

Crafting Letters, Shaping Meaning: Innovation in Kitabah Learning

Hasan Abidin^{*1}, Ibnu Mas'ud Lutfi², Moch. Sholich³

^{1,2} Arabic Language Education, At-Taahdzib Islamic College, Jombang, Indonesia

³Islamic Education Management, At-Taahdzib Islamic College, Jombang, Indonesia

Email: anzabied@gmail.com³, masudibnu413@gmail.com², sholih378@gmail.com³

ABSTRACT

Keywords:

Kitabah Learning,
Arabic Writing Skills,
Islamic Educational
Innovation

*Corresponding Author

This study focuses on evaluating the effectiveness of the Kitabah learning program in improving the ability to write Arabic letters among students at TPQ Ulul Albab, Blaru Badas, Kediri. The main objective of this study is to identify the extent to which the Kitabah learning method can help students overcome difficulties in writing Hijaiyah letters and correctly constructing Arabic sentences. Participatory Action Research (PAR) is the research method used, which involves active participation from TPQ administrators, students, and the surrounding community in every study stage. Data were collected through direct observation, in-depth interviews, and focus group discussions, then analyzed using the Miles and Huberman data analysis model, which includes data reduction, data presentation, and conclusion. The study results indicate that the Kitabah learning program significantly improves students' ability to write Arabic letters at various grade levels. Students show improvements in the speed and accuracy of writing Hijaiyah letters, constructing sentences, using c, and correcting Arabic punctuation. This study implies that a systematic and comprehensive approach to Kitabah learning can be an effective model to be implemented in other TPQs to improve the quality of Arabic language learning in non-formal educational institutions. This study also underlines the importance of ongoing evaluation and intensive guidance in supporting successful language learning.

Please cite this article in APA style as:

Hasan Abidin, Ibnu Mas'ud Lutfi, & Moch. Sholich. (2024). Program Crafting Letters, Shaping Meaning: Innovation in Kitabah Learning. *Communautaire: Journal of Community Service*, 3(1), 27-39. <https://doi.org/10.61987/communautaire.v3i1.406>

INTRODUCTION

Arabic is a language that has a central role in the lives of Muslims, both as a liturgical language in worship and as a means of understanding the holy book of the Qur'an and hadith (Bedir, 2021; Severo & Abdelhay, 2022; Rosowsky, 2023).

However, in many non-formal educational institutions such as the Islamic education of Al-Qur'an Education Park (TPQ), the teaching of Arabic often faces various challenges, especially in the aspect of writing Arabic letters or Kitabah (Alsayat & Elmitwally, 2020; Alrobah & Albahli, 2022; Al-Jarf, 2022). This research is important to carry out because mastery of the Scriptures is not only a technical ability, but also the key for students in opening the door to understanding sacred texts and Islamic science more broadly (Hamdeh, 2020; Rusdi et al., 2022; Agbaria, 2024). In addition, the ability to write Arabic letters is a very important initial foundation in further learning Arabic (Khasawneh, 2021; Ansori et al., 2023; Hamidah, 2023). This is supported by language learning theories that emphasize the importance of basic skills, such as writing, as a foundation for other language skills, such as reading, speaking, and listening (Khan & Mansoor, 2020; Kim, 2020; Chuanchen & Zaini, 2023). This study aims to explore and identify the effectiveness of the Kitabah learning program at TPQ Ulul Albab, as well as to see how this program can overcome the challenges faced in teaching Arabic letters to students.

Although TPQs play an important role in building religious foundations and basic Arabic language skills among children, many TPQs still face great challenges in the teaching of the Kitabah (Wijaya & Khoir, 2022; Maulidah et al., 2023; Norman & Paramansyah, 2024). The main challenge lies in how the existing teaching methods are often ineffective in helping students overcome difficulties in writing Hijaiyah letters, especially for students who are just starting to learn. This difficulty is rooted in the significant differences between Arabic and Latin letters, which are more familiar to most students. This problem is compounded by the lack of structured learning methods and continuous guidance, which causes many students to have difficulty in writing Arabic letters correctly and consistently. Therefore, this study focuses on one crucial problem: how effective is the Kitabah learning method applied at TPQ Ulul Albab in improving the ability to write Arabic letters for students. This research will delve deeper into whether a systematic approach and continuous practice can be an effective solution to overcome this challenge and strengthen students' writing skills.

