

DEVELOPMENT OF A THEMATIC ARABIC LANGUAGE MODULE BASED ON LOCAL WISDOM AT DAYAH DARUL FITIYAN BANDA ACEH

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ABSTRACT

This study aims to develop a thematic Arabic language learning module based on local wisdom at Dayah Darul Fitiyan Banda Aceh. The background of this study is the need for integration of local culture in Arabic language learning so that the material is more contextual, interesting, and relevant to the lives of santri. This study employs the Research and Development (R&D) model proposed by Borg and Gall. The results of the development indicate that the locally-based thematic module can enhance students' interest in learning and their understanding of Arabic language material. Validation by subject matter experts and language experts confirms that the module is highly suitable for use. Thus, the integration of local values into Arabic language material has proven to strengthen the meaning and application of the language in daily life.

Keywords: Thematic Module, Arabic Language, Local Wisdom, Dayah, Banda Aceh.

INTRODUCTION

Arabic is the primary language in the Islamic scholarly tradition, encompassing the Quran, hadith, fiqh, tasawwuf, and classical Islamic philosophy. As such, mastery of Arabic serves as the foundational pillar of Islamic education, including within Islamic boarding schools (pesantren) and Islamic boarding schools (dayah) in Aceh. This language is not merely a tool for communication but also a gateway to understanding the authentic sources of Islamic teachings. However, in the practice of teaching Arabic in various Islamic educational institutions, including Dayah Darul Fitiyan Banda Aceh, Arabic language instruction still faces numerous challenges, including issues related to teaching methods, materials, and pedagogical approaches (Wardani et al., 2025).

One of the main challenges encountered in the field is the weak motivation and active participation of students in the Arabic language learning process. This is because the material used is often too textual and abstract, without direct relevance to the daily lives of students. Many students find it difficult to understand the meaning and usage of the language because the context presented in the learning materials originates from Arab culture, which is foreign to them. This situation leads to boredom and low absorption of the material being taught. Therefore, a new approach is needed to bridge the gap between the teaching materials and the students' real-world experiences.

In this context, a thematic learning approach based on local wisdom is the right solution. This approach refers to the use of themes that are close to the lives of students and rich in local values as links between materials and as a context in the learning process. Thematic modules based on local wisdom include topics drawn from the lives of the surrounding community, such as peusijek traditions, visiting etiquette, mutual cooperation, Maulid celebrations, and other local

social and cultural practices that embody Islamic values. With this approach, learning becomes more vibrant, contextual, and meaningful for students at the Islamic Boarding School " " (Nafis & Satianingsih, 2025) .

Dayah Darul Fitiyan Banda Aceh is one of the Islamic educational institutions that continues to strive to develop adaptive and contextual learning models. The students at this dayah come from diverse socio-cultural backgrounds, yet they live in an environment deeply rooted in the traditional values and Islamic teachings unique to Aceh. Therefore, integrating Acehese local wisdom into Arabic language instruction is highly relevant for enhancing the effectiveness of the teaching and learning process. The thematic modules developed by leveraging local cultural richness serve not only as instructional materials but also as a medium for preserving cultural values and shaping the character of the students.

In addition, learning that links Arabic with local wisdom is also in line with the contextual teaching and learning paradigm. This approach emphasizes the importance of connecting lesson material with the context of students' lives so that they can better understand and apply their knowledge. In this case, students not only learn Arabic sentence structure and vocabulary, but also use them to describe the social and cultural activities they experience in their daily lives. For example, students are encouraged to write descriptive texts in Arabic about the peusijek procession or dialogues using vocabulary related to community service activities in the village.

