

The Perceptions of Students from Arabic Education Programs About Arabic Teaching Materials Containing Islam and Science in Madrasah

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Abstract: Islam and Science are often understood to be two different things, even though both have a firm relationship. Islam itself has a fairly intense relationship with Arabic. Therefore, it is important for learning Arabic to try to display Islamic values associated with science. This research aims to determine the perceptions of Arabic language education students about the urgency of Arabic teaching materials containing Islam and Science in Madrasahs. The research used a qualitative method with the type of qualitative descriptive research. The data collection technique use questionnaire and literature study. The analysis of data was carried out by collecting, reducing, synthesizing, or interpreting data, and drawing conclusions. The research results: the content of Islam and Science is very important to be added to Arabic teaching materials in Madrasahs. There were 37.5% of students who were respondents in this study totally agreed with adding Islam and science in Arabic teaching materials, 56.3% of students agreed, and there were only 6.3% of student respondents who disagreed with this. This is based on the content of Islam and Science which can increase the knowledge of students; embed students' enthusiasm and motivation in learning Arabic, and become an Arabic learning contribution integrating the two things in an effort to counter the dichotomy of knowledge. Arabic teaching materials containing Islam and science are important and deserve to be developed in certain areas, such as vocabulary and texts, both at the both in Islamic elementary schools (MI), Islamic junior high schools (MTs), and Islamic senior high schools (MA) levels.

Keywords: Arabic Teaching Materials, Islam, Science, Student Perceptions.

Introduction

Science and religion are always related and inseparable, because there is a close relationship between science and religion (Zhulfarani et al., 2022). Studying science should also be accompanied by efforts to study religion. This is because the progress of science that is not accompanied by a good understanding of religion can make science only focus on material gain and not pay attention to the fundamental aspects, namely the relationship between living beings and also the relationship between humans and God. Therefore, the strengthening of religious knowledge can be used as a control over the development of science so that scientific and technological advances will not lead humans to

become distant and alien to their God (Fauzan et al., 2022).

Efforts to integrate Islam and science have been carried out, especially in the school or madrasa under the Ministry of Religion of the Republic of Indonesia. This can be seen by the existence of learning innovations in madrasahs that try to integrate these two things. This can be proven by the development of a science module based on the integration of Islam and science at MI Salafiyah Blora (Faizah, 2022), the integration of the Qur'an and Science carried out by MTs science teachers in Padang City (Zamista et al., 2022), and the development of integrated Islamic religious education materials in Madrasah Ibtidaiyah (Mujahada & Noviyandri, 2022). However, it seems

that this effort has not emerged from learning Arabic. Even though Arabic is one of the characteristics of learning that must exist in Madrasas which is side by side with Islamic Religion lessons according to KMA No. 183 in 2019.

Efforts to learn Arabic in linking Islamic content and science have indeed existed. However, both are still presented with separate patterns. Islamic values are well integrated with Arabic teaching materials. Integrating Islamic theological values into Arabic teaching materials is an important effort in forming Islamic character in students (Aflisia et al., 2021). Science content has also been combined with learning Arabic. One of the proofs is that there has been the development of Arabic language teaching materials that have relevance to science which has been carried out by the Islamic Religious College (PTKI) (Wahyuni, 2016). This development should also not only be carried out in tertiary institutions, but can be carried out in madrasas so that students can immediately integrate Islamic and scientific content.

Based on the description above, there has been no effort to integrate science and Islam in learning Arabic in Madrasahs. Therefore, it is important to try to provide Islamic and religious content packaged in Arabic teaching materials. This is an effort to learn Arabic to take part in integrating Islamic values and the progress of science in Madrasas. Thus, it is important to carry out this research which was conducted with the aim of knowing and describing the perceptions of Arabic language education students on the urgency of Arabic teaching materials containing Islam and Science in Madrasas. Efforts to integrate Islamic and scientific content must be carried out with a focus on Arabic teaching materials. This is because teaching materials are a very important component in teaching Arabic in a learning institution, including madrasas (Hamid et al., 2019). The existence of Arabic language teaching materials can help complement the teacher's role as a learning resource, so students can use it to explore information independently (Hamid et al., 2008).