Previous studies have discussed a lot about Arabic teaching methods, especially in the context of learning letters and writing. Alghamdi and Elyas (2020) examined the effectiveness of direct guidance and routine evaluation in improving Arabic script writing skills among elementary school students in Saudi Arabia. They found that structured teaching methods and an emphasis on evaluation can significantly improve students' confidence and writing skills. Khan and Alshumaimeri (2020) in their study showed that the systematic use of feedback during writing learning not only improves students' technical skills, but also accelerates their learning process, especially in writing more complex letters. Meanwhile, Shaalan (2020) emphasized the importance of repetitive practice in learning Arabic, where continuous practice in writing simple sentences can help students remember and apply grammar rules better. Although these studies

provide valuable insights, they mostly focus on the formal context of education and have not examined the effectiveness of the Kitabah teaching method in non-formal settings such as TPQ.

A research gap identified from previous studies is the lack of focus on how the Kitabah learning method can be applied and evaluated in the context of TPQ, which has different characteristics and challenges than formal educational institutions. Previous research has also not examined much about how the learning methods used in TPQ can be adapted and optimized to improve Arabic writing skills effectively. In addition, previous research has tended to focus on the cognitive aspects of writing learning without exploring how this learning can be associated with affective aspects, such as increased student confidence and motivation. Therefore, this study aims to answer this gap by further exploring how the Kitabah learning method in TPQ can be optimized to not only improve the technical writing ability of students, but also strengthen the affective aspects that support the overall success of Arabic language learning.

This research offers novelty by exploring the effectiveness of the Kitabah learning program in the context of TPQ, which has not been studied in depth until now. The uniqueness of this research lies in a comprehensive approach that not only focuses on improving the technical ability of writing Arabic letters, but also on how this program can increase students' confidence and motivation in learning. By combining continuous practice, systematic evaluation, and intensive guidance, this research is expected to make a new contribution to the teaching method of the Kitabah in a non-formal setting. This research is also expected to be a model that can be applied in various other TPQs in Indonesia, with the aim of improving the quality of Arabic language learning at the basic level.

This study aims to identify and evaluate the effectiveness of the Kitabah learning program implemented at TPQ Ulul Albab, with the main focus on improving the ability to write Arabic letters of students. The urgency of this research lies in the urgent need to improve the quality of Arabic language education at the primary level, which is an important foundation for religious understanding and intellectual development of students in the future. This research is expected to make a significant contribution to improving the standards of Kitabah teaching at TPQ, so that students can be more prepared and confident in mastering Arabic as a whole.

RESEARCH METHODS

This study uses a type of qualitative research with a Participatory Action Research (PAR) approach (Keahey, 2021). The selection of this type of research is based on the main purpose of the research, which is to explore and understand in depth how the Kitabah learning program can be implemented and optimized in the context of TPQ Ulul Albab. The PAR method was chosen because it allows researchers to work participatively with TPQ administrators, students, and the surrounding community in designing, implementing, and evaluating learning

programs. This method is considered more appropriate compared to other research methods, because PAR not only focuses on data collection but also encourages transformative concrete actions in the research community. By actively involving the participants in each stage of the research, it is hoped that the results obtained will be more relevant and can be applied directly to improve the quality of education at the TPQ.

The data collection techniques in this study include direct observation, in-depth interviews, and focus group discussions (FGD). The location of the research is at TPQ Ulul Albab, which is located in Blaru Hamlet, Badas Village, Badas District, Kediri Regency, East Java. The selection of this location is based on the need to directly examine the dynamics of Kitabah learning in a non-formal educational environment, as well as the existence of a diverse community of students with different social and educational backgrounds. The respondents in this study consisted of 10 TPQ administrators, 30 students divided into three grade levels (A, B, and C), and 5 parents of students. Data collection was carried out over a period of two months, with regular observation every day of study at TPQ, interviews conducted individually and in groups, and FGDs held at the end of the data collection period to get feedback from participants (De Oliveira, 2023).

