

# THINK PAIR SHARE METHOD IN IMPROVING ABILITY TO MEMORIZE *TASHRIF ISTILAH* IN LEARNING *SHARAF* FOR SANTRI DARUL MUTTAQIEN BOARDING SCHOOL

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**Abstract:** Darul Muttaqien Islamic boarding school is a boarding school located in the village of Pauh Menang. Darul Muttaqien Islamic boarding school teaches religious lessons, including Arabic. The research focuses on the think pair share method that will be used in the branch of science in Arabic, namely the learning sharaf. This method has been used by the Islamic boarding school to improve ability to memorize the term tashrif in the science of sharaf and researchers have also tried to use this method. This study aims to find out how the use of the think pair share method and the quality of the think pair share method in improving students' ability to memorize tashrif istilah. In this study, researchers used qualitative data. Sources of data were obtained from learning sharaf's teacher and students at the Darul Muttaqien Islamic boarding school. Data was collected using observation, interviews and documentation. The data analysis used is qualitative data analysis. The results showed that, 1) in the classroom using one-way learning, from teacher to student, Ustadz explained the whole thing and Santri listened to every material explained by the ustadz and used guidelines to make it easier to memorize and then repeat rote in the dormitory called taqrar. 2) some obstacles in memorizing the tashrif istilah for the students, that is (a) because there are some differences between waazan and mauzun, (b) the activeness of students in learning, (c) there is a change in the letter i'lal, (d) the difficulty of remembering in memorizing, (e) lazy and sick students.

**Keywords :** Learning sharaf, Think Pair Share Method, Memorizing

## INTRODUCTION

Education is a valuable investment for human life. Education has begun since man was born and will continue throughout his life. As a future investment, education becomes the determining factor in the formation of human resources (HR). The more advanced the development of the times requires people to realize the importance of education. In the law of the Republic of Indonesia number 20 of 2003 concerning the national education system chapter I article 1, which reads: Education is a conscious and planned effort to realize the atmosphere of learning and learning process so that learners actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble morals, as well as the necessary skills themselves, society, nation and country. Learning is the process of changing behaviors thanks to experience and practice. This means that the purpose of the activity is a change in behavior, both concerning knowledge, skills and attitudes even covering all aspects of the organism or personal according to. This is also in sura Al-Najm verse 39 Allah says:

وَأَنْ تَيْسَرَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ

It means: "*And that man has nothing but what he strives for.*"<sup>1</sup>

Therefore the explanation of experts and the word of Allah Subhanallahu Wa ta'ala that learning is a process of everyone in the form of experience and practice so that there is a change for the sake of change of every aspect of personal characteristics and organisms.

Sharaf science is also a science learned by each boarding school so that the majority of boarding schools require their students to memorize tashrif in order to improve the arabic language skills of each santrinya and sharaf science is usually tested by the boarding school. Memorization is an important part of the learning process, because in Arabic the word memorization is حفظ (Hafadza) which means to keep, meaning memorizing in the learning process for the intention of keeping the lessons that we go through. And also Memorizing is often a method for the learning process such as memorizing alqur'an, memorizing foreign language vocabulary or memorizing tashrif in Arabic method, but often people forget how to

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<sup>1</sup> (Q.S. An-Najm/53: 39)

improve the ability to memorize learners, so that learners are able to memorize.

Therefore, there are many ways to improve memorization skills and one of them is by Think, Pair and Share method. According to think pair share is a learning model where students think independently about the problems given by the teacher then discuss with the partner and share the results of the discussion with friends in class.<sup>2</sup> Therefore it is necessary to use this method so that there is no one-way learning, and also no exception also improve the ability to memorize, which in this case is memorizing tashrif tsulasi mujarrad in Arabic.

