

## Problems of Insya' Tahriry Learning in Higher Education: A Case Study of Linguistic and Non-Linguistic Obstacles

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### History Article:

Received 05 20, 2026  
Accepted 05 25, 2026  
Published 05 27, 2026

### ABSTRACT

Mastering writing skills (*maharah al-kitabah*) through the *Insya' Tahriry* course represents the pinnacle of language proficiency for Arabic Language Education students. However, a significant gap exists between expected competencies and students' actual abilities, leading to a stagnation in the quality of their scientific work. This study aims to identify linguistic and non-linguistic obstacles through a qualitative case study approach using descriptive content analysis. The primary data source consists of fourth-semester student assignment portfolios analyzed through error analysis procedures. Research findings indicate that dominant linguistic obstacles include syntactic errors (*i'rab*), morphological distortions in *tashrif*, and strong mother-tongue interference. Non-linguistically, barriers are triggered by writing anxiety, disparities in educational backgrounds, and a lack of clinical feedback, which leads to language fossilization. The study concludes that pedagogical transformation is required through collaborative manuscript "dissection" and the strengthening of a digital-based *bi'ah lughawiyah*. This humanistic-clinical approach is expected to break the cycle of learning problems to produce competitive Arabic educators in the global era.

**Keywords:** Arabic Writing, Linguistic Obstacles, Writing Anxiety

### How to Cite:

Shofiyah, S., & Sidik, A. . (2026). Problems of *Insya' Tahriry* Learning in Higher Education: A Case Study of Linguistic and Non-Linguistic Obstacles. *Jejak Digital: Jurnal Ilmiah Multidisiplin*, 2(2), 4768-4777. <https://doi.org/10.63822/kxwh9v25>

## INTRODUCTION

The ability to write (maharah al-kitabah) in the form of insyā' tahriry represents the pinnacle of Arabic language mastery, requiring students to be capable of expressing ideas logically, creatively, and systematically. At the university level, writing is not merely the act of arranging letters but an intellectual activity aimed at giving birth to thoughts through a written medium that involves complex cognitive aspects and technical skills. Current phenomena indicate that although students have passed through primary and secondary education levels, their capacity to produce writing that adheres to correct Arabic linguistic rules remains significantly limited. Errors in narrative description and the inaccurate use of grammatical rules (qawaid) remain dominant obstacles that hinder the academic productivity of students (Taufiqurrohman, 2015).

Furthermore, undergraduate curriculum requirements mandate that students be able to produce texts that are not only morphologically (sharf) and syntactically (nahwu) correct but also possess aesthetic value and discourse cohesion (rabtul jumlah) in accordance with academic standards. This capability is crucial because the scholarly works they produce such as papers, articles, or undergraduate theses serve as the professional face of their identity as future educators. However, pedagogical reality shows a significant disconnect between expected competencies and actual student abilities. This phenomenon is reflected in the many students who experience stagnation when required to compose original ideas in Arabic, which ultimately impacts the quality of their scientific work. This issue is not merely a technical linguistic matter but an accumulation of various intertwined dimensions, ranging from mental readiness and low interest in reading authoritative texts to the effectiveness of instructional methodologies that still tend to be textual-conventional (Aisa dkk., 2025).

Studies regarding the problems of Arabic language learning have been extensively conducted by previous researchers. Research in the journal *Arabiyat* revealed that the primary obstacle in Arabic language learning in Indonesia often centers on the lack of a supportive bi'ah lughawiyyah (linguistic environment). Highlighted that the use of digital media has not fully overcome the low interest of students in exploring complex sentence structures. Most of these studies focus more on the effectiveness of specific media usage or macro level curriculum evaluation but have not specifically dissected the dichotomy between linguistic and non-linguistic obstacles in the insyā' tahriry course at the university (Hidayat, 2019).

Studies regarding obstacles in Arabic language learning have received serious attention from researchers over the past decade. The inhibiting factors in understanding Arabic are significantly influenced by two major domains: internal constraints related to motivation and interest, and external constraints encompassing the learning environment and instructional methodologies (Rachman, 2021). Specifically, the problems in insyā' tahriry often stem from a lack of integrated practice and minimal constructive feedback on students' written work (Hendrawanto Ch, 2020). Students are frequently provided with theory alone, lacking a sustained mentoring process (feedback); consequently, minor writing errors recur and evolve into linguistic fossilization that is difficult to rectify. Furthermore, a cross-cultural approach plays a vital role in the effectiveness of learning Arabic language skills, ensuring that students master not only the text but also its contextual meaning to prevent rigid, literal translations.