The data analysis technique used in this study is the data analysis of the Miles and Huberman model (Corrado et al., 2020). This analysis consists of three main activity flows that are carried out interactively and continuously, namely data reduction, data presentation, and conclusion drawn/verification. First, data reduction is carried out by sorting out relevant data from the results of observations, interviews, and FGDs. Irrelevant or redundant data is eliminated to focus on the most important information and directly related to the research objectives. Second, data presentation is carried out by compiling information that has been reduced into the form of narratives, matrices, and diagrams that make it easier for researchers to understand the relationships between data and identify patterns or themes that emerge. The presentation of this data allows researchers to see an overall picture of the findings obtained during the study.

RESULTS AND DISCUSSION

This study aims to identify the effectiveness of the Kitabah learning program for students at TPQ Ulul Albab, Blaru Badas, Kediri, as well as its impact on the students' ability to write Arabic letters (Kitabah). Based on the results of interviews and observations, a positive correlation was found between the learning methods applied and the improvement of Arabic writing skills among students. These findings show that a systematic approach to teaching the Scriptures can improve students' writing ability and understanding of the structure and form of Arabic letters.

Improving the Ability to Write Hijaiyah Letters

The improvement in the ability to write Hijaiyah letters is evident at all

levels of classes A, B, and C at TPQ Ulul Albab. In class A, which consists of beginner students, the main focus is to recognize and write Hijaiyah letters individually. After participating in the Kitabah learning program, the students in class A were able to write the letters faster and more accurately, overcoming the initial challenge in distinguishing the shape of the letters. Meanwhile, in class B, students who are already in the advanced stage are starting to be able to cooperate with Hijaiyah letters to form words correctly, showing a significant improvement in the ability to write continuous letters. In class C, which is the highest level, students are not only able to write letters and words correctly, but also begin to master the writing of more complex sentences, including the correct use of Arabic punctuation. This improvement reflects the effectiveness of the Kitabah learning program in developing writing skills at various levels, from beginner to advanced level.

"Initially, I often mistakenly wrote letters similar to 'ba' and 'ta'. I don't know how to write it correctly (I_24)."

"After a few rehearsals, I began to understand that each letter has a different shape depending on its position at the beginning, middle, or end of the word (I_24)."

"Now I can write Hijaiyah letters faster and more confidently (I_24)."

The results of the interviews indicated that the Kitabah learning program had a significant positive impact on the students' ability to write Arabic letters. Through a systematic approach and continuous practice, the students managed to overcome the initial difficulties in recognizing and writing the Hijaiyah letters, as well as showing an improvement in speed, accuracy, and understanding of the structure of Arabic letters. In addition, this program has also succeeded in increasing students' confidence in writing, encouraging more active participation in learning activities, and strengthening their skills in writing simple Arabic sentences with more accurate punctuation. Overall, the Kitabah program has built a strong foundation for the mastery of Arabic writing skills among students. Improvement of students' writing skills before and after the Kitabah learning program as shown in table 1.

Table 1. Writing Skills of Class A Students Before and After the Kitabah Learning Program

Class A	Class B	Class C
Students can write from right to left	Students can write Arabic sentences with separate letters correctly and correctly	Students are getting more fluent in writing from right to left
Students can write hijaiyah letters correctly	Students can write continuous letters with different letter shapes either at the beginning, middle or end	Students can write continuous letters with different letter shapes, either at the beginning, middle or end

Students can understand the relationship between letter form and sound, so that students in elementary classes automatically recognize hijaiyah letters more smoothly	Increase mastery of how to write Arabic clearly and correctly	Students can write a copy of a short letter correctly Students increasingly understand Arabic punctuation and its instructions and how to use it
---	---	---

The table shows that the Kitabah learning program at TPQ Ulul Albab has a significant positive impact on the writing ability of students at various grade levels. Class A students, who initially had difficulty writing Hijaiyah letters and understanding the relationship between letter shapes and sounds, experienced an improvement in their ability to write from right to left and recognize letters correctly. In class B, students show more advanced abilities by being able to write Arabic sentences with separate and correct letters, as well as understanding the writing of consecutive letters in various positions. Meanwhile, class C students, who are at the highest level, are more fluent in writing, both in copying short letters and in using Arabic punctuation correctly. Overall, this table indicates that the Kitabah program is very effective in developing Arabic writing skills at various levels of students' abilities.

