



THE RELATIONSHIP BETWEEN MADRASAH AND TEACHER LEARNING STYLE WITH ARABIC LEARNING OUTCOMES

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Abstract

The main problem in this study is the madarasah environment, namely the classrooms that do not match the number of students at MTs Negeri 1 Pasaman Barat. It causes the students undergo the teaching and learning process in the madrasah hall and in the library room, incomplete learning equipment, and the absence of student cooperatives. The monotonous teaching style results low student achievement, as there are teachers who are still not optimal in providing variations in teaching styles in the teaching and learning process. For this reason, researchers are interested in seeing the relationship between the madrasah and the teaching style of teachers on learning achievement in Arabic. This study used quantitative methods with a correlation research design and an ex post facto design approach. The sampling technique was stratified random sampling. While the data collection techniques used questionnaires and documentation. Data processing techniques using analysis requirements testing and hypothesis testing. The results showed that the madrasah had a significant relationship with Arabic learning achievement at MTs Negeri 1 Pasaman Barat, namely 22.8%, while 77.2% was influenced by other variables. The two teaching styles had significant relationship with Arabic learning achievement by 12.9%, while 87.1% were influenced by other variables, the three madrasah environments and teacher teaching styles jointly affect Arabic learning outcomes by 21.4% and 78.6% more influenced by other variables. Based on the results of multiple regression analysis, there was a relationship between the madrasah environment and the teaching style of teachers together on Arabic learning achievement where $F_{count} > F_{table}$ is $4.439 > 2.200$, then statistically H_a was accepted and H_0 was rejected.

Keywords: Arabic teaching; learning outcomes; environment

INTRODUCTION

Arabic Learning still has some problems at various educational institutions such as problems related to subject matter (Rifa'i et al., 2021), learning methods (Ansyah et al., 2020), strategies, (Al-Busaidi, 2015; Mei et al., 2017; Elttayef, 2017) even aspects of



educators, (El-Omari & Bataineh, 2018) students and available facilities. (Carless, 2013). There are various learning models stated by researchers and observers of education in general and Arabic learning in particular, these models can be adapted to the needs and conditions in which the learning takes place.

To improve Arabic learning outcomes, many efforts can be made by teachers, as an innovator (Ramadhah et al., 2018), teachers should have creativity to set the learning environment (Ghenghesh, 2010), especially when it comes to learning Arabic, teachers are required to revive the nuances of Arabic in the Madrasah environment (Musyafa'ah, 2016), because of the language environment, has a role in improving the language skills of students (Orena et al., 2019).

Not only limited to environmental modification, teachers are also required to have skill in using learning methods, media and resources, resulting in a variety of teacher teaching styles and will certainly result in an increased enthusiasm for students (Triarisanti & Purnawarman, 2019), and if the enthusiasm for learning has emerged then automatically will improve learning outcomes (Demchuk et al., 2015).

Learning outcomes are student achievement as a whole that is an indicator of basic competencies and the degree of behavior change concerned (Bae & Kokka, 2016). Learning assessment must be done through tests in order to increase student participation and participation (Cebrián et al., 2020), as well as seeing student competence as learning outcomes (Sönmez, 2017). Interest in the study of the learning process is based on the desire to provide teaching services with maximum results. Bloom classifies learning achievement into three domains, namely cognitive, attitude, and psychomotor domains (Octoria et al., 2016; Atiullah et al., 2019). Each domain can be further classified further, the cognitive domains are classified into six, namely knowledge, understanding, application of analysis, synthesis, and evaluation (Hoque, 2016; Nurfirdaus & Hodijah, 2018).

The midterm test scores of 7th-9th grade VII-IX 2017/2018 students in Arabic learning was found that there were still many students who scored below the KKM. Here it can be seen that the results of learning Arabic are less than optimal, many students got scores below the KKM set by the madrasah, namely the KKM for 7th grade was 78 while the KKM for 8th and 9th grade was 80. The lowest student scores are 50-65. Based on this, it can be seen that there are still many students whose grades have not been completed. Therefore, it is necessary to know the causes of the low student achievement at MTs Negeri 1 Pasaman Barat.