The importance of cultural integration has also garnered significant attention from researchers seeking to refine students' writing abilities to be more natural. This cross-cultural understanding approach plays a vital role in the effectiveness of learning Arabic language skills, ensuring that students master not only the text but also its contextual meaning. Without a strong understanding of the cultural context,

students' writing tends to be trapped in literal translations from their mother tongue (interference), which causes the linguistic sense (dzauq lughawi) to become rigid. Although previous studies have made substantial contributions, there remains a wide gap regarding how these linguistic and non-linguistic constraints interact specifically among fourth-semester students who are currently transitioning from basic writing to more formal and complex academic writing (Setyawan, 2017).

Based on this literature review, this journal aims to fill the gap that has not been deeply touched by previous researchers. The novelty and originality of this article lie in its approach of explicitly dissecting the dichotomy between linguistic and non-linguistic obstacles in an integrative manner through a case study in a public university. This research does not merely repeat general findings about grammatical difficulties but also explores psychosocial aspects such as "writing anxiety," which often haunts mid-semester students. The significance of this research is urgent because Insyah' Tahriry is the estuary of all language skills; without an accurate diagnosis of these obstacles, efforts to improve student academic quality will be difficult to achieve. This is uniquely different from previous research, which tended to generalize Arabic language problems without considering the high cognitive load characteristics of creative writing at the university level.

Therefore, this study aims to identify, comprehensively and in depth, the forms of linguistic obstacles such as limited diction, mother tongue interference, and syntactic errors. Furthermore, this study will critically analyze non-linguistic obstacles, including aspects of teaching methodology and the disparity in students' educational backgrounds, which creates an initial imbalance of ability in the classroom. Through this systematic case study, it is hoped that a formulation of applicable handling strategies for educators and lecturers will emerge to improve the effectiveness of writing instruction in higher education.

## **METHODS OF RESEARCH**

The material object or primary unit of analysis in this study is the written manuscripts or compositions produced by students in the insyiah' tahriry course. Specifically, the analysis is focused on the written products of fourth-semester students within the Arabic Language Education (Pendidikan Bahasa Arab) Study Program. The selection of manuscripts as the primary unit of analysis aims to objectively dissect the quality of students' linguistic performance, encompassing aspects of vocabulary usage (mufradat), the application of syntactic rules (nahwu), morphology (sharf), and discourse structure within paragraphs. By establishing these manuscripts as the sole material object, the researcher can identify systematic error patterns without the influence of oral subjectivity bias.

The research design employed is qualitative research utilizing a descriptive content analysis method (S. P. Corder, 2000). This design was selected as the researcher seeks to draw valid and replicable inferences from textual data to its context. The study adopts error analysis procedures to describe in depth the nature of the linguistic deviations that occur. Through this qualitative-descriptive design, the researcher can depict the reality of students' literacy skills factually through textual evidence found in the analyzed documents.

The sources of information or data in this study are entirely based on documentary data. The primary data source consists of texts or manuscripts in the form of portfolios from the insyiah' tahriry assignments of fourth-semester students over one academic semester.

Data collection is conducted through two primary non-interactive techniques. The first is the documentation study technique, which involves collecting, classifying, and archiving student assignment manuscripts gathered through learning platforms or manual collection (Sugiyono, 2019). The second is the text observation technique, where the researcher performs repeated and in-depth readings (close reading) of every sentence in the manuscripts to identify sections indicated to contain linguistic errors or failures in conveying narrative logic. The researcher does not engage in direct interaction with the research subjects to maintain pure objectivity toward the textual data.