The urgency of developing modules based on local wisdom is also supported by national education policies that encourage a curriculum approach oriented towards character and local values. The government, through the Merdeka Belajar (Freedom of Learning) curriculum, for example, has opened up ample space for educational units to develop teaching materials that are appropriate to the context and needs of students. In the context of Islamic boarding schools (dayah), this presents an opportunity to design Arabic language teaching materials that are not only linguistically relevant but also socially and culturally contextual. (Intan), 2024)

However, to date, there are still very few Arabic language modules specifically designed with consideration for local wisdom, particularly in the context of Aceh. This is despite the fact that Aceh has a wealth of culture and traditional values that can be packaged in an interesting way in Arabic teaching materials. This study attempts to fill this gap by developing a thematic module based on the local wisdom of Aceh for use at Dayah Darul Fitiyan Banda Aceh. This module is expected to serve as an effective medium for connecting Arabic language learning with the daily cultural realities of students. (Setiyadi), 2023)

The general objective of this study is to develop a thematic Arabic language learning module based on local wisdom in Aceh that is appropriate, effective, and interesting for use in dayah learning. Specifically, this study aims to: (1) identify the needs of students and teachers for contextual learning modules; (2) design thematic modules that incorporate local Acehese themes in Arabic; (3) test the feasibility of the modules through expert validation and limited trials; and (4) evaluate the impact of the modules on students' motivation and learning outcomes.

Through the development of this module, it is hoped that Arabic language learning in the dayah environment will become more meaningful, communicative, and oriented towards the real lives of santri. In addition, the integration of local values in teaching materials will also strengthen

the cultural and Islamic identity of santri as part of the next generation who are not only fluent in Arabic, but also love their own culture and values.(Al-Muzaffar, 2022)

METHOD

This study employs a Research and Development (R&D) approach based on the Borg and Gall development model, which is deemed relevant for designing educational products, particularly learning modules. This model involves several important stages, namely: (1) preliminary study and needs analysis, (2) planning and module design, (3) initial product development, (4) validation by subject matter experts and language experts, (5) revision based on expert input, (6) limited testing with students, and (7) evaluation and refinement of the module. This process is systematically designed to ensure that the developed modules are not only academically sound but also aligned with the contextual needs of students at Dayah Darul Fitiyan Banda Aceh.(Siregar, 2023)

The research subjects consisted of 25 intermediate-level students (tsanawiyah and aliyah levels) actively participating in Arabic language instruction at Dayah Darul Fitiyan. Data collection techniques include observation, in-depth interviews with teachers and students, distribution of needs questionnaires, and documentation of the module development process. Data analysis was conducted using descriptive qualitative methods to interpret students' responses and feedback on the modules, as well as simple quantitative analysis to measure the product's feasibility based on expert validation scores and pilot test results. The primary focus of this study is to measure the relevance of the content, effectiveness in enhancing Arabic language comprehension, and the appeal of the module based on Aceh's local wisdom, "(Sumiati et al., 2023)

RESULTS AND DISCUSSION

Identification of Needs and Context Analysis

The first stage of module development began with identifying learning needs at Dayah Darul Fitiyan. The researcher observed Arabic language learning activities in the classroom. During this process, it was found that teaching methods were still very conventional, teacher-centered, and lacked active student involvement in Arabic communication contexts. The textbooks used were mostly imported from abroad without adaptation to the local culture of Aceh.(Hasrah, 2025)

Subsequently, interviews were conducted with Arabic teachers to determine their perceptions of the existing material and their expectations for more contextual learning. The teachers stated that students had difficulty understanding the meaning of the texts because there was no direct connection between the lesson content and the students' life experiences. The teachers also expressed the need for teaching materials that were closer to the local cultural reality so that students could relate the learning to their social environment.

A questionnaire was also distributed to the students to identify topics in their lives that they found interesting and familiar. The survey results showed that themes such as kenduri, peusijek, gotong royong, and traditional guest welcoming customs were very familiar to their lives and considered enjoyable if used as learning materials. Students also expressed greater interest in learning Arabic if the material used local contexts they experienced in their daily lives.(Mangea, 2025)

This contextual analysis provides a strong foundation for Arabic language learning to be thematic and based on local culture. By raising relevant topics, students will find it easier to internalize vocabulary and sentence structures because they have real-life experiences related to the themes being studied. In addition, Islamic cultural values in Aceh also strengthen students' character education and religious understanding.

