

## **The Relationship between Students' Arabic Language Learning Outcomes and Their Qur'anic Memorization (Tahfiz) Ability**

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### **Abstract**

This study aims to examine the statistical relationship between students' Arabic language learning outcomes and their Qur'anic memorization (tahfiz) ability in an integrated Islamic junior secondary school context. The research seeks to empirically validate the theoretical assumption that linguistic mastery, particularly semantic comprehension of Arabic, contributes to the effectiveness of Qur'anic memorization. This study employed a quantitative correlational design involving 100 ninth-grade students selected through simple random sampling from a population of 132 students. Arabic language learning outcomes were obtained from official semester examination records, while tahfiz ability was measured using a validated instrument assessing tajwid accuracy, fluency, fashahah, and recitation manners. Instrument reliability testing yielded a Cronbach's Alpha coefficient of 0.866, indicating high internal consistency. Data were analyzed using descriptive statistics, Pearson Product Moment correlation, and simple linear regression, preceded by normality and linearity tests. The findings indicate that Arabic learning outcomes were categorized as high ( $M = 97.68$ ), whereas Qur'anic memorization ability was categorized as moderate ( $M = 84.58$ ). Pearson correlation analysis revealed a positive and statistically significant relationship between Arabic achievement and tahfiz ability ( $r = 0.202$ ,  $p = 0.044$ ). However, the effect size was small, with Arabic learning outcomes explaining approximately 4.1 percent of the variance in memorization performance. Regression analysis confirmed that Arabic achievement positively predicts tahfiz ability. This study contributes novel empirical evidence by quantitatively examining the relationship between Arabic academic achievement and Qur'anic memorization ability at the junior secondary level within an integrated Islamic schooling framework. Unlike previous studies that primarily focus on pedagogical strategies or qualitative insights, this research statistically measures the cognitive-linguistic linkage between Arabic mastery and tahfiz performance. The study theoretically strengthens the integration of cognitive learning theory and Islamic education research by demonstrating that semantic comprehension supports memorization retention. Practically, it provides evidence-based insights for curriculum integration, suggesting that enhancing Arabic proficiency should be aligned with structured tahfiz programs, motivational reinforcement, and systematic repetition strategies to optimize memorization outcomes.

**Keywords:** Arabic language achievement; Qur'anic memorization; tahfiz ability; correlational study; Islamic education; curriculum integration; cognitive learning theory.

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## **Introduction**

Arabic has been recognized as one of the official international languages of the United Nations since December 18, 1973. This recognition confirms that Arabic functions not only as a religious language but also as a global language of communication and knowledge. Therefore, Arabic language education holds strategic importance and should be systematically developed from primary to higher education. In addition to facilitating the understanding of Islamic teachings, Arabic proficiency broadens students' intellectual horizons and supports their engagement with global scholarship (Saleh et al., 2024).

In Indonesia, the increasing public interest in Arabic learning has encouraged formal and nonformal Islamic educational institutions to design structured programs emphasizing mastery of the four core language skills, namely listening, speaking, reading, and writing (Saepudin, n.d.). Technological developments have further expanded access to Arabic learning through digital and blended platforms (Saleh et al., 2024). However, students frequently encounter difficulties related to vocabulary mastery, grammatical comprehension, pronunciation accuracy, and limited exposure to authentic language environments (Maulana Putra et al., 2024). Linguistically, language serves as a primary cognitive instrument that shapes thinking, meaning construction, and knowledge development (Nasution, n.d.). Arabic occupies a distinctive position as the language of the Qur'an, characterized by lexical richness and structural precision (Salida & Zulpina, 2023). Classical Islamic scholarship also emphasizes the obligation of learning Arabic due to its inseparable connection with understanding the Qur'an and Hadith (Ali, n.d.).