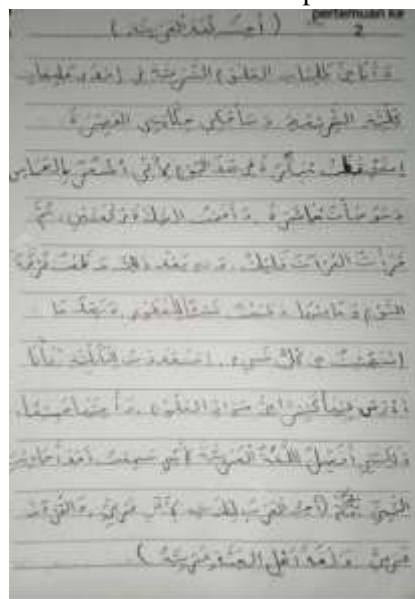
The data analysis technique in this study utilizes an error analysis model consisting of several systematic stages. The first stage is error identification, which involves comparing sentences in the students' manuscripts with standard Arabic linguistic rules. The second stage is error classification, where data is grouped into linguistic error categories (such as i'rab errors, diction selection, and tarakib) as well as non-linguistic errors evident in the mechanical aspects of writing. The third stage is description and explanation, which outlines why these errors occur for instance, due to mother tongue interference or overgeneralization of rules. The final stage is data evaluation, in which the researcher draws conclusions regarding dominant problems and formulates pedagogical solutions based on the findings from the manuscripts.

The method contains the first unit of analysis (material object) studied, second research design: qualitative or quantitative or mix-method, third source of information or data: respondents, informants, texts/manuscripts, secondary data, fourth explains data collection techniques and fifth explains how researchers analyzed analysis of research data.

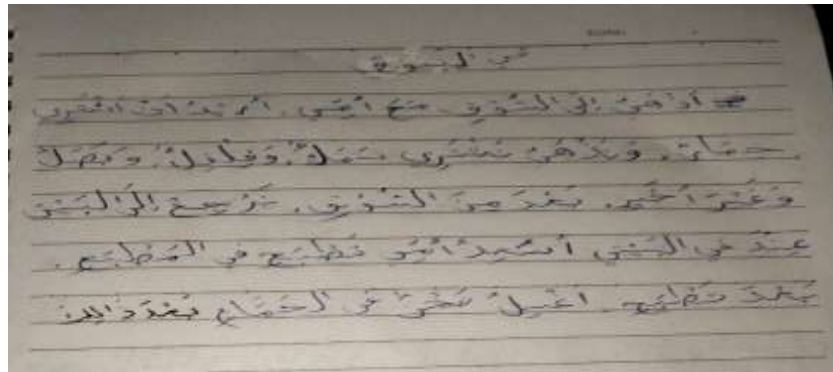
## RESULT AND DISCUSSION

### Analysis of Linguistic Constraints in Insyah' Tahriry's Learning

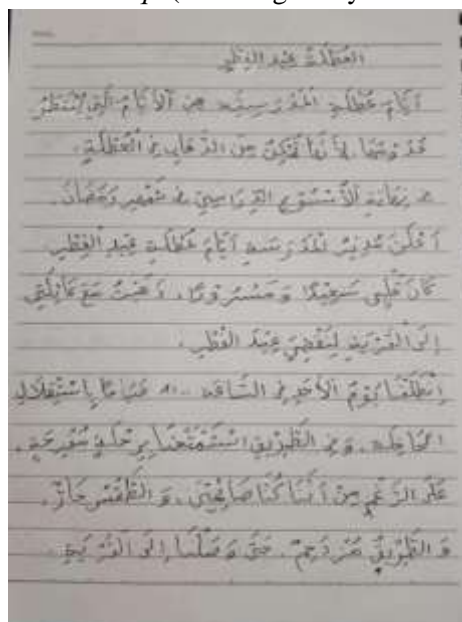
Based on the analysis of the fourth-semester students' assignment portfolios, the researcher found that linguistic constraints are the most fundamental obstacles limiting writing quality. The following are samples of student manuscripts that demonstrate these error patterns:



**Figure 1:** Manuscript titled "*Uhibbu al-Lughah al-'Arabiyyah*" (Focusing on Morphological constraints).



**Figure 2:** Manuscript titled "Fii al-Suuq" (Focusing on Syntactic and Orthographic constraints).



**Figure 3:** Holiday description manuscript "Al-'Uthlah" (Focusing on Language Interference).

The findings from the images above were then classified into four main aspects: syntax, morphology, language interference, and orthography.