Based on the results of the needs analysis, the researcher compiled a list of themes to be used as the basis for the modules. The five main themes selected are: etiquette when visiting, mutual cooperation, peusijek, Maulid celebration, and traditional greetings. These five themes are considered representative and have the potential to be developed into texts, dialogues, and communicative Arabic exercises that are both educational and meaningful. (SARAH, 2025)

Module Planning and Design

After the local themes were determined, the next stage was to plan and design the module content. This planning was not merely designing the sequence of materials, but also determining the basic competencies to be achieved, measurable learning objectives, and content development strategies to ensure alignment with the thematic and contextual approach. In this way, the module not only serves as teaching material but also as a learning medium that connects students' real-life experiences with the Arabic language concepts being studied. (Febriana, 2022)

The design process begins with developing a systematic content framework for the module. The researcher designs each unit with main components including narrative readings, thematic vocabulary lists, practice questions, speaking activities, and project-based assessments. Narrative readings serve to introduce the context of language use, while vocabulary lists enrich vocabulary according to the theme. Exercises and speaking activities are designed to strengthen receptive and productive skills, while project-based assessments emphasize students' ability to apply their knowledge in daily life.

Each local theme is developed into a complete module unit so that learning feels holistic and enjoyable. For example, on the theme of "gotong royong" (mutual cooperation), researchers compiled a short Arabic reading passage describing the atmosphere of cleaning a village in Aceh. This is followed by a dialogue between two students discussing their community service schedule. The vocabulary chosen is relevant to the context of the activity, such as the verbs "menyapu" (sweeping), "mengangkat" (lifting), or "membuang" (throwing away), so that students can more easily understand the meaning of the vocabulary through real-life experiences. (Herlanti & Fadilah, 2021)

In addition to language material, the researcher includes a section on cultural value reflection in each unit. This reflection provides space for students to write or discuss the meaning of values such as cooperation, mutual respect, and social responsibility in daily life. In this way, the module not only teaches Arabic language skills but also instills character education aligned with local wisdom and Islamic values. This approach also supports the development of a generation of students with noble character.

In terms of appearance, the module is designed in a simple yet attractive format, utilizing visual illustrations, appropriate colors, and easy-to-read typography. This design aims to foster students' interest in learning and facilitate their understanding of the material. In addition, each

module unit is equipped with a user guide for teachers. This guide provides instructions on how to deliver the material, manage learning activities, and integrate local themes with Arabic language skills.

The development of the modules was not done individually but collaboratively. Researchers involved input from dayah teachers and Arabic language experts, both in terms of content appropriateness and linguistic accuracy. As a result, the modules produced are not only contextual and locally based but also meet the standards of proper Arabic language usage. This collaboration also ensures that the modules align with the actual needs in the classroom and the characteristics of students in the dayah environment. (Purnomo, 2021)

Finally, the planning and design of these modules serve as a crucial foundation for creating effective and meaningful learning experiences. The developed modules focus not only on cognitive aspects such as language proficiency but also on the formation of attitudes, values, and skills relevant to the lives of santri. With this approach, Arabic language learning in dayah can be more vibrant, contextual, and contribute to building the cultural and religious identity of santri simultaneously.

1. Expert Validation and Module Revision

Before the modules are officially used in the classroom, they undergo a validation process by experts to ensure the quality of the content and its alignment with the objectives of Arabic language learning in Islamic boarding schools. This validation is an important step to ensure that the developed modules not only meet academic standards but are also relevant to practical needs in the field. Two experts were involved in this process, namely an Arabic language expert and an education expert. Both have different but complementary roles in assessing the quality of the modules. (Dhapa, 2022)

The Arabic language expert focused on linguistic aspects. They assessed the accuracy of the Arabic grammar used, the appropriateness of vocabulary selection in the context of the theme, and the coherence between the reading, dialogue, and exercises. Additionally, they highlighted the completeness of the exercises, which must cover the core skills in language learning: listening, reading, speaking, and writing. This feedback is crucial as it serves as the primary benchmark for maintaining the academic quality of the module.