Within Islamic education, Qur'anic memorization or *tahfiz* represents a foundational component aimed at preserving the authenticity and continuity of revelation. Since the time of the Prophet Muhammad, memorization has functioned as a central method for safeguarding the Qur'an. The Qur'an was revealed in Arabic as stated in Q.S. Yusuf verse 2, which indicates the intrinsic relationship between linguistic comprehension and accurate recitation (Hamka, 1990). *Tahfiz* is not merely a cognitive exercise but also a spiritual discipline intended to internalize divine values (Ika Wardani & Rohayah, 2023). The assessment of *tahfiz* ability involves *tajwid* accuracy, fluency, *fashahah*, and proper recitation manners (Giyanti et al., 2022). Consequently, *tahfiz* ability reflects multidimensional competence encompassing linguistic precision, memory strength, discipline, and spiritual awareness (Garcia et al., n.d.).

Theoretically, the relationship between language mastery and memorization ability can be explained through cognitive learning theory. Meaningful comprehension enhances semantic encoding and facilitates long term retention processes. Dual coding theory posits that verbal understanding strengthens memory consolidation because information processed semantically becomes more stable in long term memory (Paivio, 1991). In the context of Qur'anic memorization, comprehension of vocabulary and syntactic structures potentially supports deeper processing of verses, thereby reinforcing retention and recall accuracy.

Empirical studies provide preliminary support for this assumption. Azzakiyah and Jahro (2024) found that Arabic vocabulary mastery contributes to students' Qur'anic comprehension and memorization fluency. Maulida et al. (2023) reported a positive relationship between Arabic language competence and the ability to memorize Qur'anic verses among junior secondary students. Hilmi and Nurhayati (2024) highlighted that motivation and Arabic academic achievement are interconnected within Islamic school contexts. Nevertheless, most existing research primarily emphasizes the interpretative role of Arabic in understanding Qur'anic meaning rather than examining measurable statistical relationships between Arabic learning outcomes and tahfiz performance.

In integrated Islamic educational institutions, curriculum convergence between general subjects and religious programs is increasingly promoted to achieve holistic student development. Curriculum integration in pesantren based institutions has been shown to enhance graduate quality and strengthen religious character formation (Fauzi, 2024). Similarly, the implementation of structured reward and punishment strategies in tahfiz learning has demonstrated measurable effects on memorization discipline and achievement (Fauzi, 2023a). Furthermore, hidden curriculum strategies in Islamic boarding schools contribute to character strengthening and spiritual commitment, which indirectly support memorization performance (Fauzi, 2023b). These findings underline the importance of institutional and pedagogical factors; however, the cognitive linguistic dimension of Arabic academic achievement as a predictor of tahfiz ability remains underexplored.

Arabic remains a foreign language for the majority of Indonesian students, creating cognitive challenges due to linguistic distance from Bahasa Indonesia. This condition may influence both academic learning outcomes and memorization processes (Hilmi & Nurhayati, 2024). Although classical scholars such as Ibn Taymiyyah emphasized the necessity of Arabic mastery for accurate understanding of Islamic texts (Ali, n.d.), contemporary quantitative validation of its relationship with tahfiz ability at the junior secondary level is still limited.

Therefore, a significant research gap exists. Previous studies tend to focus either on pedagogical strategies in tahfiz programs or on Arabic language instruction as an independent subject. Few studies employ quantitative correlational analysis to examine whether Arabic language learning outcomes statistically relate to students' Qur'anic memorization ability in integrated Islamic junior secondary schools. Addressing this gap is essential for strengthening evidence based curriculum integration and instructional planning.

Based on this rationale, the present study aims to examine the statistical relationship between students' Arabic language learning outcomes and their Qur'anic memorization ability. Theoretically, this research contributes to bridging cognitive linguistic theory and Islamic education studies. Practically, it provides empirical evidence to inform curriculum

integration strategies that align Arabic instruction with tahfiz programs in Islamic educational institutions.

## **Method**

This study employed a quantitative approach using a correlational research design to examine the statistical relationship between students' Arabic language learning outcomes and their Qur'anic memorization ability. A correlational design was selected because the primary objective of this study was not to manipulate variables but to determine the degree and direction of association between naturally occurring academic variables within an authentic educational setting. Correlational research is appropriate when investigating predictive relationships and estimating the strength of linear associations between two measurable constructs (Creswell & Creswell, 2018; Field, 2018). In this study, Arabic language learning outcomes functioned as the independent variable, while Qur'anic memorization ability served as the dependent variable.