The madrasah environment is one of the factors that influence learning achievement that comes from outside the student himself. The madrasah environment is all things that are influential and meaningful to the individual (Stadler-Altmann, 2015). The classroom environment, for example, includes elements of teachers, learning facilities, learning support infrastructure, equipment and supplies related to students. The environment of the student madrasah in the past will also greatly influence the learning achievement of students in the new madrasah.

Based on observations made by the author at MTs Negeri 1 Pasaman Barat, there were limitations in several matters related to the madrasah environment, one of which was the classrooms that did not match the number of students so that students went through the teaching and learning process in the madrasah hall and in the library room, learning equipment. which is incomplete, and the absence of a student cooperative that provides



photocopiers and printers that are needed by students and the various physical and social situations around the madrasah that may affect student achievement.

The use of this research in the learning process is to increase the ability to use variations in teaching styles, which is one of the basic abilities a teacher must have. The importance of this title is investigated to apply variations in teaching which are solutions that can be used by teachers to overcome boredom and increase enthusiasm and participation in the learning process, ultimately lead to an increase in student achievement.

METHOD

This research was conducted at MTs Negeri 1 Pasaman Barat located at Jl. Tangsi Lama No.7 Pasar Baru Subdistrict, Sei Beremas District, West Pasaman Regency. West Pasaman Regency has 62 Madrasah Tsanawiyah consisting of 3 State MTs and 59 Private MTs which are spread across various sub-districts. In general, these madrasahs are under the auspices of the Ministry of Religion of West Pasaman Regency. This research was conducted from February 2019 to July 2019 in the even semester of the 2018/2019 academic year. This research procedure includes the preparation stage, implementation stage, data analysis, and preparation of research reports.

As for the population in this study were all students at MTs Negeri 1 West Pasaman 414 along with their teachers, Deputy Heads and Education Personnel. The sampling technique used was the stratified random sampling technique. The number of samples of teachers with civil servant and honorary status teaching at MTs Negeri 1 Pasaman Barat is 28 people, while the staff with civil servant and honorary status are 7 people. The principal is concurrently a teacher of the SKI study. The total number is 35 people. Through the formula proposed by Slovin, the research sample numbered 80 consisting of Class VII, VIII and IX.

This research used quantitative methods with a correlation research design. The Likert scale is a bipolar scale method that measures both positive and negative responses to statements. Four choice scales were used for Likert scale questionnaires which force people to choose one pole because a "neutral" option is not available.

The data collection tool used in this study was a questionnaire. Researchers prepared various data about the madrasah environment and teacher teaching styles. The questionnaire in this study is a closed questionnaire, meaning that the respondent immediately answers the answers provided by publishing(X) on the chosen answer. Before being used first, the instrument is tested in order to obtain valid and reliable instrument items through implementation, namely; 1) Testing the instrument and 2) Testing the research instrument.

The techniques used in data collection consisted of questionnaires and documentation. The questionnaire in this study was given to students to find out indicators of various kinds of madrasah environments and teacher teaching styles using an alternative Likert scale, namely Always, Often, Sometimes, Rarely and Never. Documentation is used to find out the results of learning Arabic, so the document referred to in collecting this data is taking the documents available at the madrasah related to Arabic learning outcomes. The data analysis technique used was correlational analysis by performing a normality test, homogeneity test and linearity test.

RESULT AND DISCUSSION

Data Description

1) Arabic Learning Outcome (Y)

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The Arabic learning outcomes of students at MTs Negeri 1 Pasaman Barat was the dependent variable (Y). To find out the scores of student learning outcomes in Arabic subjects, the authors conducted a documentation study of the grades of grade promotion report cards. The explanation of the Arabic learning outcomes of students at MTs Negeri 1 West Pasaman, the interpretation and analysis was calculated using the SPSS version 22 program. From the statistical calculation of the Y variable, the results of the range, minimum, maximum, mean, standard deviation and variance can be obtained. the high result of learning Arabic students.

