



Integrating the Whoop It Up Strategy with the AIR (Auditory, Intellectually, Repetition) Learning Model in Arabic Language Learning

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Abstract

This research comprehensively describes implementing the "Whoop it Up" strategy in Arabic language learning integrated with the AIR model (Auditory, Intellectually, Repetition) Learning Model in Arabic Language Learning at MT's Bilingual NU Pucang. The research employs a qualitative descriptive approach through detailed observation and analysis, enhancing active student engagement, peer interaction, and reflection on the learning material. Within the AIR model, Arabic language learning goes beyond a passive process, involving students actively in language use, encouraging peer interaction, and fostering reflection on their understanding of the material. The combination of these two approaches offers diverse advantages. It can create a more engaging and interactive learning experience. At the same time, the AIR model provides additional structure and resources to support student understanding to create a dynamic learning environment, motivating students to participate actively and providing a holistic learning experience in comprehending and using the Arabic language. This research contributes valuable insights to develop innovative and effective teaching methods in the context of Arabic language learning.

Keywords: *Whoop It Up Strategy, AIR Learning Model, Arabic Language Learning*

Introduction

Learning is a complex process that occurs within every individual throughout their life. Learning happens due to the interaction between a person and their environment. Therefore, learning can occur anytime and anywhere. One indication that someone is learning is the change in their behavior, which might be caused by changes in their knowledge, skills, or attitudes (Riadi, 2020).

The learning process is closely related to a specific teaching approach to ensure that learning happens effectively, joyfully, and meaningfully. The teaching approach represents a perspective in teaching and learning, providing a general framework that inspires, strengthens, and serves as a theoretical background for teaching methods (Hasyim et al., 2023). Teaching and learning involve conveying a message from the source to the receiver using specific methods or media. The use of instructional media is not fully implemented in every school, partly due to the limitations in facilities provided by schools (Iswanto, 2017).

Arabic language holds a significant position in the education sector, especially in Islamic educational institutions, both public and private, at various levels and programs. Arabic language learning encompasses linguistic elements, language skills, and cultural aspects. Linguistic elements include grammar (*qawâ'id al-lughah*), vocabulary (*mufradât*), pronunciation, and spelling (*ashwât 'arabiyyah*). Language skills include listening skills (*mahârat al-istimâ'*), speaking skills (*mahârat al-kalâm*), reading skills (*mahârat al-qirâ'ah*), and writing skills (*mahârat al-kitâbah*). Cultural aspects involve the meaning contained within oral and written texts (Siraj, 2018).

In the process of teaching Arabic, teachers should employ engaging teaching strategies. When selecting a suitable strategy for teaching Arabic, teachers must consider what abilities they want to impart to their students, what goals they want to achieve, and whether the materials taught align with the chosen media (Taufik et al., 2023). The limited availability of instructional media and the teachers' inability to create these media on the other have led to the prevalence of lecture-based teaching methods. This situation is far from advantageous. The limited use of learning technology tools in classrooms is suspected to be one of the reasons for the generally low quality of education. This is especially felt in religious studies, particularly in Arabic language classes, where media utilization in teaching has not been optimized (Ahmala, et al., 2021).

Learning Arabic with the AIR (Auditory, Intellectually, Repetition) model (Lestari and Setiaji, 2022) sometimes tends to make students feel bored and less comprehend the material delivered by the teacher, even though various media have been used in the learning process. This learning model, which emphasizes auditory, intellectual, and repetition approaches, can pose challenges when not presented in an interesting and relevant manner (Furoidah, 2020). Some students may find themselves burdened by the dominant repetitive approach in the AIR model, leading to a lack of interest and engagement. Despite the application of various media, the diversity may not be sufficient to break the monotony of learning, causing students to not be fully engaged in the Arabic language learning process. Therefore, a review and adjustment in using the AIR model are necessary to make the learning more dynamic and optimally stimulate students' interest and understanding.

Learning Arabic using innovative strategies such as multiple intelligence (Shodiq, 2018), expository strategies (Rezki, et al., 2022), framework strategies (Sutaman and Febriani, 2021), self-regulated learning strategies (Samin et al., 2022) and PAIKEM GEMBROT games (Rihlasyita and Rahmawati, 2022) has the potential to create a delightful learning experience, enhancing student motivation, interest, and tapping into

their creativity. One innovative strategy that can be applied is the use of learning technologies, such as interactive applications and online platforms specifically designed to facilitate Arabic language learning. The integration of engaging media, such as animated videos, music, and educational games in the learning process, provides variety and stimulates student engagement. Additionally, a contextual learning approach can be adopted, where students are encouraged to associate the use of the Arabic language with real-world situations, enriching their understanding and triggering intrinsic interest. Emphasizing collaborative learning methods, such as group projects or interactive simulations, can also build students' social skills while enhancing their understanding of the Arabic language. By implementing these innovative strategies, Arabic language learning can become more dynamic, challenging, and inspire students to participate in the learning process actively (Sarip, 2019).