The population consisted of all ninth grade students totaling 132 individuals. The sample was determined using Slovin's formula with a 5 percent margin of error, resulting in 100 students selected through simple random sampling. Random sampling was applied to ensure equal probability of selection and to minimize sampling bias, thereby enhancing the representativeness of the data (Etikan & Bala, 2017). This procedure strengthens external validity within the defined population context.

Data were collected using two primary techniques. First, documentation was employed to obtain students' official Arabic language semester examination scores. These scores represent standardized academic achievement data generated through institutional assessment procedures. Second, a structured questionnaire was administered to measure Qur'anic memorization ability. The instrument was constructed based on four principal indicators: tajwid accuracy, fluency, fashahah, and recitation manners. Although tahfiz is fundamentally a performance based competence, structured rating instruments are frequently used in educational research to quantify multidimensional recitation abilities when direct performance assessment is logistically constrained (Giyanti et al., 2022). The instrument employed a Likert scale format to capture measurable variations in memorization quality.

Instrument validation procedures were conducted to ensure construct accuracy and measurement consistency. Content validity was evaluated through expert judgment involving specialists in Arabic education and Qur'anic studies. Construct validity was examined using item total correlation analysis, ensuring that each item demonstrated acceptable correlation coefficients. Reliability testing was performed using Cronbach's Alpha coefficient, with a threshold value of 0.70 considered acceptable for internal consistency (Hair et al., 2019). The reliability coefficient obtained exceeded this minimum standard, indicating strong internal consistency. These

procedures align with established quantitative measurement standards in educational research (Taber, 2018).

Data analysis involved both descriptive and inferential statistical techniques. Descriptive statistics were used to calculate mean scores, score distributions, and frequency percentages in order to describe the general profile of Arabic learning outcomes and tahfiz ability. Inferential analysis was conducted to test the research hypothesis. Prior to hypothesis testing, prerequisite assumption tests were performed. Normality was assessed using the Kolmogorov Smirnov test, while linearity was examined through analysis of variance for linearity. These tests were conducted to ensure that the data met the assumptions required for parametric correlation analysis (Field, 2018).

The hypothesis was tested using Pearson Product Moment correlation to determine the direction and strength of the linear relationship between the two variables. Pearson correlation is appropriate for continuous interval data that satisfy normality and linearity assumptions (Cohen et al., 2018). To further estimate predictive contribution, simple linear regression analysis was performed. Regression analysis allows for examination of the extent to which Arabic language learning outcomes predict variations in Qur'anic memorization ability. In addition to statistical significance testing, the coefficient of determination was examined to interpret the proportion of variance explained by the independent variable. Statistical analysis was conducted using SPSS software.

By applying rigorous sampling procedures, validated measurement instruments, and appropriate parametric statistical tests, this methodological framework aims to ensure reliability, validity, and analytical transparency consistent with standards expected in reputable international journals.