Table 1. Descriptive Statistics of Arabic Learning Outcomes(Y)

N	Valid	80
	Missing	0
Mean		77,3571
Std. Error of Mean		,69579
Median		77,0000
Mode		74,00 ^a
Std. Deviation		6,37700
Variance		40,666
Range		26,00
Minimum		69,00
Maximum		95,00
Sum		6834,00
a. Multiple modes exist. The smallest value is shown		

Source : SPSS version 22

Descriptive statistics of Arabic learning outcomes at MTs Negeri 1 Pasaman Barat. Based on the table above, it can be explained that N or the number of valid data was 80 while the missing data was zero, it means that all data were processed. The mean or average learning outcome in Arabic was 77.35. The median or midpoint was 77. The score that appears the most was 81. Then the minimum data was 69 and the maximum data was 95 while the range was 26.

2) Madrasah Environment

The madrasah environment is one of the independent variables that influence (independent variable). To find out how the madrasah environment at MTs Negeri 1 Pasaman Barat, the authors distributed a questionnaire on the madrasah environment that was distributed to 80 samples with 30 question items.

Table 2. Madrasah Environment Statistic Description (X1)

N	Valid	80
	Missing	0
Mean		115,6667
Std. Error of Mean		1,27302
Median		114,0000
Mode		106,00 ^a
Std. Deviation		11,66741
Variance		136,129
Range		65,00
Minimum		77,00
Maximum		144,00
Sum		9716,00





Source : SPSS version 22

The number of question items regarding the madrasah environment was 30. The average of the madrasah environment was 115.67. The median or midpoint was 114. The most data (mode) was 106. Then the minimum data was 77 and the maximum data was 144, while the range was 65.

3) Teaching Style (X2)

Teaching style is one of the independent variables that influence (independent variable). To find out how students' perceptions of the teaching style used by the research teacher, distributed a questionnaire with 54 question items.

N	Valid		80
	Missing		0
Mean			186,7619
Std. Error of Mean			2,12643
Median			191,0000
Mode			191,00
Std. Deviation			19,48903
Variance			379,822
Range			100,00
Minimum			127,00
Maximum			227,00
Sum			15688,00

Source : SPSS version 22

The number of question items about the teaching style was 54 question items. The average variation of the teaching style was 186.76. The median or midpoint is 191. The most data appearing (mode) is 191. Then the minimum data was 127 and the maximum data was 227 from ideally 270, while the range was 26.

Requirement Analysis Test

1) Data Normality Test

Table 4. Normality Test for Madrasah Environment (X1) and Teaching Style (X2) with Arabic Learning Outcomes (Y)

		Madrasah Environment	Teacher Learning Style	Learning Outcome
N		80	80	80
Normal Parameters ^{a,b}	Mean	115,6667	186,7619	81,3571
	Std. Deviation	11,66741	19,48903	6,37700
Most Extreme Differenc	Absolute	,108	,102	,097
	Positive	,070	,045	,079
	Negative	-,108	-,102	-,097
Statistic Test		,108	,102	,097
Asymp. Sig. (2-tailed)		,056 ^c	,062 ^c	,059 ^c

Source : SPSS version 22

One-Sample Kolmogorov-Smirnov Test

The table above is the normality test for the madrasah environment (X1) and the teaching style (X2) with Arabic learning outcomes, the normality test for the three



variables was carried out using the Kolmogorov-Smirnov test. Based on Table 4, it is known that the significance value for Arabic learning outcomes (Y) was 0.059, the madrasah environment (X1) was 0.056, and the teaching style (X2) was 0.062. Because the significance for all variables is greater than 0.05, it can be concluded that the variables Y, X1 and X2 were normally distributed.

2) Homogeneity Test

The homogeneity test is used to determine whether several data variants have the same or not. This test is performed as a prerequisite for the analysis of the independent samples test, T-Test and One Way Anova. The underlying assumption in analysis of variance (ANOVA) is that the variants of the population were the same.