Based on observations conducted in the Arabic language learning process at MTs Bilingual NU Pucang, it was found that students often did not pay attention to the teacher's explanations. This lack of engagement was evident when the teacher asked questions, as most students did not respond. During the lessons, many students lacked motivation to participate and were busy with their own activities. Thus, teachers need to stimulate students' motivation in learning Arabic. One way to achieve this is by using attractive instructional media. Considering the aforementioned background, this research aims to explore the impact of teaching strategies and instructional media on students' *mahârat al-kalâm* (speaking skills) in Arabic language lessons for the 7th grade at MTS Bilingual NU Pucang.

Based on the aforementioned issues, the researcher aims to integrate the innovative "Whoop it up" strategy with the AIR (Auditory, Intellectually, Repetition) learning model to assess student responses in Arabic language learning at MTs Bilingual NU Pucang Sidoarjo. The "Whoop it up" strategy is known for its emphasis on student engagement through profound and meaningful activities, while the AIR learning model is designed to stimulate various learning modalities, including auditory, intellectual, and repetition approaches. The integration of these two approaches is expected to create a holistic learning experience, maximizing student engagement in auditory, intellectual, and repetitive aspects. This research aims to evaluate the extent to which the integration of the "Whoop it up" strategy with the AIR model can enhance students' understanding, motivation, and interest in learning Arabic at MTs Bilingual NU Pucang Sidoarjo. Thus, this study is expected to positively contribute to develop effective and engaging learning methods in the context of Arabic language education.

Method

This research employs a qualitative descriptive research method to investigate the integration of innovative Arabic language learning strategies using the AIR model in class 7.2 of MTs Bilingual NU Pucang Sidoarjo. The research population comprises students from class 7.2 who are engaged in learning Arabic using the innovative "Whoop It Up" strategy. The qualitative approach was chosen to gain in-depth insights into the learning context, focusing on students' experiences and responses to the use of this strategy (Anggito, 2018).

Data collection was carried out through various techniques, including direct classroom observations, documentation of learning outcomes, interviews with teachers and students, and questionnaires (Berlian 2008). Observations were used to observe the interaction between teachers and students directly, while documentation recorded learning outcomes and students' work produced through the learning strategy. In-depth interviews with teachers and students were used to gain a profound understanding of their experiences in learning Arabic using the "Whoop It Up" strategy. Additionally, questionnaires were utilized to obtain students' responses to learning Arabic with this innovative strategy. Through this approach, the research aims to provide a comprehensive overview of the effectiveness of integrating innovative Arabic language learning strategies using the AIR model in the learning environment of class 7.2 at MTs Bilingual NU Pucang Sidoarjo.

Data collection in this research was carried out through documentation to obtain data on students' Arabic language subject grades, and questionnaires to gather data on students' use of media and learning motivation. The research instruments utilized a questionnaire with a checklist model and a Likert scale, where respondents placed a checkmark (✓) in the answer column corresponding to the 4-point scale: 1) Strongly Agree (SA) with a score of 4, 2) Agree (A) with a score of 3, 3) Disagree (D) with a score of 2, and 4) Strongly Disagree (SD) with a score of 1. These options were tailored to the conditions experienced and faced by the respondents (Anggito, 2018).

Result and Discussion

AIR learning model

The AIR (Auditory, Intellectually, Repetition) learning model is one of the cooperative learning models (Hasyim et al., 2023), encompassing the characteristics of cooperative learning within its framework. Cooperative learning involves learning strategies where students work in small groups, each with varying levels of ability (Maswani et al., 2023). The AIR model considers three essential aspects for effective learning: Auditory, Intellectually, and Repetition (Haerullah, 2017).

Auditory refers to the use of the sense of hearing in learning through activities such as listening, speaking, presentations, arguments, expressing opinions, and responses. Intellectual learning involves thinking and problem-solving skills, training students to reason, create, solve problems, construct, and apply knowledge. Repetition emphasizes the importance of repeating learning tasks to deepen understanding. This includes practicing exercises, assignments, and quizzes. (Taemnanu et al., 2022)

In this model, teachers optimize auditory senses by encouraging activities like listening, speaking, presenting, arguing, expressing opinions, and responding, creating an active learning environment. Intellectual learning involves training students to think critically, solve problems, and apply knowledge, linking mental, physical, emotional, and bodily experiences to create new meanings. Repetition, a fundamental principle of learning, involves repeating experiences to enhance various mental faculties. Conditioning psychology theory highlights the conditioning of behaviors and learning as efforts to encode a response to stimuli (Fahmi, 2014; Tibahary, 2018).