Based on the analysis of the fourth-semester students' assignment portfolios, the researcher found that linguistic constraints represent the most fundamental barrier limiting the quality of student writing in the Insyah' Tahriry (Composition) course. This finding is confirmed by the textual analysis of Figures 1, 2, and 3, which illustrate systematic error patterns across morphological, syntactic, and orthographic aspects, as well as mother-tongue interference.

#### 1. Morphological Constraints (Sharf)

In Figure 1, a significant distortion in the word derivation process (tashrif) was observed, where students failed to align the verb form with the subject (dhamir). Students frequently used third-person verb forms despite narrating personal experiences.

Sample Finding: "Ana dzahaba" (أنا ذهب)

Analysis: Grammatically, the subject Ana (I) should be followed by a fi'il madhi (past tense verb) with the suffix -tu (Dzahabtu). This error indicates that the theory of Sharf remains at the level of cognitive memorization and has not yet developed into an applicable skill.

#### 2. Syntactic Constraints (Nahwu)

Syntactic constraints in Figure 2 predominantly appear through violations of the Muthabaqah (concordance) rules and Idhafah (annexation) structures. The researcher found numerous cases where students were unable to align the Na'at (adjective) and Man'ut (noun) in terms of gender (muzakkar-muannats) or definiteness (ma'rifah-nakirah).

Sample Finding: "Al-Lughah al-'Arabi" (اللغة العربي) or "Lughah al-'Arabiyah" (لغة العربية) without the proper definite article (Al).

Analysis: There is evident confusion between Na'at-Man'ut and Idhafah structures. This is further exacerbated by the omission of correct i'rab (inflection) markers on the object of the sentence (ma'ful bih).

#### 3. First Language Interference and Writing Anxiety

The analysis of Figure 3 highlights the powerful "pull" of the mother tongue (Indonesian) in student writing. The resulting sentence patterns feel rigid because students tend to translate their ideas literally, word-for-word. Consequently, the writing loses its dzauq lughawi (linguistic intuition) or authentic Arabic essence, resulting in sentences that feel like "Arabized Indonesian."

Psychologically, this tendency is triggered by writing anxiety, where students feel safer using simple, repetitive sentence structures to avoid more complex grammatical errors. Orthographic or Imla' errors found in the samples also reflect the fatal impact of limited vocabulary. If these error patterns are not promptly addressed through intensive feedback, it is feared that these mistakes will undergo fossilization, becoming permanently ingrained as incorrect linguistic habits.

Overall, these findings reinforce the conclusion that the success of the al-insyah' method depends heavily on the students' readiness regarding basic language elements. The emerging constraints ranging from morphological errors to mother-tongue interference demonstrate that the teaching of kitabah (writing) cannot be separated from the integrative reinforcement of phonological, lexical, and grammatical elements. The limited mastery of mufradat (vocabulary) found in student manuscripts has proven to be a major obstacle in expressing ideas coherently and communicatively. Therefore, the insyah' al-muwajjah (guided composition) approach needs to be re-optimized as a foundation for students to understand sentence patterns and language structures before progressing to the insyah' al-hurr (free composition) stage (Sidik, 2025).

### **Analysis of Non-Linguistic Constraints in Insyah' Tahriry Learning**

In addition to mechanical linguistic technical barriers, this study reveals that non-linguistic dimensions have a profound influence on the stagnation of fourth-semester students' writing abilities. These non-linguistic factors often serve as the "hidden roots" that make linguistic constraints difficult to overcome. Based on the analysis of assignment portfolios and observations of assignment patterns, the researcher classifies these non-linguistic constraints into several crucial points as follows:

#### a. Manifestation of Writing Anxiety and Psychological Burden

One of the most prominent findings is the high level of writing anxiety experienced by students. In student manuscripts, this anxiety does not only appear as nervousness but manifests physically in very simple, repetitive sentence structures that tend to "play it safe." Students often avoid using complex jumla

fi'liyyah structures or high-level diction for fear of making grammatical errors. This psychological barrier frequently arises because students feel overwhelmed by rigid grammatical rules before they have the chance to explore their ideas. The fear of negative evaluation from lecturers hinders the students' creative process, resulting in writing that feels stiff and loses the author's original character (Rahmawati L & Munir A, 2020).