The majority of students in Pondok Pesantren Darul Muttaqien who study science so that many learners are happy in learning Arabic, especially in the science of sharaf, however, the majority of students lack arabic language skills and there is a lack of confidence in learning because only the smart ones can follow the learning even included in memorization in his tashrif and this is also according to the ustadz Ma'ruf Tri Sutrisno that students are difficult in memorizing tsahrif because there are some differences in the form of wazan as in wazan mashdar, and also which tashrif is also tested by the cottage Darul Muttaqqien.<sup>3</sup>

## THEORETICAL FOUNDATION

### 1. Arabic

#### a. Definition of language

According to Hasan Alwi, Language is an arbitrary or changing sound symbol system that can be used by everyone in interacting, cooperating, and recognizing themselves to good conversations and behaviors and manners. In the book jami'ud durus by Al-Ghalayin mentioned the meaning of language is:

اللغة: أَلْفَاظٌ يَعْبُرُ بِهَا كُلُّ قَوْمٍ عَنْ مَقَاعِدِهِمْ : وَاللُّغَاتُ كَثِيرَةٌ. وَ هِيَ مُخْتَلِفَةٌ مِنْ حَيْثُ اللَّفْظُ : مُتَّحِدَةٌ مِنْ حَيْثُ الْمَعْنَى، أَي أَنَّ الْمَعْنَى الْوَاحِدَ الَّذِي يَخَالِجُ ضَمَائِرَ النَّاسِ وَاحِدٌ. وَلَكِنْ كُلُّ قَوْمٍ يَعْبُرُونَ عَنْهُ بِلَفْظٍ غَيْرِ لَفْظِ الْآخَرِينَ

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<sup>2</sup> Suraya, L, *Pengaruh Model Pembelajaran Think Pair Share Terhadap Hasil Belajar IPA Ditinjau Dari Keterampilan Berpikir Kritis Siswa*, Journal Program Pascasarjana Universitas Ganesa, p. 1-11

<sup>3</sup> Ma'ruf Tri Sutrisno, *Guru Ilmu Sharaf Pondok Pesantren Daruk Muttaqien*, wawancara di pauh menang, tanggal 1 april 2021.

Language: a term that everyone uses to state their seat: There are many languages. And they differ in terms of pronunciation: united in meaning, meaning one meaning that contains the conscience of one person is one. But everyone expresses one word other than the other.<sup>4</sup>

#### **b. Definition of Arabic**

According to al-Ghalayin, arabic is:

اللغة العربية: هي الكلمات التي يعبر بها العرب عن أغراضهم. وقد وصلت إلينا من طريق النقل. وحفظها لنا القرآن الكريم والأحاديث الشريفة، وما رواه الثقات من منثور العرب و منظومهم

"Arabic: are the words that the Arabs use to express their purpose. It reached us by transport. And memorized for us by the Glorious Qur'an and the noble hadith, and what can be trusted narrates from the scattered Arabs and their system".<sup>5</sup>

Arabic is one of the largest languages and is included in the top 10 most widely spoken languages this was conveyed in coverage 6 in 2019, 6 therefore it is very important to learn Arabic and mandatory for Muslims because as Ibn Taimiyah said: "Arabic is part of religion, while learning it is mandatory. Because understanding the Qur'an and as Sunnah is obligatory and both cannot be understood except by understanding Arabic".<sup>7</sup>

## **2. Learning sharaf science**

Shorof is a branch of scientific tools or science that has a role to know the basic form of words in Arabic and know how to change according to the meaning that wants to be made by means of mentashrifnya.

Understanding of shorof science according to the book of Kailani Izzi that is:

علم ابصول يعرف بها احوال

ابنية الملكة التي ليست اعراب والبناء من اصالة اوزابدة او غريمها

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<sup>4</sup> Al- Ghalayin. M. (2005) *Jami' Ad-Durus Al-'Abiyah Jilid I.* (Beirut: Dar Al-Kutub Al-Ilmiyah) p. 7.

<sup>5</sup> Ibid.