The steps of the Auditory, Intellectually, Repetition (AIR) learning model are as follows (Andriyanto, 2016):

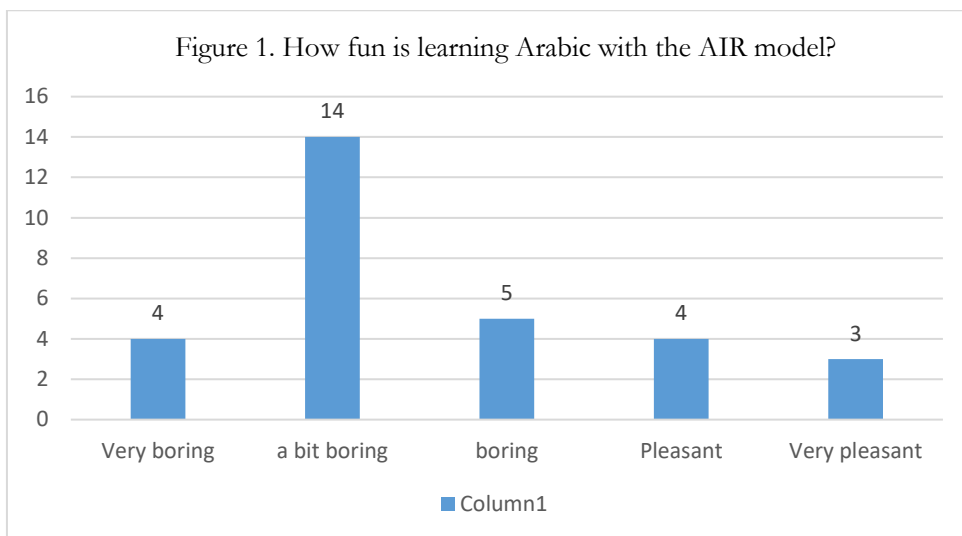
1. Auditory Phase:
 - Teachers divide students into small groups, distribute worksheets for group work, and allow students to ask questions about the worksheet content.
 - Students gather in their assigned groups, receive worksheets, work collaboratively, and ask questions about the worksheet content.
2. Intellectual Phase:
 - Teachers guide student groups in discussing the worksheets, allowing groups to present their work, and providing opportunities for other groups to ask questions and express opinions.
 - Students work collaboratively on the worksheets, referring to given examples, present their work, answer questions, and defend their results.
3. Repetition Phase:
 - Teachers provide individual practice exercises to students, guiding them to summarize the material covered verbally.
 - Students work on individual exercises provided by the teacher and verbally summarize the material covered.

This approach ensures a comprehensive learning experience by integrating auditory, intellectual, and repetitive elements, facilitating effective understanding and retention of the subject matter (Andriyanto, 2016).

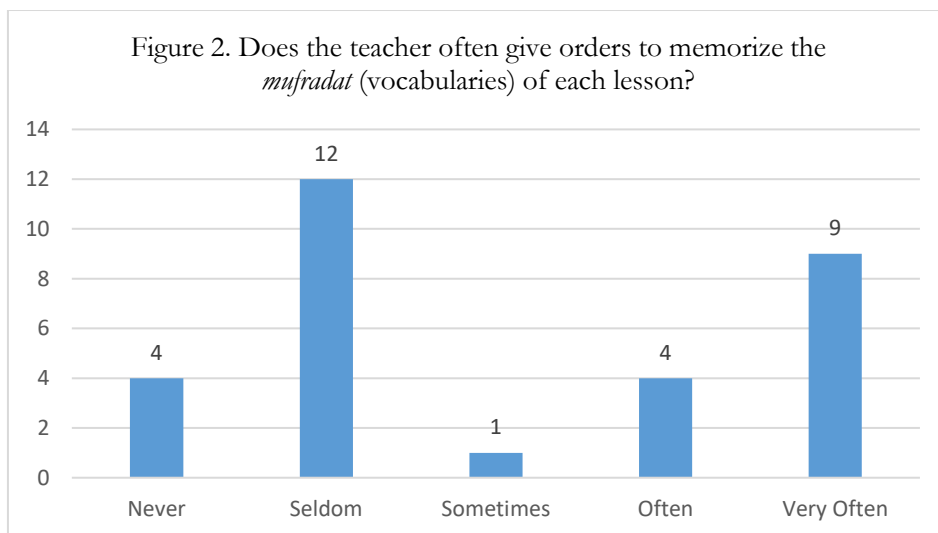
Arabic language learning with the AIR model

Learning Arabic using the Auditory, Intellectually, Repetition (AIR) model in class 7.2 of MTs Bilingual NU Pucang, Sidoarjo (“MTs Bilingual NU Pucang Sidoarjo,” n.d.), creates an innovative and interactive learning experience. The AIR model provides a personalized approach, allowing each student to learn at their own pace. Through this technology, students can access in-depth Arabic language learning materials tailored to their needs. Additionally, AIR offers various additional learning resources, such as videos, audios, and interactive activities, enhancing students' understanding of the Arabic language and its culture (Arifin et al., 2023). With the implementation of this advanced technology, students are expected to acquire Arabic language skills more effectively and enjoyably, positively impacting their academic progress and personal development (Rasyid, 2023).