b. Disparity in Educational Background and Language Input

This study also found that student manuscripts reflect a wide competency gap due to differences in educational backgrounds (pesantren vs. non-pesantren). Students graduating from general high schools tend to require a much longer adaptation period to the mechanics of Arabic writing. The success of insyā' learning depends heavily on the readiness of basic language elements (vocabulary and rules) previously acquired (Sa'diyah H, 2018). On the other hand, pesantren graduates, despite having a strong foundation in grammar, often get caught up in using classical Arabic styles (turats) that are less flexible for modern creative writing needs. This difference in input causes inequality in the quality of assignments within the same class, which, if not managed through an individual approach, will widen the achievement gap.

c. Impact of Minimal Clinical Feedback on Language Fossilization

Another non-linguistic factor is the evaluation pattern, which tends to be one-way. Through chronological document analysis (from early to late weeks), the researcher found that the same error patterns appeared repeatedly without significant improvement. This proves the occurrence of language fossilization, where linguistic errors persist because students do not receive constructive and specific clinical feedback. Productive writing skills require integrative and systematic guidance (Sidik, 2025). When lecturers only provide numerical grades without detailed correction notes on student manuscripts, students assume their sentence structures are correct, causing these errors to become permanent.

d. Motivation and Lingual Environment (Bi'ah Lughawiyah)

A learning environment that does not support active language practice also acts as a inhibiting factor. Low learning motivation often emerges when the learning environment does not provide space for students to practice their language skills realistically. This is evident in student manuscripts that tend to be artificial, written merely to fulfill assignment obligations without the spirit of expressing original ideas (Mubarak, M. R, 2020).

In principle, learning insyā' does not only focus on the technical aspects of writing but also serves as a crucial instrument for developing students' critical and creative thinking capacities. Through writing activities, students are trained to organize ideas logically and systematically into a complete and coherent written form. However, the reality on the ground indicates that students' weaknesses in insyā' are often rooted in a learning approach that is insufficiently applicative. The difficulties that arise are caused not only by limited vocabulary (mufradat) but also by weak mastery of sentence structures and a lack of continuous writing practice. This reinforces the view that *insyā'* instruction requires a more structured, process-oriented pedagogical approach rather than one focused solely on the final product.

Functionally, insyā' serves as an effective means to test students' contextual understanding of Arabic grammatical rules (qawa'id nahwu and sharaf). By writing, students are compelled to not only know linguistic rules theoretically but also to apply them in communicative language practice. To achieve this competence, the classification of insyā' learning needs to be applied systematically through three main stages: insyā' muqayyad (restricted), insyā' muwajjah (guided), and insyā' hurr (free). Each stage has a tiered pedagogical function that allows students to adapt gradually from simple structures to the expression of more complex ideas. The integration of theoretical mastery and consistent practice is a key

strategy in minimizing the stagnation of students writing abilities. Thus, strengthening the methodological aspects within the classification of insyiah' is expected to help students express their feelings and experiences in accordance with accurate linguistic rules while building linguistic confidence at the university level (Herlambang et al., 2026).

### **Integration of Constraints and Pedagogical Solutions in Insyiah' Tahriry Learning**

The interaction between linguistic and non-linguistic obstacles in learning insyiah' tahriry at the university level forms a systematic cycle of interconnected barriers. Based on data obtained through portfolio analysis of fourth-semester students, it was found that syntactic (Nahwu) and morphological (Sharf) errors are not merely technical mistakes, but manifestations of insufficient internalization of grammatical rules into the applicative domain. This phenomenon is in line with the statement that linguistic errors among students are often caused by oversimplification strategies, in which students tend to avoid complex sentence structures due to limited grammatical competence. As a result, a psychological burden emerges in the form of acute writing anxiety (Ahmad Mufid, 2019). This anxiety becomes a significant inhibiting factor because students' cognitive focus is consumed by concerns over grammatical correctness, which ultimately suppresses creativity and originality in their writing.