On the other hand, education experts provide an assessment from a pedagogical perspective. They review the learning flow in the module to determine whether it is in line with the principles of thematic and contextual learning. In addition, visual appeal aspects such as illustrations, typography, and page layout are also taken into consideration, as these factors directly influence the interest and motivation of students to learn. Educational experts also emphasize the alignment of the module content with the characteristics of dayah students, who have specific cultural backgrounds and learning habits. (Qomariyah & Hasan, 2025)

The validation results show that the module achieved an average score of 90%, which falls into the "highly suitable" category for use. This assessment indicates that the module meets most of the expected criteria. However, experts still provided several suggestions for improvement to make the module more optimal. Some sentences were considered too complex for the students' level of understanding and need to be simplified to ensure more effective message delivery and avoid difficulties in understanding the text. (Juniantoro, 2021)

In addition to linguistic aspects, suggestions for improvement also pertain to visual dimensions. The experts suggested that the module add illustrations that represent local life. For example, images of meunasah as a center of religious activities, the peusijek procession as a symbol of prayer and blessings, and the atmosphere of a kenduri as a form of community togetherness. By incorporating these local cultural elements, students will find it easier to visualize the context of the material being studied, making the learning process more closely aligned with their real-life experiences.

Based on the validation results, the researchers conducted a comprehensive revision of the module. Improvements were made to several parts of the language, both in terms of sentence structure and word choice, to make it simpler and more communicative. The researcher also added contextual illustrations that are relevant to the lives of santri and compiled a glossary of important words in Indonesian at the end of the module. This step aims to help santri understand the meaning of mufradat more easily.(Dahliah, 2022)

Revisions were also made to the teacher's guide, clarifying the technical instructions for using the module in the classroom. The guide includes how to teach readings, manage group discussions, and assess theme-based projects. With these improvements, the revised module is now more mature and ready for testing in a learning environment. This pilot test also serves as an important stage to assess the effectiveness of the module in improving students' Arabic language skills, while strengthening the connection between the learning material and local wisdom.(Erika et al., 2021)

2. Implementation in Learning Activities

The module was implemented in the form of a limited trial during four meetings with intermediate-level santri. Prior to implementation, the teachers who would be teaching were trained to understand the module structure, learning activity flow, and the thematic learning approach based on local wisdom. This training is important so that teachers can master learning strategies well and are able to guide students in accordance with the designed objectives. This pilot test aims to observe the effectiveness of the module in increasing students' motivation and understanding of Arabic language material.(Adnan, 2018)

Each meeting focuses on one theme unit from the module. Learning begins with a sparking activity, such as watching a short video about local traditions or discussing the santri's experiences related to the theme to be studied. This sparking activity helps santri build emotional connections and provides a real context before entering Arabic language learning. In this way, santri are better prepared to accept the material because they feel that the topics being studied are close to their lives.

After the warm-up activity, the teacher guides the students in reading Arabic texts that have been prepared in the module. These texts contain new vocabulary related to the theme, so that students can enrich their vocabulary. The teacher also trains the students in vocabulary pronunciation, followed by reading comprehension exercises, answering questions, and pair dialogue activities. These exercises not only strengthen reading skills but also train speaking skills in contextual situations.(Deportes et al., 2024)

Students are then given the opportunity to compose new sentences based on their experiences related to the learning theme. For example, on the theme of peusijek, students are asked to write or tell about their experiences attending a peusijek event at a neighbor's house. This activity provides space for students to connect new vocabulary with real experiences, while fostering courage in expressing themselves using Arabic.(Melindra, 2023)

After the main activity, the teacher guides the students into a reflective discussion to connect the cultural values contained in the text with Islamic teachings. On the theme of mutual cooperation, for example, students were encouraged to discuss how the tradition of cooperation in society aligns with the hadith of the Prophet Muhammad (PBUH) emphasizing the importance of helping one another and Islamic brotherhood. This approach helps students realize that learning Arabic is not just about language, but also about understanding religious and cultural values.

Observations during the implementation showed an increase in the active participation of santri in each learning session. They appeared more enthusiastic in answering questions, were more confident in speaking Arabic, and actively engaged in dialogue. Familiarity with the context depicted in the modules made the santri feel more confident, resulting in more natural communication in Arabic.

The teachers involved also provided positive reports regarding the implementation of the module. They noted an increase in the students' interest in reading, especially because the readings presented were relevant to their daily lives. In addition, the students showed greater enthusiasm in completing tasks, both written exercises and small theme-based projects. This condition shows that the module has succeeded in encouraging active participation while strengthening motivation to learn.