The student response to learning Arabic with the Auditory, Intellectually, Repetition (AIR) method at MTs Bilingual NU Pucang, Sidoarjo, is somewhat less motivating in the *mabârat al-kalâm* (speaking) aspect. In the questionnaire provided by the researcher, the obtained data shows the following:

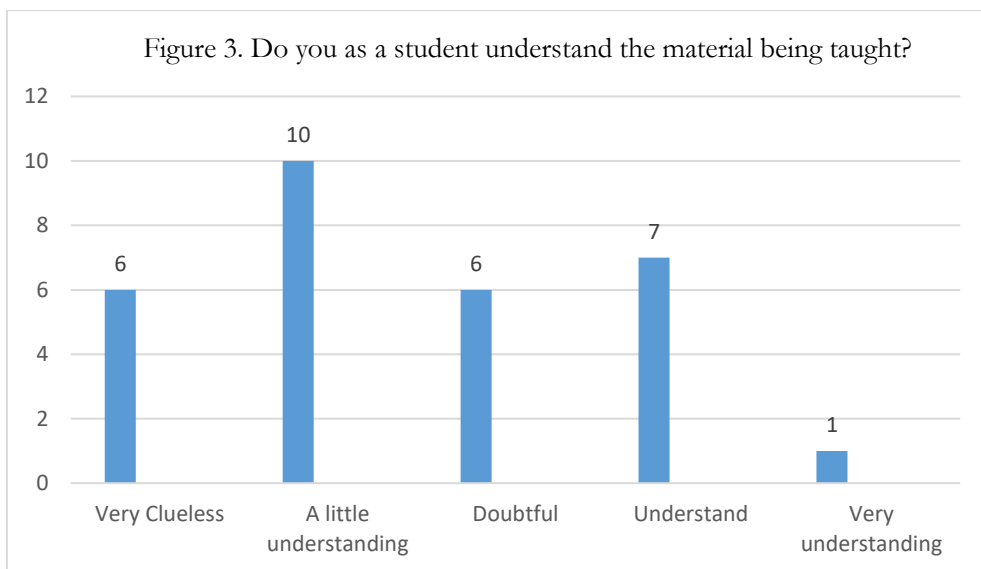


The survey results show variations in students' responses to Arabic language learning with the (AIR) method at MT's Bilingual NU Pucang, Sidoarjo. Four students described their experience as "very unpleasant." On the other hand, the majority of students, twelve in total, felt that learning Arabic with the AIR method was an "unpleasant" experience. Additionally, five students considered this learning to be "slightly enjoyable," and four found it "enjoyable." Nevertheless, three students stated that the experience of learning Arabic with the AIR method was considered "very enjoyable."



In the context of learning Arabic with the Auditory, Intellectually, Repetition (AIR) model in class 7.2, there are 30 students who provided responses regarding the delivery of memorization materials by the teacher. The survey results indicate that 4 students (13%) stated that they never receive memorization materials, while 12 students (40%) expressed that they rarely receive this type of material. Only 1 student (3%) mentioned that they sometimes receive memorization materials.

On the other hand, 4 students (13%) stated that they often receive memorization materials, and 9 students (30%) mentioned that they receive this type of material very often. Although some students appear to respond positively to the frequency of memorization material delivery, a portion of students, namely 13% of the total respondents, feel uncomfortable with this method. Therefore, teachers need to understand the variation in student preferences and needs and adopt a more diversified approach to ensure that learning Arabic with the AIR model remains a positive and inclusive experience for all students.



The students' understanding in learning Arabic with the Auditory, Intellectually, Repetition (AIR) model shows a range of responses. Six students (20%) stated that they were unfamiliar with the AIR method's material, while ten students (33%) mentioned that they did not understand. Another six students (20%) felt somewhat unfamiliar with the taught material.

However, some students demonstrated a better understanding of this learning approach. Seven students (23%) stated that they understood the material taught using the AIR model, and one student (3%) even felt very understanding. The variation in the level of understanding highlights the need for a more differentiated approach in Arabic language learning with the AIR model, taking into account students' individual needs and learning styles. Through these efforts, it is hoped that students' understanding can be improved overall, creating a more positive and effective learning experience.