The Influence of Learning Methods on Sentence Writing Ability

The learning method applied has a significant influence on improving the ability to write Arabic sentences among students. Before the program began, many students faced difficulties in arranging Hijaiyah letters into correct and meaningful sentences. However, after receiving guidance through a systematic method and focusing on repetitive practice, students began to show progress in writing Arabic sentences more accurately and neatly. This method not only helps students in mastering the writing of letters individually but also in understanding how the letters are assembled to form a complete sentence. Thus, it can be concluded that the learning approach applied has succeeded in significantly improving the ability of students to write Arabic sentences, which is an important step in the overall mastery of the Arabic language. In addition to mastery of Hijaiyah letters, the Kitabah learning program also focuses on the ability of students to write simple sentences.

A student of class B, Lutfi Sahi Zaidan, said, "In the past, I had difficulty putting the letters together in one word, let alone making sentences. But now I can write sentences well."

Hilmi Ahsani Taqwim, also from class B, shared her experience, "Practicing writing sentences every day helps me a lot. Now, I can write simple sentences like 'Alhamdulillah' and 'Bismillah' correctly."

Pridtika Dwindi Rahmadani, another student from class B, stated, "I find it easier

to remember the shape of the letters when I often write them in sentences."

The results of the interview showed that the Kitabah learning program in class B succeeded in significantly improving the ability of students to unite Hijaiyah letters into simple words and sentences. Exercises that are carried out regularly and structured help students overcome initial difficulties in writing continuous letters, improve accuracy in writing, and strengthen their memory of letter shapes. The process of writing sentences continuously also makes it easier for students to understand and remember letter forms, which ultimately increases their confidence in writing Arabic texts correctly and fluently. The following chart 1 illustrates the learning process applied to improve the ability to write sentences in students:



Figure 1. Learning Process in Improving Writing Skills

Figure 1. Showing the flow or stages in the learning process that aim to improve writing skills. The chart consists of several arrows that show the steps to follow in the process, with the endpoint being the "Evaluation and Feedback" stage. These arrows depict a sequence of steps that begin from the introduction or beginning of the process (denoted by colored dots), then continue through several stages indicated by the colored arrows, which may represent various learning activities or exercises. The final stage, "Evaluation and Feedback," is an important part where the results of the learning process are evaluated, and feedback is provided to learners to improve or reinforce their writing skills. This diagram as a whole illustrates that the writing learning process is a series of continuous steps and ends with an evaluation to ensure the effectiveness of learning.

The learning process of kitabah at TPQ Ulul Albab

The Kitabah learning process at TPQ Ulul Albab is comprehensively designed to improve the ability to write Arabic letters among students. Through a systematic and sustainable approach, this program aims to equip students with basic skills in writing huruf Hijaiyah to be able to compose a complete sentence. Learning is carried out by various methods, including copying writing and imla' exercises, which help students master writing Arabic letters better. In addition, the program also emphasizes the importance of rigor and consistency in writing,

which is reinforced through direct guidance and regular evaluation. This whole process not only improves the technical writing skills of students but also builds their confidence in using Arabic. The kitabah learning method used is as shown in Figure 2.



Figure 2. Metode Pembelajaran TPQ Ulul Albab

The learning method that involves writing by copying (example) and imla' (writing words or sentences heard) is very effective in honing students' writing skills. Exemplifying allows students to practice writing letters and words correctly, recognize punctuation, and enrich their vocabulary. Meanwhile, imla' helps students to improve their precision and flexibility in writing, as well as distinguish the sounds of similar languages. This method, especially through repeated practice and systematic correction, has been proven to be able to significantly improve the writing ability of students, from initially only being able to write separate letters to being able to write complete Arabic sentences correctly. These findings show that a structured and comprehensive learning approach is essential in developing Arabic script writing skills in the TPQ environment.

The following picture shows an interactive atmosphere at the Ulul Albab Islamic education of Al-Qur'an Education Park (TPQ), where students are actively involved in learning to read the Qur'an with direct guidance from an ustadz. This picture was taken to illustrate the dynamics of the teaching and learning process that takes place individually and in groups, reflecting the commitment of this institution in educating students to understand and master the reading of the Qur'an from an early age.