Table 5. T- test

	N	Mean	Std. Deviation	Std. Error Mean
Madrasah environment	80	115,6667	11,66741	1,27302
Teacher learning style	80	186,7619	19,48903	2,12643
Learning outcome	80	81,3571	6,37700	,69579

One-Sample Test

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Madrasah environment	90,860	79	,000	115,66667	113,1347	118,1987
Teacher learning style	87,829	79	,000	186,76190	182,5325	190,9913
Learning outcome	116,928	79	,000	81,35714	79,9732	82,7410

Source : SPSS versionon 22

Based on the results of the T-test in the table above, it is known that the t count of learning outcomes was 116.928, the t count of the madrasah environment was 90,860 and the t count of the teacher's teaching style was 87,829. While $t_{Table, db = n - 1} = 79$. So the t_{Table} was 3,412. If $t_{Table} < t_{count}$ then H_0 was accepted, if $t_{Table} > t_{count}$ then H_0 was rejected. Based on the table above, it is known that the result of learning Arabic was $116,928 > 3,412$, the madrasah environment is $90,860 > 3,412$ and the teacher's teaching style was $87,829 > 3,412$. Therefore, it can be concluded that the madrasa environment, teaching style and Arabic learning outcomes were homogeneous

3) Linearity Test

Testing the linearity of the regression between the variables X1 to Y as the results below;

Table 6. Linearity Test of X1 to Y
 ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Learning Between (Combined) outcome Groups	1434,569	3	43,472	1,120	,353
Linearity	,957	1	,957	,025	,032
Deviation					





*	from	1433,612	28	44,800	1,154	,319
Madrasa	Linearity					
h	Within Groups	1940,717	50	38,814		
	Total	3375,286	79			

Table 7. Linearity Test of X2 to Y
ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Learning Between (Combined)	1527,702	46	33,211	,665	,906
Outcome Groups Linearity	31,920	1	31,920	,639	,029
* Deviation					
Styles from	1495,782	41	33,240	,666	,904
Educatio Within Groups	1807,583	37	49,935		
n Total	3375,286	79			

Source : SPSS version 22

The madrasah environmental linearity test (X1) with Arabic results as shown in the Table above illustrates that the significance value of linearity was 0.032. The significance was small than 0.05, it can be concluded that between the Arabic learning outcomes (Y) and the madrasa environment (X1) there is a linear relationship. Madrasah environment variables (X1) and teacher teaching style (X2) each had a linear relationship with Arabic learning outcomes. Consequently, the requirements for using statistical techniques for hypothesis met.

4) Hypothesis Test

In testing the first hypothesis, the results showed that the coefficient of determination in the Adjusted R Square column as well as the Table Model Summary was 0.228. It indicates that there was a relationship between madrasah environmental variables and Arabic learning outcomes, which was 22.8%. Meanwhile, 77.2% was influenced by other variables outside the research. This data showed that the madrasah environment has a significant effect on learning outcomes. While the t-count for the madrasah environment variable can be seen in the t column in the coefficient table above which was 3.153, while the tTable value can be found with the formula $(db) n-2$ $(80-2) = 78$ with 95% confidence level, and degrees of freedom ($\alpha = 5\%$) then tTable was 2.200.

In testing the second hypothesis based on the Table in column R, in the Table Model Summary, it is known that the coefficient of the teaching style variable was 0.197. The coefficient of determination of the teacher's teaching style variable can be seen in the Adjusted R Square column as well as the Model Summary table of 0.129. This indicates that the variable relationship between teacher teaching style and Arabic learning outcomes is 12.9%. Meanwhile, 87.1% was influenced by other variables outside the research. Based on the test criteria, if the sig value $< \alpha$ 0.05, then H_0 is rejected and H_a is accepted. It means that the teaching style of the teacher had a significant and positive relationship with the learning outcomes of Arabic. While the tcount for the teacher teaching style variable can be seen in the t column in the coefficient table above which is 2.885. While the value of T_{table} can be found with the formula $(db) n-2$ $(80-2) = 78$ with a confidence level of 95%, and degrees of freedom ($\alpha = 5\%$) then T_{table} is 2.200.