Whoop It Up Learning Strategy

A learning strategy is a method or approach used by educators to teach students effectively, maximizing their understanding and retention of the subject matter. The choice of learning strategies should be tailored to the learning objectives, classroom context, and student needs. Integrating various learning strategies is often effective in accommodating diverse learning styles and goals (Khotiah, 2020).

An innovative game-based learning strategy, known as "Whoop It Up," utilizes game elements in the learning process to enhance student motivation, engagement, and understanding. The "Whoop It Up" strategy is an enthusiastic approach aimed at increasing student involvement in learning. In this context, (Mustaqimah, 2018) games and competitions are used as tools to motivate students and encourage active participation. "Whoop It Up" allows students to experience the thrill of accomplishment and joy when they successfully complete tasks or challenges within the game. This approach often involves the use of cheers and positive encouragement from teachers or fellow students when students achieve goals in the game. Thus, "Whoop It Up" creates an energetic and enthusiastic learning environment that can help students learn more effectively while keeping their motivation high (Haerullah, 2017).

Here are some steps you can follow to implement the "Whoop It Up" learning strategy in game-based learning:

- 1) Select an Appropriate Learning Context:
 - Identify the subject matter or topic suitable for applying the "Whoop It Up" strategy.
- 2) Design Challenging Games or Activities:
 - Create games or activities that actively involve students. Ensure the challenges in the game require an understanding of the subject matter.
- 3) Organize Student Teams or Groups:
 - If possible, divide students into small teams or groups. This allows for cooperation and healthy competition.
- 4) Set Goals and Rules:
 - Clearly explain the game objectives and applicable rules to the students. Ensure students understand what is expected of them.
- 5) Introduce "Whoop It Up" Elements:
 - Explain to students that during the game, they will have the opportunity to provide positive responses such as cheers, applause, or encouraging words to fellow students when they achieve milestones or answer questions correctly.
- 6) Practice Cheers and Enthusiasm:
 - Train students to give cheers and positive encouragement with enthusiasm. You can demonstrate first and then ask students to practice.
- 7) Start the Game:
 - Begin the game or activity. Ensure to monitor and provide feedback during the game to maintain high spirits.
- 8) Facilitate Post-Game Discussions:
 - After the game ends, discuss what they learned and how they felt during the game with students. This provides an opportunity to reflect on the learning concepts.
- 9) Evaluate Learning Outcomes:
 - Consider giving a test or evaluation task after the game to measure students' understanding of the subject matter.
- 10) Reflect Together:
 - Invite students to reflect together on their experiences with the "Whoop It Up" strategy. Ask them if they felt more motivated and engaged during the learning process.
- 11) Continuity and Improvement:
 - Continue practicing and developing skills in applying the "Whoop It Up" strategy. Adjust games and challenges according to students' needs and understanding levels.

It is essential to strike a balance between enthusiasm and competition in games while focusing on learning objectives. The "Whoop It Up" strategy can enhance student motivation and help them better grasp learning concepts (Nurcholis et al., 2023). The "Whoop it up"

innovative strategy has several advantages that can be drivers of success. Firstly, this approach encourages creativity and a spirit of innovation among the team. This strategy can bring about unique and out-of-the-box solutions by providing the freedom to be expressive and bold in new ideas. Additionally, the spirited and positive atmosphere generated by the "Whoop it up" strategy can enhance team motivation and productivity (Lubis, Yunaldi, and Yunita, 2021).

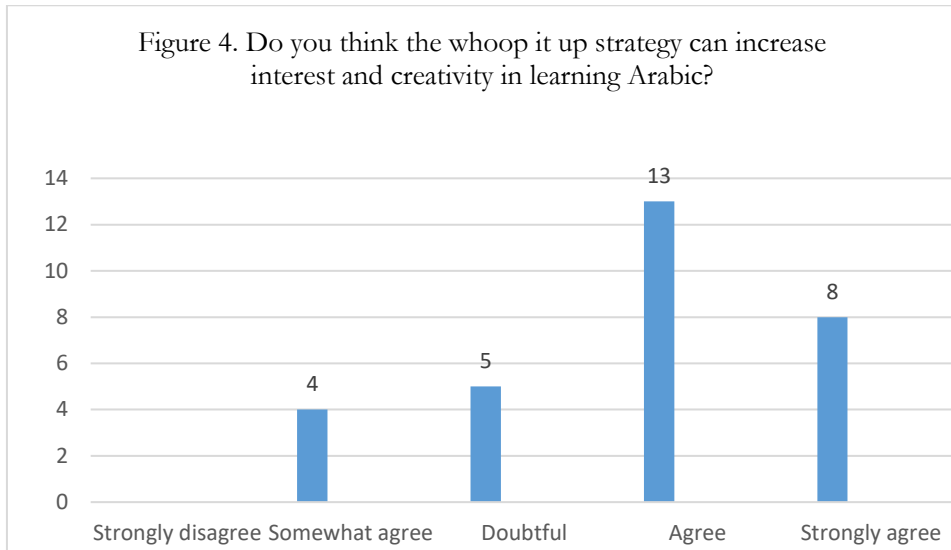
However, this strategy also has some drawbacks that need to be considered. Firstly, the risk of losing business focus may increase when the team is too focused on the creative and entertainment aspects, neglecting the core strategic goals of the company. Furthermore, not all individuals may feel comfortable or productive in an overly expressive environment, leading to an imbalance in team participation. Lastly, the "Whoop it up" strategy may not be suitable for all types of businesses or industries, especially those requiring a more serious and structured approach.

