant to Arabic grammar learning, but *Balaghoh* learning is also very much needed (Mabrurroh & Gustiana, 2020). According to Mumpuni (2020), this domino card game media can improve the ability of students to master vocabulary. Hastuti (2016) stated in the results of his research that this domino card can improve children's cognitive abilities and learning interest. Furoidah (2020) argues that media in learning plays an important role for young learners and adult students.

Furthermore, from the research results it can be revealed that this domino card was not relevant to learning grammar and vocabulary mastery will still be relevant to mathematics material; trigonometry courses (Tantra & Yunianta, 2019). Aminudin (2014) revealed that media is very helpful for the success of a lesson. Kusuma et al. (2019) state that learning using the median has an impact on success in learning, including by implementing classrooms.

Therefore, As'ari (2020) explains that in learning grammar the *nahwu* method plays an important role in facilitating students' understanding. Thus, from several findings that domino card games can improve learning outcomes not only in Arabic but in other subjects also can be used.

CONCLUSION

The results of this study were that by using the domino card game media there was an increase in student understanding of learning Arabic grammar. It can be seen from the results of the action; in the pre-

cycle there were 11 students (40%) who were not good / understood, there were 13 students (50%) who started to understand, and there were 5 students (10%) who understood / good. Then in cycle 1; there were 7 students (20%) who were not good / understood, there were 19 students (65%) who started to understand, and there were 3 students (15%) who understood / were good. Furthermore, in cycle 2; there were 13 students (45%) starting to understand, and there were 16 students (55%) understanding / good. In short, the domino card game media is relevant to be used to improve grammar understanding in Arabic learning.

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