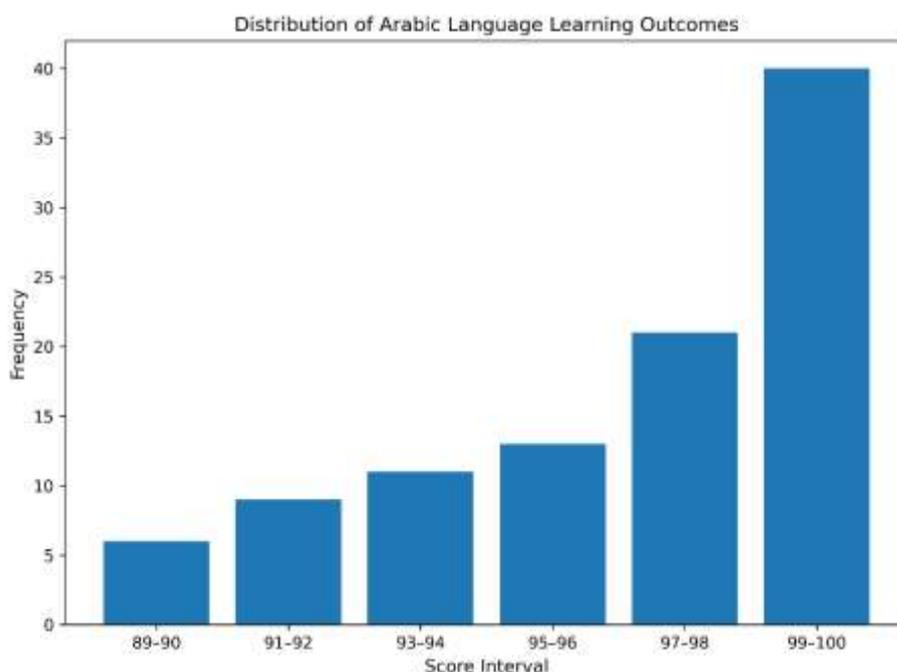
## **Results and Discussion**

### **Results**

Data on Arabic Language Learning Outcomes were obtained from official semester examination records of 100 ninth grade students. Descriptive statistical analysis revealed that Arabic scores ranged from 89 to 100, with a mean score of 97.68. This indicates that students' Arabic learning achievement falls within the high category. The distribution shows that 40 percent of students achieved scores within the 99–100 interval, as presented in Table 1 and visualized in Figure 1. The relatively narrow score range suggests limited dispersion and indicates consistent academic performance among students.

**Table 1. Description of Students’ Arabic Language Learning Outcomes**

Class	Score Interval	Frequency	Percentage	Classification
1	89-90	6	6%	Low
2	91-92	9	9%	
3	93-94	11	11%	
4	95-96	13	13%	Moderate
5	97-98	21	21%	
6	99-100	40	40%	High
<b>Total</b>		100	100%	



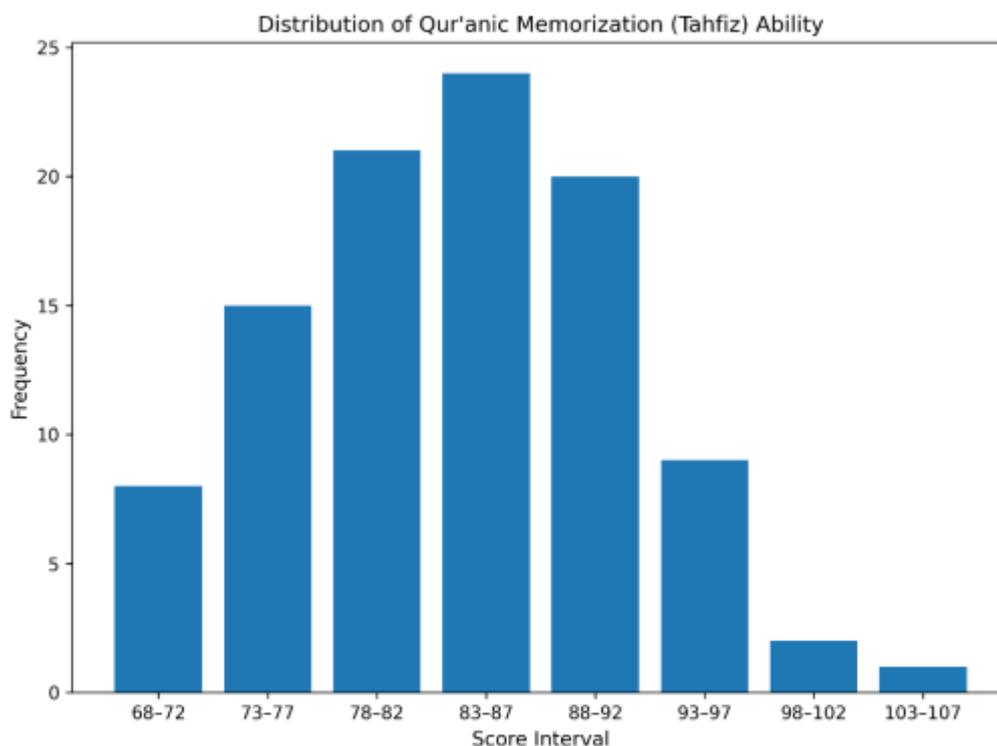
**Figure 1. Diagram of Students’ Arabic Language Learning Outcomes**

The high mean score reflects effective instructional practices and systematic evaluation processes. Continuous assessment and structured guidance have been shown to enhance student achievement (Putri et al., 2025). In integrated Islamic school contexts, alignment between cognitive instruction and religious values may also contribute to improved academic engagement.