In third hypothesis test in column R in Summary Table Model, it is known that the coefficient of the madrasah environment variable and teacher teaching style was 0.104. The coefficient of determination of the madrasah environment variable and the teaching style of the teacher, see the Adjusted R Square column as well as the Summary of 0.214. It indicates that there is a significant and positive relationship between madrasah environment variables and teacher teaching styles on Arabic learning outcomes by 21.4%, while 71.6% is influenced by other variables outside the study.

This means that the madrasa environment and the teaching style simultaneously have an influence on learning outcomes in Arabic. While the F_{count} for the madrasah environment variables and teacher teaching style can be seen in column F in the coefficient table above which is 4,439. Meanwhile, the F_{table} value can be found with the formula $(df) n-k-1 (80-2-1) = 77$. Meanwhile, 2 is the number of independent variables. So the number 2 is the numerator and 77 the denominator. Then the F_{table} value was 2,200, with a confidence level of 95%, and degrees of freedom ($\alpha = 5\%$), then the T_{table} is 2,200. The comparison was $F_{\text{count}} > F_{\text{table}} 4,439 > 2,200$. The statistical data acquisition above showed the variables of the madrasah environment and the teaching style simultaneously had a positive influence on the results of learning Arabic at MTs Negeri 1 Pasaman Barat.

Discussion

Relationship between Madrasah Environment and Arabic Language Learning Outcomes at MTs Negeri 1 Pasaman Barat

The relationship between madrasah environmental variables and Arabic learning outcomes was 22.8%, while 77.2% was influenced by other variables outside the study. Based on the significance test on the Table as in the Anova column, it is known that the significance value (Probability (P) obtained was $0.001 < 0.05$. Based on the test criteria, if the sig value $\alpha < 0.05$, then H_0 was rejected and H_a was accepted. It means that the madrasah environment has an effect. The value of t_{Table} was significant for learning outcomes. While the t-count for the madrasah environment variable can be seen in the t column in the coefficient table above that was 3.153, while the t_{Table} value can be found by the formula $(db) n-2 (80-2) = 78$ with a confidence level of 95%, and degrees of freedom ($\alpha = 5\%$) then the T_{table} was 2,200.

Data acquisition of t count was greater than T_{table} that shows the rejection of H_0 and the acceptance of H_1 with a significant column $(0.001) < \alpha (0.05)$ that means that it is significant. It means that the madrasah environment has a significant and positive relationship with Arabic learning outcomes.

The madrasah environment consists of physical and non-physical environments. The physical environment in which to learn has an influence on children's learning outcomes. Teachers must be able to create an environment that fosters the development of student education. The physical environment includes the space where learning takes place, classrooms, laboratory rooms, multipurpose rooms/halls. The results of the above research is in accordance with Altmann's statement that states that the environment affects learning outcomes (Ngene et al., 2018). The same statement is also expressed by





Ngene et al that learning environment has a role in improving learning outcomes(Hawani, 2014).

The indicators of the madrasah environment in this study are the relationship between teachers and students, student relationships with other students, student learning spaces and places, class facilities, learning tools, madrasah libraries to support learning, classroom ventilation and classroom lighting. Based on the explanation above the writer can find out that the madrasah environment is physical, social and cultural, all of which can directly or indirectly affect student achievement. All madrasah parties must be able to create a good madrasah environment in order to improve student learning outcomes.

The Relationship between Teacher Teaching Style and Arabic Language Learning Outcomes at MTs Negeri 1 Pasaman Barat

When the three components are used in combination, it will increase the attention of students, arouse the desire and willingness to learn. Based on the significance test in the table above in the Anova column it is known that the significance value (Probability (P) obtained is $0.000 < 0.05$. Based on the test criteria, if the sig value $< \alpha 0.05$, then H_0 is rejected and H_a is accepted. Teaching teachers have a significant and positive relationship with Arabic learning outcomes. This statement is based on the t-count for the teacher's teaching style variable which can be seen in the t column in the coefficient table above which is 2.885. While the T_{table} value can be found with the formula $(db) n - 2 (80 - 2) = 78$ with a confidence level of 95%, and degree of freedom ($\alpha = 5\%$) then the T_{table} was 2.200.