In formulating innovative strategies like "Whoop it up," it is important to understand the unique needs and characteristics of the team and business to ensure that the advantages are maximized while weaknesses are minimized or addressed. The "Whoop it up" strategy plays a crucial role in formulating innovative strategies within a Team Game Tournament. This approach emphasizes creativity and a positive spirit within the team dynamics, which can serve as a strength in achieving collective goals. In a team game tournament, this strategy can provide the energy needed to enhance team resilience and focus during the competition.

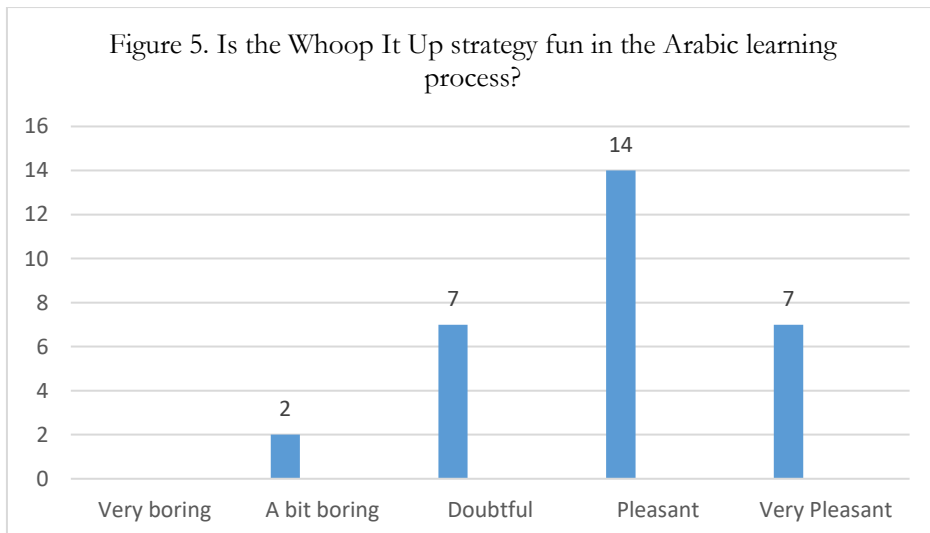
The advantages of the "Whoop it up" strategy in a Team Game Tournament include fostering a high team spirit. Expressiveness and courage in innovation help the team think outside the box, creating unique and unexpected strategies. Moreover, the positive atmosphere brought about by this strategy can build strong working relationships and motivate team members to give their best (Tibahary, 2018). However, it's important to note that the "Whoop it up" strategy also comes with challenges. Overemphasizing the creative and expressive aspects may lead to a lack of structure and planning necessary in a tournament. Therefore, balancing innovative spirit and strategic needs is crucial in attaining victory in a Team Game Tournament (Samin, Akzam, and Supriady, 2022). By understanding the strengths and weaknesses of the "Whoop it up" strategy in the context of a team game tournament, teams can optimize their innovative potential while still maintaining focus on the main objectives of the tournament (Eltahir et al., 2021).

Integrating Arabic language learning with the AIR model and the Whoop It Up Strategy

Arabic language learning in class 7.2 of MTs Bilingual NU Pucang, Sidoarjo, adopts the innovative "whoop it up" strategy to enhance the effectiveness of learning. This strategy emphasizes interactivity and active student participation in *mahârat al-kalâm* (speaking skills). By implementing "whoop it up," teachers can create a dynamic learning environment supporting students' creativity in everyday Arabic. Student responses to this strategy vary; some may face initial challenges, while others feel more confident and capable of expressing themselves better in Arabic. With this innovative approach, it is expected that Arabic language learning in class 7.2 of MTs Bilingual NU Pucang will become more effective and ignite students' motivation and interest in the learning material (Yulianti, 2019).