Data on Qur’anic Memorization Ability were collected using a validated and reliable instrument. Reliability testing yielded a Cronbach’s Alpha coefficient of 0.866, indicating excellent internal consistency (Taber, 2018). Descriptive analysis showed that tahfiz scores ranged from 68 to 106, with a mean of 84.58. Most students, 45 percent, were classified within the moderate category in the 78–87 interval, as presented in Table 2 and Figure 2.

**Table 2. Description of Students' Qur'anic Memorization Ability**

Class	Score Interval	Frequency	Percentage	Classification
1	68-72	8	8%	Low
2	73-77	15	15%	
3	78-82	21	21%	
4	83-87	24	24%	Moderate
5	88-92	20	20%	
6	93-97	9	9%	High
7	98-102	2	2%	
8	103-107	1	1%	
<b>Total</b>		100	100%	



**Figure 2. Diagram of Students' Qur'anic Memorization Ability**

These findings indicate that while academic Arabic achievement is consistently high, tahfiz ability demonstrates greater variability. Memorization competence involves not only cognitive capacity but also repetition intensity, discipline, and spiritual engagement (Ika Wardani & Rohayah, 2023; Giyanti et al., 2022).

Before hypothesis testing, prerequisite analyses were conducted. The Kolmogorov Smirnov test indicated normal distribution with a significance value of 0.200. Linearity testing showed a significance value of 0.720, confirming linear association between variables. Pearson correlation analysis revealed a correlation coefficient of  $r = 0.202$  with  $p = 0.044$ . Although

statistically significant, the correlation strength falls within the small effect category according to Cohen's classification (Cohen et al., 2018).

The coefficient of determination  $R^2$  equals 0.0408, indicating that Arabic learning outcomes explain approximately 4.1 percent of the variance in Qur'anic memorization ability. This suggests that while Arabic achievement contributes positively, its explanatory power remains limited. Simple linear regression analysis produced the equation  $Y = 31.127 + 0.547X$ , indicating that each one unit increase in Arabic achievement predicts a 0.547 increase in tahfiz score. The regression coefficient was statistically significant at  $p = 0.044$ .

## **Discussion**

The high level of Arabic language achievement observed in this study reflects effective instructional management, structured curriculum alignment, and systematic evaluation practices. In integrated Islamic educational institutions, curriculum convergence between general subjects and religious studies contributes to balanced cognitive and spiritual development. Empirical evidence indicates that coherent curriculum management significantly enhances both academic outcomes and religious literacy (Fauzi, 2024). Effective assessment systems and continuous formative feedback further stabilize student achievement by reinforcing mastery and reducing learning gaps (Putri et al., 2025). From an educational effectiveness perspective, sustained instructional coherence has been identified as a key predictor of student performance across subject domains (Hattie, 2009).

The moderate to high level of tahfiz ability suggests that the memorization program is functioning adequately; however, the distribution pattern reveals variability in students' performance. Memorization competence is inherently cumulative and practice dependent. Structured supervision, consistent repetition schedules, and teacher monitoring play crucial roles in improving retention quality (Giyanti et al., 2022). Reinforcement systems that combine reward, corrective discipline, and structured evaluation have been shown to strengthen memorization persistence (Fauzi, 2023). This aligns with behavioral learning principles, where reinforcement enhances habit formation and task consistency (Skinner, 1953). In religious educational contexts, structured repetition practices such as spaced review significantly enhance long term retention, as supported by cognitive psychology research (Cepeda et al., 2006).

The positive correlation between Arabic language achievement and tahfiz ability supports cognitive learning theory. Semantic comprehension strengthens encoding processes and facilitates consolidation into long term memory (Paivio, 1991). When students understand vocabulary and grammatical structures, they engage in deeper cognitive processing of Qur'anic verses. Deeper processing has been consistently associated with improved retention and recall accuracy ( Craik & Tulving, 1975). This finding aligns with Azzakiyah and Jahro (2024) and Maulida et al. (2023), who reported positive associations between Arabic competence and memorization

fluency. It also resonates with broader findings in second language acquisition research, where linguistic comprehension enhances text memory performance (Kintsch, 1998).