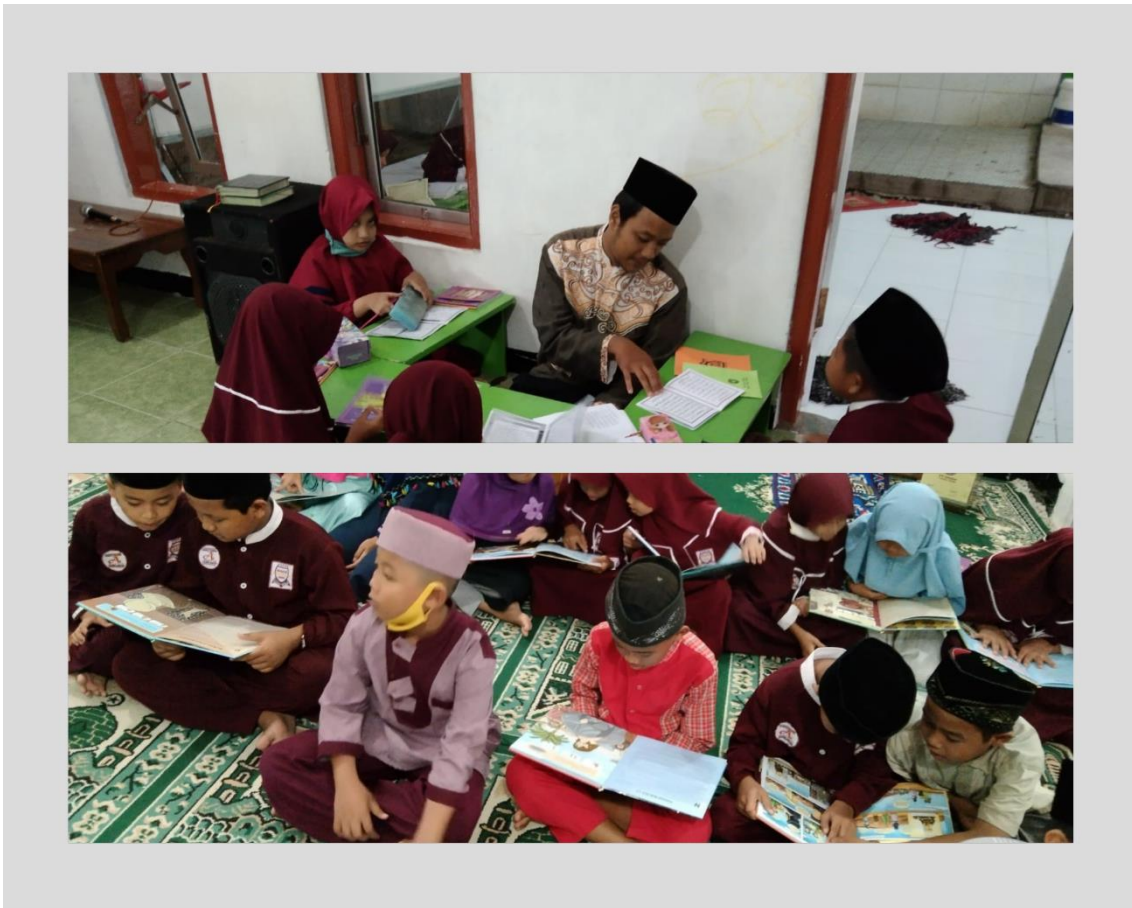


Figure 3. Learning the Kitabah Method

In the first picture, it can be seen that an ustadz is guiding several students in reading the Qur'an in a simple room. The Ustadz seemed to give full attention to the students, who were reading carefully. The second picture shows a group of students sitting together on the floor, each holding their textbooks, seemingly discussing with each other or learning independently. This atmosphere illustrates an interactive learning approach that focuses on direct mentoring, as well as the importance of togetherness in the learning process in the TPQ environment.

The results of this study show that the Kitabah learning program at TPQ Ulul Albab significantly improves the Arabic writing ability of students, consistent with the findings of previous research which revealed that a systematic approach and repeated practice are effective in improving Arabic writing skills. Research by Alghamdi and Elyas (2020) shows that direct guidance and appropriate evaluation can overcome initial difficulties in writing Hijaiyah letters and simple sentences, as well as increase students' confidence. The study of Khan and Alshumaimeri (2020) also supports the importance of evaluation and feedback in strengthening the mastery of writing skills. These findings are in line with research by Shaalan (2020) which emphasizes that repetitive practice in writing sentences and the application of structured learning methods are very effective in improving writing skills and the correct use of punctuation.