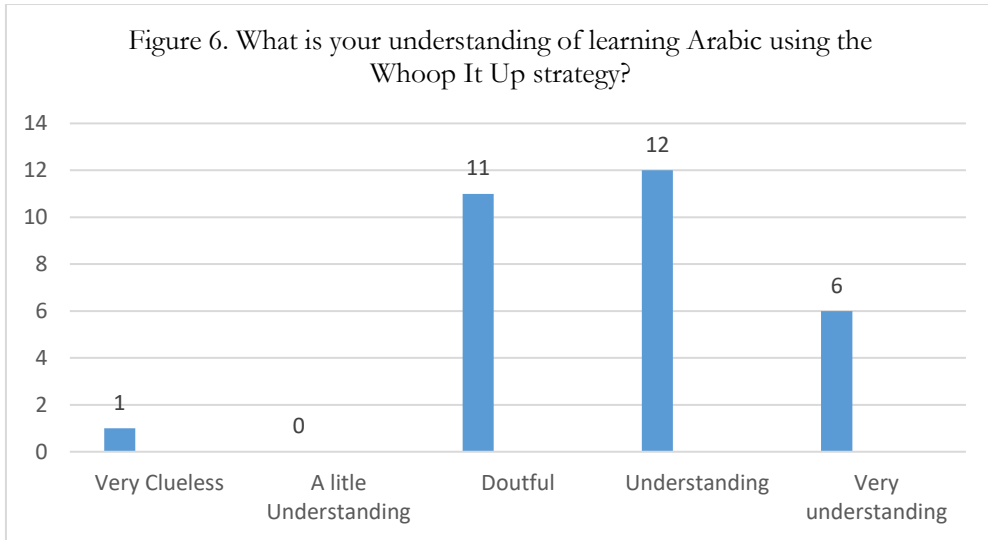


In the context of learning Arabic using the "whoop it up" strategy, there are diverse responses from students regarding their proficiency in *mahârat al-kalâm* (speaking skills). Out of 30 participating students, four students (13%) stated that they cannot perform *mahârat al-kalâm* effectively. Five students (17%) feel they have some proficiency, while thirteen students (43%) believe they are capable enough. On the other hand, eight students (27%) feel highly proficient in *mahârat al-kalâm*. The variation in these responses indicates that implementing the "whoop it up" strategy can positively impact the development of students' speaking abilities, although some may still face challenges. Therefore, further attention is needed to support students who may require additional assistance in optimizing their *mahârat al-kalâm* in Arabic language learning.

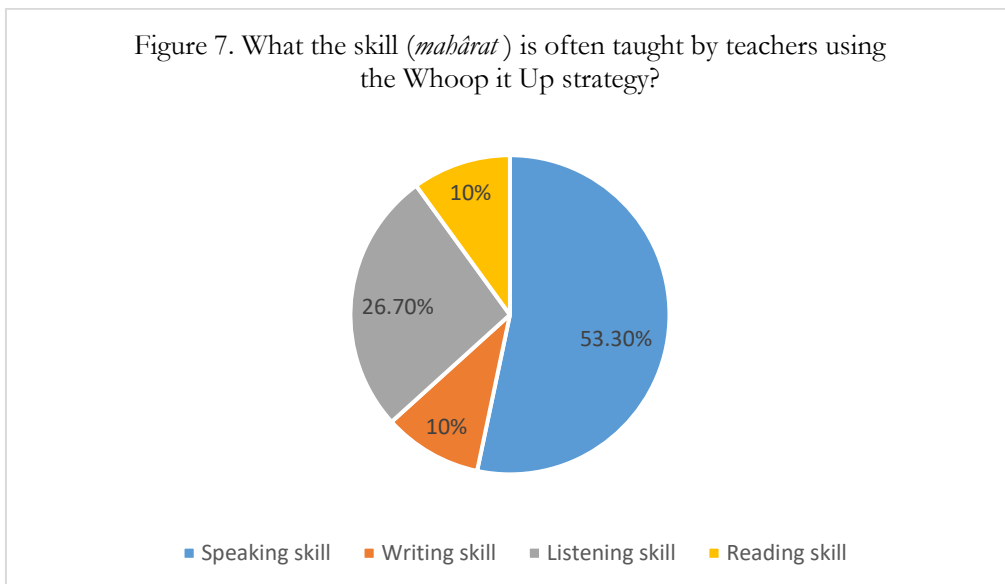


Learning Arabic using the "whoop it up" strategy is considered an enjoyable experience by the majority of students. Out of 30 participating students, two (7%) stated that they found it boring, while seven (23%) found it slightly boring. Conversely, the majority, consisting of 14 students (47%), expressed that the learning experience was