<sup>6</sup> Hasan, Rizki Akbar. 2019. "10 Bahasa dengan Penutur Terbanyak di Dunia, Indonesia Urutan Berapa?", <https://www.liputan6.com/global/read/4063214/10-bahasa-dengan-penutur-terbanyak-di-dunia-indonesia-urutan-berapa> , diakses 5 Februari 2021 pukul 13.05

<sup>7</sup> Madjid, n. (1984). *Ibn taymiyya on kalam and falsafa (a problem of reason and revelation in islam)* (doctoral dissertation, the university of chicago).p.7

Meaning: *Knowledge of any origin that origin can be known every formation of kalimah that is not mu'rob and mabni but the formation of origin or enhancer or other than origin and add.*<sup>8</sup>

The meaning of tashrif in jami'ud durus juz 1, Al-Ghayalin, is:

التصريف لغة : التغيير. ومنه تصريف الرياح، أي: التغييرها. و اصطلاحا : هو العلم بأحكام بنية الكلمة، وبما لأحرفها من اصالة و زيادة و صحة و إعلال وإبدال وشبه ذلك

Meaning: *Tashrif in language: change. From there the wind flows, which is the change. In terms of: This is a knowledge of the rules of the word structure, and of the authenticity, addition, validity, ilal, substitutions and the like of the letters.*<sup>9</sup>

### 3. Tashrif istilahi

In the Book of Amthilatut tashrîfiyah<sup>10</sup> that Tashrif istilahî in accordance with the order that lined up sideways are as follows:

- a. Fi'il madly, sentences that indicate the madly era (past tense).
- b. Fi'il mudlôri', sentences that indicate the current or present (present continues tense) era.
- c. Mashdar ghoiru mîm, the word isim which is located in the third order in tashrifan fi'il which does not begin with the letter mîm and means genesis.
- d. Mashdar mîm or Isim mashdar, isim mu'rob which begins with the letter mîm and means the occurrence.
- e. Isim dlomîr, isim that can not be used as a prefix and can not be located after لا unless forced.
- f. Isim fâ'il, isim which is read rofa' which is called after his fi'il.
- g. Isim isyâroh, isim used as a meaning of signal, the ruling is mabnî like هذا زيد.
- h. Isim maf'ûl, isim which is recited nashob called after fâ'il.
- i. Fi'il amar, fi'il that shows the meaning of the command.
- j. Fi'il nahî, fi'il that shows the meaning of prohibition
- k. Isim zamân and Isim makân, isim that indicates the meaning of time or the meaning of the place
- l. Isim âlat, isim that shows the meaning of the tool

<sup>8</sup> Al-Kailani, A H, Kitab Kailani Izzi

<sup>9</sup> Al- Ghalayin. M. (2005) Jami' Ad-Durus Al-'Abiyah Jilid I. (Beirut: Dar Al-Kutub Al-Ilmiyah) p. 207

<sup>10</sup> Ma'shum Bin Ali, M, Amtsilah Tashrifiyah (أمثلة التصريفية), p. 1

#### 4. Think Pair Share Method

##### a. Method

The method comes from the Greek "Greek", namely "Metha" means through, and "Hodos" means way, way, tool or style. In other words, the method means the way or way to achieve a certain goal as written in the book of Islamic education philosophy by H. Muzayyin Arifin.<sup>11</sup> In KBBI mentioned that the understanding of the method is an orderly way used to carry out a work in order to be achieved as desired; systemic way of working to facilitate the implementation of an activity in order to achieve the specified objectives.

##### b. Think Pair Share Method

According to Trianto<sup>12</sup> suggests that think pair share (TPS) or think-in-pairs learning model is a type of cooperative learning designed to influence student interaction patterns. according to Anita Lie<sup>13</sup> states that Think-pair-Share is a learning that gives students the opportunity to work alone and work with others. In this case the teacher is very important to guide students to have discussions, so as to create a more lively, active, creative, effective and fun learning atmosphere.

There are 3 stages of TPS learning that must be done by teachers think, pair, and share. Teachers give time limits so that students can learn to think and act quickly and appropriately. The teacher uses the following phase steps:

##### **Step 1 : Thinking (Think)**

At the Think stage, students are asked to think independently about the questions or problems asked. At this stage, students should write down their answers, this is because the teacher cannot monitor all the students' answers one by one so that with the student's notes, the teacher can monitor all the answers and then there will be improvements or alignment of concepts and thoughts that are still wrong.