Methods

The method used in this study is a descriptive qualitative research method which aims to describe the perceptions of Arabic language education students about teaching materials that contain Islamic and scientific content in Madrasas. Qualitative descriptive research is intended to explain and describe various phenomena or events, whether these phenomena occur naturally, which tend to focus on characteristics, quality, interrelationships between activities. In addition, in descriptive research, there are no special treatments, manipulations, or changes variables studied, but the research tries describes a situation or condition actually and what it is (Sukmadinata, 2011).

Data collection techniques in this study were questionnaire techniques and literature studies. The use of questionnaires in qualitative research is carried out by considering that the conclusions of this study are not based on data produced by statistical analysis of numbers. However, the questionnaire was used to collect student perceptions as research subjects. The questionnaire used is a mixed questionnaire in which apart from providing certain answer choices, there are also options to answer questions with different answers from these choices. The questionnaire also provides open-ended questions with no answer options at all. The purpose is so that it can be known in more detail regarding the perceptions of Arabic language education students about teaching materials that have Islamic and scientific content. The literature study is used as a support and verification of the data that has been collected from the respondents. Literature study is done by reading sources in the form of books, journals, and other written sources related to the problem under study.

The data analysis technique was carried out by referring to the qualitative data analysis technique proposed by Miles and Huberman. Referring to the analysis model, data analysis is carried out with interactive activities in the form of data collection, data presentation, data reduction, drawing conclusions, and the last step is data verification (Rijali, 2019). In its implementation, the stages of

data analysis are not carried out sequentially, because these stages choose an interactive relationship with one another. This means that after verifying the data, it is still possible to return to the initial stage, namely data collection, if the research still requires other data.

Results and Discussion

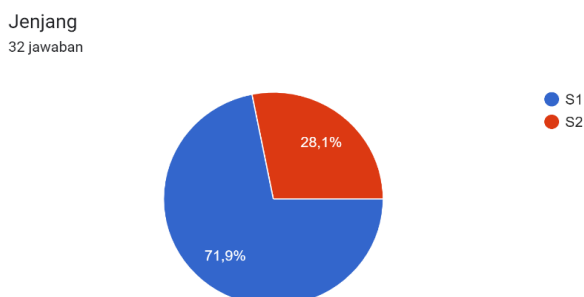
This research involved 32 respondents who were students majoring in Arabic Language Education from six universities in Indonesia. The distribution of respondent data can be seen in the following table:

Table 1. List of Respondent Universities.

No	University	Number of Respondents
1.	Malang State University	19
2.	UIN Sunan Kalijaga Yogyakarta	2
3.	UIN Sunan Ampel Surabaya	2
4.	UIN Prof. KH. Saifuddin Zuhri Purwokerto	4
5.	Mathali'ul Falah Pati Islamic Boarding School Institute	3
6.	Sidoarjo Muhammadiyah University	2
Amount		32

From a total of 32 respondents, there were 23 students who were at the undergraduate level and 9 students who were currently at the master's level.

Figure 1. Distribution of Students Respondents.

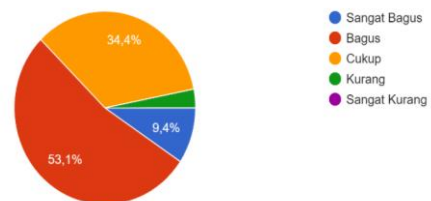


The Student Perceptions of the Quality of Arabic Language Teaching Materials in Madrasas

This research begins by trying to find out students' perceptions about the quality of Arabic teaching materials in Madrasas today. Based on the results of the survey conducted, it can be seen that 9.4% of respondents think that Arabic teaching materials are very good, 53.1% of respondents think that currently existing Arabic teaching materials are good, 34.4% of respondents think that Arabic teaching materials Arabic is quite good, and 3.1% of respondents think Arabic teaching materials are still lacking.

Figure 2. Perceptions of Students on the Quality of Arabic Teaching Materials.