The acquisition of T_{count} is greater than T_{table} indicates that H_0 is rejected and H_a is accepted with the significant column $(0.000) < \alpha (0.05)$ that shows a significant relationship. It means that the teacher teaching style variable has a significant and positive relationship with Arabic learning outcomes.

Thus a good learning process is reflected in the gentle interactions that occur during the learning process so that students have confidence in communicating. The success of the teacher in presenting the teaching style depends on the mental attitude and efforts of the teacher itself. In addition, teachers are guided by a certain style and creativity causes teachers to display teaching styles more effectively and efficiently

The Relationship between Madrasah Environment and Teacher Teaching Style on Learning Outcomes in Arabic

Learning outcomes are the results of student measurement that includes cognitive, affective, and psychomotor factors after participating in the learning process as measured by using a test instrument or relevant instruments. Learning outcomes are educational assessments of student progress in all things learned in school concerning the knowledge or skills stated after the research results.

The psychomotor domain includes motor skills in the form of perception, readiness, guided movements, accustomed movements, complex movements, adjustment of movement patterns and creativity. Learning outcomes are the culmination of a learning process. Student learning outcomes can include cognitive (knowledge), affective (attitude), psychomotor (behavior) aspects. In the context of the field of study



Arabic includes listening skills (*maharah al-Istima'*), communication skills (*maharah al-kalam*), reading skills (*maharah al-qiro'ah*) and writing skills (*maharah al-kitabah*).

Based on the significance test in the Table above in the Anova column, it is known that the significance value (Probability (P) was obtained $0.000 < 0.05$. Based on the test criteria it is stated that if $\text{sig} < \alpha 0.05$, then H_0 was rejected and H_a was accepted. It means the madrasah environment. and the teaching style of teachers together has a significant and positive relationship to student achievement in Arabic, while the F_{count} for the madrasah environment and teacher teaching style can be seen in column F in the coefficient table above which is 4,439. can be found with the formula $(df) nk-1 (80-2-1) = 77$. Whereas 2 is the number of independent variables. So number 2 is the numerator and 77 as the denominator. Then the F_{table} value was 2,200, with a confidence level of 95% and degrees freedom ($\alpha = 5\%$) then T_{table} was 2,200.

If F_{count} is greater than F_{table} , then statistically H_0 is rejected and H_a is accepted with the significant column ($0.000 < \alpha (0.05)$), it means significant. It means that the variables of the madrasah environment and the teaching style of teachers together have a significant and positive relationship to Arabic learning outcomes.

CONCLUSION

Based on the results and discussion, the conclusions that can be stated in this study are as follows: 1) It is proven that there was a positive and significant relationship between the madrasah environment and the learning outcomes of Arabic in MTs Negeri 1 Pasaman Barat that was 22.8%. Meanwhile, 77.2% is influenced by other variables outside the research. Because T_{count} is greater than T_{table} that was $3.153 > 2.200$, then statistically H_0 was rejected and H_a was accepted with a significant column ($0.001 < \alpha (0.05)$) that means it was significant. 2) It is proven that there was a positive and significant relationship between the teacher's teaching style and student achievement in Arabic that was 12.9%. Meanwhile, 87.1% is influenced by other variables outside the research. It is known from the fact that T_{count} is greater than T_{table} that was $2.885 > 2.200$, so statistically H_0 was rejected and H_a was accepted with a significant column ($0.000 < \alpha (0.05)$), it means significant. 3) It is proven that there was a positive and significant relationship between the madrasah environment variable and the teaching style of teachers and the Arabic learning outcomes at MTs Negeri 1 Pasaman Barat is 21.4%. Meanwhile, 71.6% is influenced by other variables outside the research. This is known because F_{count} was greater than F_{table} that was $4.439 > 2.200$, then statistically H_0 was rejected and H_a was accepted with a significant column ($0.000 < \alpha (0.05)$).

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