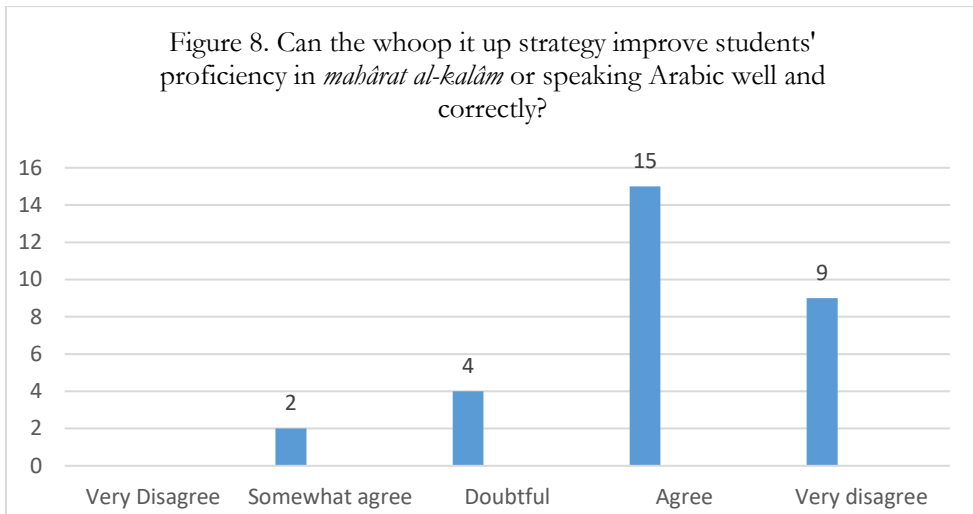
very enjoyable, and seven students (23%) even found it to be extremely enjoyable. The predominantly positive response from the students indicates that this method is effective in creating an interactive and engaging learning atmosphere, providing a positive boost to students' motivation and participation in Arabic language learning.



In learning Arabic using the "whoop it up" strategy, there is a variation in the level of understanding among students. One student (3%) stated that they are very unfamiliar with the material taught, while eleven students (37%) admitted to having a slightly unclear understanding of the material. On the other hand, twelve students (40%) felt sufficiently familiar with the taught material, and six students (20%) even stated that they are very familiar with the material. These results indicate that while some students may face challenges in understanding the material, most feel they have an adequate or even high level of comprehension when participating in Arabic language learning using the "whoop it up" strategy.



The "whoop it up" strategy, which focuses on *mahârat al-kalâm* (speaking skills), is significantly emphasized in Arabic language learning, with 53 percent of students stating that they are frequently taught using this method. This approach aims to enhance students' communicative abilities in Arabic through interactive techniques that support active participation. With more than half of the students regularly receiving instruction in *mahârat al-kalâm*, the "whoop it up" strategy strongly emphasizes the practical and speaking aspects of Arabic language learning, creating a dynamic and relevant learning experience for the students.



The "whoop it up" strategy has proven to enhance students' proficiency in *mahârat al-kalâm* (speaking skills), with most students providing positive feedback on its impact. Out of 30 participating students, two students (7%) stated that this strategy did not significantly influence their speaking abilities. Four students (13%) felt it had a slight impact, while fifteen students (50%) reported that the "whoop it up" strategy had a positive influence. Furthermore, nine students (30%) stated that this strategy had a very significant impact on improving their speaking skills. These results reflect that implementing the "whoop it up" strategy can notably positively impact the development of students' speaking proficiency in the Arabic language.

Conclusion

Several aspects need attention Based on the Arabic language learning situation with the AIR learning model in class 7.2 of MTs Bilingual NU Pucang, Sidoarjo. Student responses indicate that this learning experience tends to be less enjoyable, with feelings of boredom and a lack of understanding of the material. Teachers who frequently assign memorization tasks seem to contribute to this less enjoyable perception. An approach overly focused on memorization can make students feel monotony and less motivated in the learning process. Therefore, a review of teaching strategies is needed, possibly considering a more diverse and interactive approach to enhance student engagement. Furthermore, additional efforts may be required to understand the needs and preferences of students so that learning can be more effectively tailored. Through adjustments in teaching strategies and the integration of more engaging elements, it is

hoped that a more enjoyable and motivating learning environment can be created for students to master the Arabic language.

Integrating Arabic language learning using the "whoop it up" strategy with the Auditory, Intellectually, Repetition (AIR) learning model creates a balanced and holistic approach to the learning process. The "whoop it up" strategy specializes in *mahârat al-kalâm* (speaking skills), motivating students to use Arabic in their daily lives actively. Meanwhile, the AIR model provides a strong foundation through auditory, intellectual, and repetition approaches, ensuring that students memorize and deeply understand Arabic language concepts. The combination of these two approaches offers diverse advantages. Integrating the "whoop it up" strategy can create a more engaging and interactive learning experience, while the AIR model provides additional structure and resources to support student understanding. Students' positive responses to the "whoop it up" strategy in enhancing *mahârat al-kalâm* synergize with the personalized AIR approach, enabling students to learn at their own pace. Integrating the "whoop it up" strategy with the AIR model provides a comprehensive learning approach, reinforcing various aspects of Arabic language skills and positively impacting student motivation and participation in learning.

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