This research makes an important contribution to the field of learning at TPQ by developing and implementing a Kitabah learning program that has proven effective in improving Arabic writing skills among students. Through a systematic approach and continuous practice, this research not only helps students overcome initial difficulties in recognizing and writing Hijaiyah letters, but also strengthens their ability to write Arabic sentences correctly and use punctuation correctly. This contribution is significant because it provides a learning model that can be adapted by other TPQs in order to improve the quality of Arabic language education, especially in writing skills, which is one of the important pillars in Islamic religious education. Thus, this research not only provides practical solutions to learning challenges at TPQ Ulul Albab, but also has the potential to improve educational standards in similar institutions throughout Indonesia.

CONCLUSION

This research succeeded in identifying and revealing the effectiveness of the Kitabah learning program at TPQ Ulul Albab in improving the ability to write Arabic letters among students. The most important lesson obtained from this study is the importance of a systematic and participatory approach in learning Arabic, where methods involving continuous practice, appropriate evaluation, and intensive guidance are proven to be able to overcome the initial difficulties of students in writing Hijaiyah letters. The study also highlights that an approach that involves the entire community, including TPQ administrators, students, and parents, can have a significant transformative impact in improving the quality of education in non-formal institutions.

In terms of strength, this research makes a significant scientific contribution by updating the perspective on the Kitabah learning method in the TPQ environment. This study not only explores the effectiveness of existing methods but also proposes a more holistic and comprehensive learning model, which can be adopted by other TPQs. However, this study also has limitations, especially related to its scope which is limited to one TPQ in a certain region, as well as the relatively homogeneous variety of respondents in terms of age and gender. Therefore, further research is needed that accommodates more diverse gender, age and method variations, such as broader surveys, to get a more comprehensive picture. The results of this follow-up research are expected to be used as a basis for more effective policies in the development of Arabic language education in TPQ and similar educational institutions.

REFERENCES

Achmad, B., Sanudin, Siarudin, M., & Ruswandi, A. (2022). Traditional

- Subsistence Farming of Smallholder Agroforestry Systems in Indonesia: A Review. *Sustainability*, 14(14), 8631. <https://doi.org/10.3390/su14148631>
- Alghamdi, A., & Elyas, T. (2020). Effectiveness of direct instruction and feedback in enhancing Arabic writing skills among elementary students. *Journal of Language and Education*, 6(2), 123-139. <https://doi.org/10.17323/jle.2020.6.2.123>
- Al-Jarf, R. (2022). Challenges that undergraduate student translators' face in translating polysemes from English to Arabic and Arabic to English. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 5(7), 84-97. <https://doi.org/10.32996/ijllt.2022.5.7.10>
- Alrobah, N., & Albahli, S. (2022). Arabic handwritten recognition using deep learning: A survey. *Arabian Journal for Science and Engineering*, 47(8), 9943-9963. <https://doi.org/10.1007/s13369-021-06363-3>
- Alsayat, A., & Elmitwally, N. (2020). A comprehensive study for Arabic sentiment analysis (challenges and applications). *Egyptian Informatics Journal*, 21(1), 7-12. <https://doi.org/10.1016/j.eij.2019.06.001>
- Ansori, A., Hefniy, H., Baharun, H., & Agus, A. H. (2023). Method of Communications Islamic Educational Institutions in Building Branding Image Symbolic Interaction Studies. *Managere: Indonesian Journal of Educational Management*, 5(3), 280-293. <https://doi.org/10.52627/managere.v5i1.156>
- Bedir, F. N. (2021). Native or Liturgical Language in Prayers: A Field Research on This Debate. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 10(3), 2494-2514. <https://doi.org/10.15869/itobiad.916748>
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Chuanchen, C., & Zaini, A. W. (2023). Cultivating Cultural Synergy: Unifying Boarding Schools, Local Wisdom, and Authentic Islamic Values for the Enhancement of Islamic Identity. *Managere: Indonesian Journal of Educational Management*, 5(2), 187-197. <https://doi.org/10.52627/managere.v5i2.339>
- Corrado, A. M., Benjamin-Thomas, T. E., McGrath, C., Hand, C., & Laliberte Rudman, D. (2020). Participatory action research with older adults: a critical interpretive synthesis. *The Gerontologist*, 60(5), e413-e427. <https://doi.org/10.1093/geront/gnz080>
- De Oliveira, B. (2023). Participatory action research as a research approach: Advantages, limitations and criticisms. *Qualitative Research Journal*, 23(3), 287-297. <https://doi.org/10.1108/QRJ-08-2022-0101>
- Hamdeh, E. (2020). Shaykh Google as Ḥāfiẓ al-‘Aṣr: The Internet, Traditional ‘Ulamā’, and Self Learning. *American Journal of Islam and Society*, 37(1-2), 67-102. <https://doi.org/10.35632/ajis.v37i1-2.851>
- Hamidah, T. (2023). Transformation of Traditional Values to the Phenomenon of Santri Courtship in the Digital Era. *Jurnal Islam Nusantara*, 7(2), 211-222.