Bagaimana pendapat Anda tentang bahan ajar bahasa Arab di Madrasah saat ini?
32 jawaban



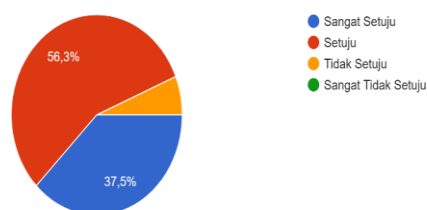
The data above shows that the current condition of Arabic teaching materials is relatively good and suitable for use in learning Arabic according to PBA students' perceptions, although there are still some deficiencies that make some students think that Arabic teaching materials are still not good enough. This opinion is certainly not wrong, because it has been widely stated in the study of Arabic teaching materials in Madrasas which conclude that Arabic teaching materials in Madrasas are appropriate and in accordance with the learning objectives. In this regard, Friendly & Rohman (2018) stated in their research on the analysis of Arabic teaching materials in Islami senior high school (MA), that " the Arabic book published by the Ministry of Religion for students grade XII of Islamic senior high school using 2013 generally fulfill four elements of skills, namely the realm of spiritual attitude (KI), social attitude (KI 2), knowledge (KI 3), and skills (KI 4). A similar study was also conducted by Mokoagow et al. (2021) who concluded that "An Arabic textbook for class XII in islamic senior high school has a domain

of knowledge or KI in all listening skill material and all of the material is suitable in accordance with the KMA 183 curriculum in 2019." A similar conclusion was also conveyed by Muhamad (2022) in his research on the Study of Arabic Textbooks for Class XII at Islamic senior high school (MA).

Arabic teaching material books is indeed good and in accordance with KMA curriculum standards No. 183 of 2019. However, there is a thing that is still being forgotten in the development of textbooks in madrasas. This is content that contains Islamic values that are integrated with science. Therefore, this study tries to find out the perceptions of Arabic education students with the development of the content of the material. The research showed that 37.5% of respondents strongly agreed that there was Islamic and scientific content in Arabic teaching materials, 56.3% of respondents agreed, and there were only 6.3% of respondents who did not agree with Islamic and scientific content in Arabic teaching materials. The distribution of this data can be seen in the following diagram:

Figure 3. Students' Perceptions of Islamic and Scientific Content in Arabic Teaching Materials.

Setujukah dengan bahan ajar Bahasa Arab dengan muatan Islam dan Sains di Madrasah?
32 jawaban

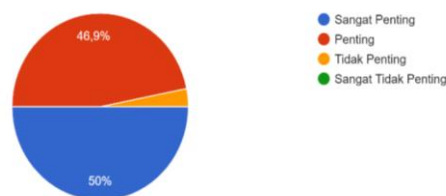


The Student Perceptions of Urgency of Islamic and Science Content in Arabic Teaching Materials in Madrasas

Furthermore, this research tries to find out the urgency of having Islamic and scientific content in Arabic teaching materials. There were only 3.1% of respondents who said the content was not important and the rest agreed that Islamic and scientific values were important in Arabic teaching materials. In fact, there were 46.9% of respondents who considered it important and 50% of respondents who stated that this was very important to do.

Figure 4. Students' Perceptions of the Urgency of Islamic Content and Science

Apakah Penting muatan Islam dan Sains dalam bahan ajar Bahasa Arab di Madrasah?
32 jawaban



The data above shows that there is considerable attention from Arabic education students in trying to introduce Islam and Science to students in madrasas. This is based on the foundation of Arabic learning material design which must be based on facts, concepts, principles, and skills (Wahyuni, 2016). One of the facts that occur in life is the rapid progress in science which is sometimes not well understood by students.

This study also tries to dig deeper into the respondents' answers about the reasons why it is important to have Islamic and scientific content in Arabic teaching materials. These responses were then collected and analyzed to produce the following important points:

a. Islamic and Science content can add insight and knowledge to students

The main purpose of teaching Arabic is so that students are able to practice and master Arabic well. With the contents of Islam and Science in Arabic teaching materials, students will get other things than just knowledge regarding language. More than that, students will also gain knowledge and insight into Islamic and scientific values which are interrelated. In the survey conducted, 75% of respondents agreed that the content of Islam and science is an attempt by the Arabic language to contribute to the development of Islam and science. In this regard, one informant said:

"In order to add new insights and be able to learn Arabic as well as study Islam and Science simultaneously." (Informant, 2023)

It is important for students to have this insight and knowledge, so that they can practice the Arabic they have mastered by using themes related

to science. In addition, with the content of Islam and Science in Arabic teaching materials, it shows that Arabic is not only a language related to Islam. However, Arabic can be used and contributed in other fields, especially in the field of science. In this regard, one informant said:

"With the content of Islam and science, students don't only focus on developing language comprehension. However, it also increases literacy about how science, knowledge and Islam are mutually sustainable. As we know today Islam and science are separated and even religion is considered the beginning of the decline of science. This is of course not imprecise. On the other hand, the content of Islam and science in teaching Arabic further confirms that Arabic is not only the language of Islam but also the language of science" (Informant, 2023).

b. Foster Enthusiasm and Motivation in Learning Arabic

Arabic for some students is a subject that is difficult to understand. This cannot be denied because Arabic has very different characteristics from Indonesian language. This assumption has an impact on the lack of motivation of students in learning Arabic. In this regard, Islam (2015) concluded that "the complexity of the characteristics of the Arabic language becomes a demotivating factor when it is faced by Arabic learners." This will have an impact on Arabic as a subject that is less attractive to students and the learning outcomes achieved by students will also decrease. Therefore, it is necessary to make efforts to increase the enthusiasm and motivation of students in learning Arabic.

The content of teaching materials about Islam and Science can be one of the efforts to increase students' interest in learning Arabic, because the content of Islam and science will be an attraction for students who like this field. This is in line with what was conveyed by one of the informants who stated his answer in the questionnaire:

"Because if there is Islamic and scientific content, it is possible that some children who like Islamic and scientific content are interested in Arabic,

therefore Arabic is a subject of interest to students and students" (Informant, 2023).

c. The Contribution of Arabic in Against the Dichotomy of Science

Islam and Science are often separated from each other. Even though these two things have a very high relationship. Therefore, the understanding of Islam and science must go hand. Therefore, the presence of Islamic and scientific content in teaching materials at Madrasas is an effort to erode the dichotomy of knowledge that has developed in the midst of the academic climate in Indonesia. A respondent said that one of the objectives of the content of Islam and science in teaching materials is "so that there is no dichotomy between science and Islam." (Informant, 2023).

The dichotomy of knowledge will make students trapped in non-substantial things that are not important. The separation of knowledge in the world of education into general science and religious knowledge has made the education in Indonesia an unproductive and produces scholars who do not have responsibility for the environment in society. Separation in religious education and social sciences and humanities too presents religious experts who are not sensitive to social life situations, and are not responsive to developments in the modern era (Bisryi, 2009). Based on this, it is important to have Islamic and scientific content in Arabic teaching materials. As many as 56.3 % of respondents said that Islam and science are still understood separately. Therefore, it is necessary to develop teaching materials that contain Islamic and scientific content so that learning Arabic also contributes to eroding the dichotomy between religion and general science. The same thing was also conveyed by one of the respondents in the survey who said:

"Science and Islam are always related to each other, although there are still many people who deny that science has nothing to do with religion. However, the two have an inseparable relationship with each other. Science without being based on religion will make us have no boundaries and become redundant, while religion without science is blind. Therefore, religion and science are two

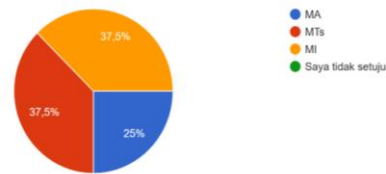
things that cannot be separated" (Informant, 2023).

The Students Perceptions about Madrasah Levels That Are Filled with Islam and Science

After knowing the opinions and perceptions of students about the urgency of Islamic and science content in Arabic language teaching materials at Madrasahs, this research further asks at what level is Islam and Science content included and developed in learning. Based on the survey conducted, there were 37.5% of the respondents who chose the MI level, 37.5% of the respondents chose the MTs level and the rest preferred the MA level. The data can be seen in the following diagram:

Figure 5. Student Perceptions About the Levels of Development of Islamic and Science Content in Teaching Materials

Jika setuju, mulai jenjang apa harus ada bahan ajar yang bermuatan Islam dan Sains di Madrasah?
32 jawaban