##### **Step 2 : Pairing**

At this stage the teacher asks the student to pair up with a friend next to him, such as his compatriot. This is done so that the

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<sup>11</sup> Arifin , H. M, (1987) *Filsafat Pendidikan Islam*, Jakarta: Buna Aksara

<sup>12</sup> Trianto, M. P. (2016). *Desain pengembangan pembelajaran tematik: Bagi anak usia dini*. Prenada Media.p 34

<sup>13</sup> Lie, A., Andriono, T., & Prasasti, S. (2014). *Menjadi Sekolah Terbaik*. RAS.p.12

students concerned can exchange information with each other and complement each other's unthinkable answer ideas at the Think stage.

### **Step 3 : Sharing**

At this stage each pair or group then shares their thoughts, ideas, and answers with another partner or group or can go to a larger group i.e. class. this is an improvement on the previous steps, in the sense that this step helps that all groups end up with the same point that is the correct answer.

## **RESEARCH METHODS**

### **1. Types and Approaches of Research**

Judging from the type of data, the research approach used in this study is qualitative approach. The qualitative research is research using qualitative methods. Qualitative methods are methods of exploring and understanding meanings that - by some individual or group of people - are thought to stem from social or humanitarian issues.<sup>14</sup>

This research is a type of qualitative research with a descriptive approach. According to I Made Winartha<sup>15</sup> qualitative descriptive analysis method is to analyze, describe, and summarize various conditions, situations from various data collected in the form of interviews or observations about the problems studied that occur in the field.

### **2. Research Subjects**

The place of this research was in Mts Wustha Darul Muttaqien which is located in Pauh Village won RT.02 RW.02, Kec. Pamenang Kab. Merangin Prov. Jambi.

### **3. Data Source**

The source of the data taken is from Santri Pondok Pesantren Darul Muttaqien and as a whole, which is considered to be a source in the collection of data for this study are:

- a) Sharaf Teacher at Pondok Pesantren Darul Muttaqien.

The informant taken was a Sharaf teacher who taught at Darul Muttaqien Boarding School.

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<sup>14</sup> Creswell. J W. (2014), *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*, Edisi 4, Yogyakarta:Pustaka Belajar. p. 4

<sup>15</sup> gilis, n. I., & winarta, i. K. A. (2019). Pengembangan pembelajaran project based learning bermuatan reflektif pada mata kuliah penulisan karya ilmiah. *Journal of education technology*, 3(4), p. 286-292.

- b) Students who study sharaf in boarding schools Darul Muttaqien. The informant taken is the population of Santri who studied sharaf in darul muttaqien boarding school.

#### **4. Data Collection techniques and instruments**

Research instruments are used as data collection tools designed to produce empirical data as it is. In this study using the following instruments:

- a) Observation. The observation or observation made is to participate in the ongoing activities and also observe the activities of teachers while teaching science sharaf. This observation is intended to know the problematika Memorizing Tashrif istilahi against students who study sharaf in Pondok Pesantren Darul Muttaqien.
- b) Interview. The type of interview used in this study is a structured interview with the author already preparing the instrument of written questions. In this activity the author will conduct interviews to get a deep description of the research to be researched and as observation supporting data.
- c) Documentation. Documentation is a tool that researchers use when collecting data related to the School's identity, the school's mission vision, school objectives and so on.

#### **5. Research focus**

According to Creswell<sup>16</sup> qualitative research defines it as an approach or search to explore and understand the central symptoms.<sup>17</sup> The focus of the research on this research is the ability to memorize tsulasi mujarrod Santri Pondok Pesantren Darul Muttaqien in the village of Pauh won merangin district. Here are the factors behind it. This research is focused on Darul Muttaqien pauh boarding school won because the author has a place in the boarding school is a suitable place for learning Arabic.