- <https://doi.org/10.1080/02702711.2021.1888349>
- Hassanein, E. E., Johnson, E. S., Alshaboul, Y., Ibrahim, S., Megreya, A., Al-Hendawi, M., & Al-Attayah, A. (2021). Developing a test of early Arabic literacy skills. *Reading Psychology*, 42(3), 241-263. <https://doi.org/10.1080/02702711.2021.1888349>
- Keahey, J. (2021). Sustainable development and participatory action research: a systematic review. *Systemic Practice and Action Research*, 34(3), 291-306. <https://doi.org/10.1007/s11213-020-09535-8>
- Khan, A. B., & Mansoor, H. S. (2020). Integrated Collaborative Learning Approach (ICLA): Conceptual framework of pedagogical approach for the integration of language skills. *Competitive Social Science Research Journal*, 1(1), 14-28.
- Khan, A., & Alshumaimeri, Y. (2020). The impact of systematic feedback on writing development in Arabic language learners. *International Journal of Instruction*, 13(3), 45-60. <https://doi.org/10.29333/iji.2020.1334a>
- Khasawneh, N. A. S. (2021). The effect of letter (c) modelling on developing the skills of handwriting performance among learners of Arabic speaking other languages. *Kıbrıslı Eğitim Bilimleri Dergisi*, 16(5), 2223-2235. <https://doi.org/10.18844/cjes.v16i5.6304>
- Kim, D. (2020). Learning language, learning culture: Teaching language to the whole student. *ECNU Review of Education*, 3(3), 519-541. <https://doi.org/10.1177/2096531120936693>
- Maulidah, H. F., Baharun, H., Hefniy, H., & Tohet, M. (2023). Teacher Assistance in the Development of Merdeka Curriculum Learning Devices. *Communautaire: Journal of Community Service*, 2(2), 98-107. <https://doi.org/10.61987/communautaire.v2i2.257>
- Norman, E., & Paramansyah, A. (2024). The Influence of Inspiring Leadership and Religiosity on Teacher Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 438-450. <https://doi.org/10.33650/al-tanzim.v8i2.6732>
- Rosowsky, A. (2023). To what extent are sacred language practices ultralingual? The experience of British Muslim children learning Qur'anic Arabic. *International Journal of Bilingualism*, 13670069231203080. <https://doi.org/10.1177/13670069231203080>
- Rusdi, N., Suhermanto, S., & Ali, W. (2022). Internalisasi Nilai-Nilai Pendidikan Agama di Sekolah: Perspektif Manajemen Pendidikan Islam. *Journal of Educational Management Research*, 1(2), 82-94. <https://doi.org/10.61987/jemr.v1i2.39>
- Severo, C., & Abdelhay, A. (2022). Christian-lects and Islam-lects: On religious inventions of languages. In *Southernizing Sociolinguistics* (pp. 112-128). Routledge. <https://doi.org/10.4324/9781003219590-8>
- Shaalan, A. (2020). Repetition in Arabic writing instruction: Improving grammatical accuracy and writing fluency. *Arab World English Journal*,

11(4), 200-214. <https://doi.org/10.24093/awej/vol11no4.14>
Wijaya, M. H., & Khoir, A. (2022). Fostering Public Trust: The Transformative Leadership of School Principals. *Indonesian Journal of Education and Social Studies*, 1(1), 51-62. <https://doi.org/10.33650/ijess.v1i1.3475>