However, the relatively small correlation coefficient indicates that Arabic learning outcomes account for only a limited portion of variance in tahfiz performance. The coefficient of determination suggests that most variability is explained by other factors. Cognitive science research demonstrates that memory retention depends not only on semantic comprehension but also on repetition frequency, distributed practice, emotional engagement, and metacognitive monitoring (Dunlosky et al., 2013). In Islamic educational settings, spiritual discipline, intrinsic motivation, teacher mentoring, and family environment significantly influence memorization persistence (Hilmi & Nurhayati, 2024). Hidden curriculum practices and character formation strategies indirectly shape students' consistency and commitment in religious practices (Fauzi, 2023). Moreover, motivation has been identified as a strong mediator between instructional quality and learning outcomes in religious education contexts (Schunk & DiBenedetto, 2020).

The limited explanatory power of Arabic achievement highlights the multidimensional nature of tahfiz competence. Qur'anic memorization integrates linguistic proficiency, cognitive strategy use, affective commitment, and spiritual intentionality. Educational neuroscience research suggests that emotional meaning and personal relevance significantly enhance memory consolidation processes (Immordino-Yang & Damasio, 2007). Thus, memorization of sacred texts may be influenced by affective attachment and spiritual meaning beyond linguistic comprehension alone. This may explain why students with similar Arabic academic scores demonstrate different memorization outcomes.

From a curriculum perspective, these findings imply that improving Arabic academic achievement alone is insufficient to maximize tahfiz performance. Integrative pedagogical strategies are required. Such strategies should combine language comprehension enhancement, systematic spaced repetition, motivational reinforcement systems, and spiritual cultivation programs. Research on integrative curriculum models confirms that holistic alignment between cognitive and affective dimensions strengthens overall learning sustainability (Drake & Reid, 2018). In Islamic schooling contexts, balanced integration between academic rigor and spiritual mentoring fosters durable educational outcomes (Fauzi, 2024).

Overall, this study provides empirical evidence supporting the theoretical linkage between language mastery and memorization performance while simultaneously emphasizing the complexity of factors influencing Qur'anic memorization. Future research employing multivariate regression, mediation analysis, or structural equation modeling may clarify the relative contributions of linguistic competence, motivation, repetition intensity, and spiritual engagement in predicting tahfiz achievement. Longitudinal designs may also capture developmental patterns in memorization growth over time.

## **Conclusion**

This study concludes that students' Arabic language learning outcomes were categorized as high, with a mean score of 97.68, while their Qur'anic memorization (tahfiz) ability was categorized as moderate, with a mean score of 84.58. Statistical analysis revealed a positive and significant relationship between Arabic learning achievement and tahfiz ability ( $r = 0.202$ ,  $p = 0.044$ ). Although the strength of the correlation falls within the small effect category, the findings indicate that higher Arabic academic achievement is associated with better Qur'anic memorization performance.

However, the relatively low coefficient of determination suggests that Arabic learning outcomes explain only a limited proportion of the variance in tahfiz ability. This confirms that Qur'anic memorization competence is multidimensional, influenced not only by linguistic mastery but also by repetition intensity, motivation, spiritual discipline, teacher guidance, and family support. Therefore, Arabic proficiency functions as a contributing factor rather than a sole determinant of memorization success.

Theoretically, this study provides empirical support for the cognitive assumption that semantic comprehension facilitates memory retention. Practically, the findings highlight the importance of integrative curriculum design that aligns Arabic instruction with structured tahfiz programs. Educational institutions should therefore implement holistic strategies combining language comprehension enhancement, systematic repetition practices, motivational reinforcement, and spiritual mentoring to optimize memorization outcomes.

Future research is recommended to employ multivariate or structural equation modeling approaches in order to examine mediating and moderating variables influencing tahfiz achievement. Longitudinal studies may also provide deeper insight into developmental patterns of Qur'anic memorization across educational stages.

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