The close relationship between linguistic difficulties and anxiety creates stagnation in the language production process. Students with weak mastery of qawaid tend to feel intimidated by a blank page, triggering procrastination or delays in completing assignments. Fear of making mistakes in i'rab or inaccuracies in tashrif (word derivation) discourages students from experimenting with new diction. This condition is further exacerbated by strong first-language interference. As explained in contrastive analysis studies, structural differences between Indonesian and Arabic often trap students in the logic of literal translation. Students tend to transfer Indonesian sentence patterns directly into Arabic, causing the resulting texts to lose dzauq lughawi, or the authentic "taste" of the language. This explains why many sentences may appear grammatically acceptable yet still sound rigid and unnatural in authentic Arabic communication contexts.

Furthermore, this study reveals that non-linguistic dimensions, particularly disparities in educational background, play a key role in the dynamics of Insyiah' classes. Students graduating from Islamic boarding schools (pondok pesantren) often possess a strong foundation in qawaid, yet they are frequently confined to the use of classical Arabic (Turats), which is less flexible for modern creative writing. On the other hand, graduates from general schools often struggle to construct even the simplest sentences. This gap requires instructional differentiation in the learning process. If teaching remains teacher-centered without considering the diversity of students' entry behavior, constructive feedback will never effectively reach its target. The lack of clinical feedback leads to "language fossilization," where minor errors are assumed to be correct because students never receive in-depth correction from lecturers (Efendi, 2005).

This fossilization poses a serious threat to the future professional competence of Arabic Language Education students (PBA). Without systematic intervention through corrective feedback, errors in the use of na'at-man'ut or masculine-feminine agreement (mudzakar-muannats) will persist until graduation. Therefore, the solution to this problem lies in transforming the paradigm of assignment correction from merely assigning numerical grades into a collaborative process of "dissecting" students' texts. Students need to be involved as "language detectives" for both their own writing and that of their peers. Through a

continuous portfolio method, students can observe the gradual development of their abilities, which in turn slowly reduces writing anxiety and builds linguistic self-confidence (Mustofa Abi Hamid, 2020).

As an integrative solution, this study recommends strengthening a digitally based *bi'ah lughawiyah* (language environment) to support learning outside the classroom. Exposure to contemporary Arabic texts through digital media can help students enrich their vocabulary and understand the contextual use of diction appropriately. The integration of grammatical mastery, management of psychological anxiety, and the utilization of functional media becomes the key to breaking the chain of problems in Insyah' Tahriry learning. Through a more clinical and humanistic approach, it is hoped that fourth-semester students will be able to transform linguistic difficulties into creative strengths in producing scientific, systematic, and stylistically rich written works. This shift aims not only to improve academic achievement but also to produce future Arabic language educators who possess strong and competitive writing competencies in the global era (Mahyudin Ritonga, 2021).

## CONCLUSION

This research concludes that the problems in learning Insyah' Tahriry among fourth-semester students are a complex accumulation of technical-linguistic and psychosocial dimensions. Linguistically, students consistently struggle with morphological distortions in word derivation (*tashrif*) and syntactic violations regarding concordance (*muthabaqah*) and annexation (*idhafah*). Furthermore, the powerful "pull" of the Indonesian language leads to literal translations that strip the writing of its authentic linguistic intuition (*dzauq lughawi*), resulting in "Arabized Indonesian".

These technical errors are deeply rooted in non-linguistic constraints that have a profound impact on student performance. Writing anxiety manifests in students "playing it safe" by using repetitive, simple sentence structures to avoid negative evaluation. Additionally, the competency gap between students from *pesantren* and general school backgrounds creates an imbalance in classroom dynamics. A critical finding is that the absence of specific, detailed clinical feedback leads to language fossilization, where minor errors become permanently ingrained linguistic habits.

To overcome these systematic barriers, a transformation in pedagogical strategy is required. Educators must move beyond merely assigning numerical grades to adopting a collaborative "text dissection" paradigm where students act as language detectives. Strengthening a digital-based *bi'ah lughawiyah* is essential to expose students to contemporary Arabic contexts beyond traditional textbooks. Ultimately, an integrative approach that manages psychological anxiety alongside grammatical mastery will empower students to produce scientific and stylistically rich Arabic works, ensuring their readiness as future educators in a global era.

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