In addition to increased motivation, this pilot study also showed improvements in the students' understanding of Arabic. They found it easier to remember vocabulary because it was directly related to their daily activities. Experience-based exercises enabled the students to not only memorize new words but also use them in simple sentences. Thus, the " " module helped connect theory and practice more effectively.(Gutamuda, 2023)

From the overall implementation of the pilot study, it can be concluded that this locally-based module has a positive impact on the Arabic language learning process at the Islamic boarding school. Through a thematic and reflective approach, students not only learn language as a communication skill but also strengthen their cultural identity and Islamic values. This demonstrates that integrating language, culture, and religion into a single learning package can create a more meaningful and relevant learning experience for students. (Apriansyah, 2024)

Evaluation and Improvement of the Module

The final stage of the module development process is a comprehensive evaluation of the implementation results. This evaluation is conducted to ensure that the module is not only theoretically sound but also effective when applied in practice. The evaluation methods used include direct classroom observation, student satisfaction surveys, and in-depth interviews with teachers who use the module. This triangulation approach is chosen to ensure that the evaluation results are comprehensive, covering aspects of effectiveness, appeal, and ease of use of the module.(Sipahutar, 2023)

Classroom observations were conducted during the learning trial process. Through these observations, researchers could directly assess how students responded to learning activities, how actively they participated, and to what extent the modules facilitated interaction between teachers and students. The data from the observations provided a real picture of classroom dynamics and the strengths and weaknesses of the modules in practice.

In addition to observations, satisfaction questionnaires were given to students as the main users of the module. The results showed that 85% of students found it easier to understand the material and were more motivated to learn Arabic. Students said they liked the use of local themes in learning because they felt their life experiences were valued and incorporated into the lesson material. These findings reinforce the argument that a contextual approach based on local wisdom is highly relevant in increasing student engagement. (Qomariyah & Hasan, 2025)

Teachers were also involved in the evaluation through interviews. They gave positive feedback on the modules, particularly because the modules helped connect the material to the students' real-life experiences. Teachers felt that the modules helped them explain new vocabulary and concepts because of the local context that was familiar to the students. However, some teachers also provided suggestions for improvement, such as the need for additional audio recordings of the texts to practice listening skills, as well as remedial questions for students who had difficulty understanding the material. (Maufur & Zuhri, 2014)

The teachers' input was considered important because it concerned the sustainability of the module's use in various learning situations. The suggestion regarding audio, for example, would greatly help students in practicing their listening skills, which had tended to be neglected in Arabic language learning at Islamic boarding schools. Similarly, remedial questions would support more equitable learning outcomes among students with different abilities.

Following the evaluation results, the researcher conducted final revisions to the module. Some improvements included adding a glossary containing a list of important words and their translations, varying evaluation questions to accommodate differences in students' abilities, and providing guidelines for utilizing additional media such as audio and video. The module was also strengthened by providing a project-based assessment rubric to evaluate students' productive skills in speaking and writing. (EVA, 2022)

These improvements make the module more comprehensive and flexible for use in various learning conditions. With additional media and more detailed usage guidelines, teachers can adapt the module more freely to suit class needs. Students also gain a richer learning experience, as learning is no longer limited to written text. (Ibrahim, 2018)

CONCLUSION

Based on the research findings and the development process conducted, it can be concluded that the thematic Arabic language module based on local wisdom at Dayah Darul Fitiyan Banda Aceh is effective in enhancing students' understanding, participation, and motivation in learning Arabic. This approach has proven successful in bridging the gap between Arabic language material and the social and cultural realities familiar to the students' daily lives. The use of local themes such as peusijek, gotong royong, adab bertamu, and kenduri maulid provides space for santri to learn Arabic in a contextual, meaningful, and character-building manner. Expert validation shows that the

module is highly suitable for use, and classroom trials demonstrate an increase in santri's active involvement in learning activities.

Thus, the development of locally-based modules not only enhances the quality of Arabic language learning but also contributes to the preservation of culture and the strengthening of local Islamic identity. This module can serve as a model for developing alternative teaching materials in other Islamic boarding schools, particularly in Aceh, which has a rich cultural heritage and strong Islamic traditions. It is hoped that this module can continue to be refined and expanded to cover other relevant themes, and supported by additional learning media such as audio, video, or digital platforms to make it more adaptive to the evolving times and the needs of today's students.

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