Questionnaire also collected the answers and opinions of the respondents why they chose Islamic and science content to be at that level. The responses that were collected from the respondents are as follows:

a. Islamic Junior High Schools or Madrasah Islamiyah (MI) level

<i>It starts early and is packaged according to the child's development</i>
<i>Because if I observe, at that age they like to be interested in new things, especially if they are packed with games.</i>
<i>In my opinion, it would be better if the charge was applied early because so that they get used to combining the 2 loads into 1 from an early age</i>
<i>Because it starts early it's better to get used to it</i>
<i>Because children at an early age must also be given an understanding of religion, they are afraid that in the future they will do something that deviates</i>
<i>Based on the books I read, science continues to grow, including the science of religion. Therefore, it would be nice since elementary school that children need to be taught or at least introduced to material related to science and religion, whether at a glance in the form of inspiring scientists' stories and so on. Because, the more technology comes here, the more supportive it is, and as we know today's children are technology literate and fast learners, so we as educators must be able to keep up with the times and the rapid progress of science. Because we also have to prepare a generation that is better prepared to face the challenges of the times.</i>
<i>In research it is said that childhood is the right start to create a habit and provide knowledge</i>
<i>At that stage, students have a strong memory and have a creative imagination, so that if it is directed at something good, for example learning Arabic with Islamic and scientific content, then students will be more interested in Arabic and the discussion of these things.</i>
<i>Started early</i>
<i>This is because introducing science and Islam from an early age to students is important</i>
<i>Because if you are taught Arabic from a young age, it will make it easier when you grow up and understand the order of the Arabic language easily</i>
<i>because starting at an early age is the same as cultivating an interest in learning Arabic for children starting from their young age</i>

b. Islamic Junior High Schools or Madrasah Tsanawiyah (MTs) Level

<i>At the MTs level, general material is taught first, then after the MA it is taught more deeply so that it is gradual</i>
<i>Because at that time teenagers were noble enough to think logically, abstractly</i>
<i>The mts period is the critical thinking period for children</i>

<i>At that time students felt ready to accept science and Islamic material</i>
<i>Because in my opinion the most ideal time to develop one's attitude values starts when we enter the SMP/MTs level, and also because if we have entered the next level we will already be focused on choosing an option/expertise that is more focused on that field.</i>
<i>Starting to think</i>
<i>The reason for starting learning at the madrasah level is because at that age children still learn easily, it's a different story if entering old age it will be very difficult to learn at an advanced age</i>
<i>The MTS level should be entered as an introduction to understanding so that in the future the understanding of science and religion is not confused</i>
<i>Because at the MTs level a student experiences a shift from the thinking of children who still lack understanding of Arabic and then moves to effective and quality thinking which can later make it easier for a student to learn Arabic at the age of 13-15 so that later at the next level too a student is not surprised by learning Arabic</i>
<i>At the MTs level, inviting students to think broadly is easy and can be used as a first step</i>
<i>Because the understanding at that time was deeper and when they were already teenagers, they needed a deeper understanding of Islamic teachings.</i>

c. Senior High Schools or Madrasah Aliyah (MA) Level

<i>Because learning Arabic in MI and MTs is still focused on rules and basics. Whereas MA with broader and abstract student thinking is easier to learn Arabic as well as about Islam and Science</i>
<i>Because at the senior high school level the readiness level of the child's mindset already meets the criteria for critical thinking</i>
<i>Because it was felt that in MA it was sufficient to master Arabic in a basic and capable manner</i>
<i>Because this level is ripe for studying multidisciplinary science</i>
<i>MA has received various previous lessons on Islam and science so that it can easily imagine past lessons but in a different language</i>
<i>If at the level before the MA, this material is very difficult to understand</i>
<i>At the MA level students already have the capability and ability of a qualified language</i>
<i>In my opinion, it is at the MA level that teaching materials and application begin. Because at this level they are able to process and develop these teaching materials</i>

The data above shows that the main reason why Islam and science must be included in Arabic language teaching materials at the MI level is so that students can understand Islamic values that are integrated with the progress of science as early as possible. Students must be introduced as early as possible to these two things so that they will understand the concept of integration of Islam and science well. In addition, at this level, students have a strong memory and have a creative

imagination. Umniate et al. (2023) states that childhood is also called the golden age because it is at this time that children will begin to learn from discipline, manners to knowledge. This golden period can be used by teachers to direct students to learn important things such as Islam and science presented in learning Arabic. Thus, students will have an interest in themes around Islam and science and will explore them further at the next level.

The existence of Islamic and scientific content at this level will also be able to foster students' interest in learning Arabic. Providing Arabic material as early as possible is part of the habituation of students so that they can master Arabic well in the future. Because, childhood is a very good phase to create a habit in students. Because any knowledge or action obtained through habituation will be very easily understood by childhood (Oktaviana et al., 2022).

The respondents who chose the MTs level had the notion that students at this level had started to think logically and abstractly so that students felt ready to accept science and Islamic material. This perception is certainly not wrong, because children aged 11-12 who are generally in the seventh grade of Islamic Junior High schools (MTs) are in the formal operational phase. This phase is the phase where the child can think of something that will or might happen (hypothesis) and something that is abstract (Bjuri, 2018). Respondents in this study also had the perspective that the state of mind of students who had started to open up was an initial or introductory phase in understanding good science and religion material. Thus, it is important that Islamic and scientific content begin to appear in teaching materials at the MTs level .

There are also not a few respondents in this study who agree more if Islamic content and science are included only starting at the Islamic senior high schools or Madrasah Aliyah (MA) level. One of the respondents said that learning Arabic in MI and MTs should focus on the basic rules and grammatical aspects of the language first. Only in the MA phase, students are taught Arabic with teaching materials that have Islamic and scientific content. This is because students' thinking is broader and able to think deeply about abstract things. Respondents also have the perspective that at the high school level the readiness level of the child's mindset already meets the criteria for critical thinking. High school students have received various previous lessons about Islam and science so that they can easily imagine past lessons but in a different language. Thus, students will find it easier to learn Arabic as well as about Islam and Science.

From the three respondents' answers above, it can be concluded that Arabic language education students have the perception that teaching materials containing Islam and science are important and worthy of development both at the elementary level or Madrasah Ibtidaiyyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA). Obviously this development must be adapted to the maturity pattern of thinking of students, so that students do not experience difficulties in learning.

The Students Perceptions of the Teaching Materials Section contain Islam and Science

At the end of the questionnaire, this research tries to find out the right section to be developed in compiling teaching materials that have Islamic and scientific content. The results of the questionnaire show that 55.3 % of respondents think that development can be done in certain parts of teaching materials such as vocabulary or text. In addition, there were 28.1 % of respondents who wanted development to be carried out in the whole theme. 9.4 % of respondents only wanted the development to be carried out on vocabulary related to the theme only. The rest of the respondents agreed that the development of teaching materials was only carried out on certain themes or parts of certain themes. The development of this content is indeed more appropriate if it is carried out in certain parts, because the content is not the main focus of learning. However, learning materials that have a position increase the knowledge of students.

Figure 6. Students' Perceptions of the Teaching Materials Section containing Islam and Science

Di bagian apa, pengembangan bahan ajar yang tepat untuk memasukkan muatan Islam dan Sains?
32 jawaban



Conclusions

Islamic values and science are very important to be added to Arabic teaching materials in Madrasas. Arabic language education students see that this is part of the effort that can be made in integrating Islamic values and science. As many as 37.5% of students who were respondents in this study strongly agreed to the content of Islam and science in Arabic teaching materials, 56.3% of students agreed, and there were only 6.3% of student respondents who disagreed with the content of Islam and Science. in Arabic teaching materials. More than that, as many as 96.9 % of respondents said that it was urgent to have Islamic and Scientific Content in Arabic Language Teaching Materials in Madrasas. This is based on the content of Islam and Science can add insight and knowledge to students; growing enthusiasm and motivation in learning Arabic, and being a contribution to Arabic in integrating the two things in an effort to fight the dichotomy of knowledge.

Teaching materials containing Islam and science are important and deserve to be developed in certain areas, such as vocabulary and texts, both at the level of Islamic elementary schools (MI), Islamic junior high schools (MTs), and Islamic senior high schools (MA). This is based on that at the Islamic elementary schools (MI) level, students are in the golden phase of thinking and memorizing and so that as early as possible students get to know Islamic values that are integrated with science. Students at the Islamic junior high schools (MTs) level have started to think logically and abstractly so that students feel ready to accept science and Islamic material. Meanwhile, students who are at the Islamic senior high schools (MA) level are considered to have good Arabic language skills and are able to think deeply and critically about abstract matters.

Conflict of Interest

There are no conflicts of interest concerning the publication of this article.

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