#### **6. Data analysis**

Miles and Huberman point out that activities in qualitative data analysis are conducted interactively and continue to complete, so that the data is saturated. Data analysis technique consists of three flow of activities, namely data reduction, data presentation and data

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<sup>16</sup> John W. Creswell and Dana L. Miller, 'Determining Validity in Qualitative Inquiry', *Theory into Practice* 39, no. 3 (2000): p. 32, [https://doi.org/10.1207/s15430421tip3903\\_2](https://doi.org/10.1207/s15430421tip3903_2).

<sup>17</sup> Raco, J. R. (2010). *Metode Penelitian Kualitatif: Jenis, Karakteristik dan Kegunaannya*, Jakarta: Grasindo. p. 7



conclusion/verification. The description of data analysis in this study is as follows.

- a) Data Reduction. The data reduction activities in this study aim to select data that is considered important, summarize and focus on the important things and throw away the unnecessary.
- b) Data Presentation (Flat Display). After the data reduction process, the next process is to present the data. The presentation of data in this study was done in the form of graphs and diagrams. The purpose of presenting data in this study is to make it easier for researchers to describe an event that provides possibilities in drawing conclusions.
- c) Withdrawal of conclusions (verification). The initial conclusions presented are still temporary, and will change if there is no strong evidence to support the next stage of data collection. Conclusions in qualitative research may be able to answer the formulation of problems formulated from the beginning, but it may also not, because problems and problem formulations in qualitative research are still temporary and will develop after research in the field.

## **7. Test the validity of data**

Researchers used data validity techniques with triangulation techniques. Triangulation technique is that researchers use different data collection techniques to obtain data from the same source. Data collection techniques in the form of interviews, observations, and documentation for the same data source simultaneously <sup>18</sup>

## **RESULTS AND DISCUSSION**

### **1. The process of using the method of learning sharaf science in tahsrif istilahi conducted Pondok Pesantren Darul Muttaqien**

#### **a. The use of sharaf learning methods in tahsrif istilahi conducted pondok Pesantren Darul Muttaqien**

Based on passive observations with mr. Ma'ruf Tri Sutrisno as a teacher of sharaf science in Darul Muttaqien boarding school, that Pondok Pesantren Darul Muttaqien in learning sharaf science while in class using one-way learning that is from the teacher to the student, Ustdaz explained the whole and Santri listened to every material described by ustadz. Learning method is a way to facilitate

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<sup>18</sup> Sugiyono, *Memahami Penelitian Kualitatif*, Bandung: Alfabeta, 2016, p.34.

in transferring subjects that will be delivered to students, by knowing the learning method that will be applied certainly makes an effective learning.

Based on the interview with mr. Ma'ruf Tri Sutrisno as a teacher of sharaf sciences in Pondok Pesantren Darul Muttaqien, in this boarding school Darul Muttaqien uses qawaid guidelines so as to make it easier for students to learn and understand, as for the manual used to study the science of sharaf is the book of amtsilah tashrifiyah.

In improving the ability to memorize tashrif istilahi, the cottage not only teaches them in the classroom but also applies the murajaah memorization or repetition of readings commonly referred to as taqrar and taqrar is done together and in groups, which taqrar is done every night by the cottage itself. And from the results of interviews with students, the students felt that the activity made it easier to memorize, because memorization with friends so that it can be more relaxed and not tense because the students memorize and read with each other so that there is no awkwardness between their neighbors in memorizing and reading

**b. Constraints in memorizing tashrif istilahi in Pondok Pesantren Darul Muttaqien**

In a teaching and learning process must have different obstacles, including in improving the ability to memorize tashrif istilahi itself. Obstacles are something that happens in teaching and learning so that it becomes an obstacle, deterrent or barrier for a person to achieve an object or their goal. After the interview with mr. ma'ruf tri sutrisno as a teacher of sharaf science and interviews with students who study sharaf science, Here are some obstacles that occur in memorizing tashrif istilahi in the learning of sharaf science:

Usually the inhibition in memorizing tashrif istilahi is due to some difference between waazan and mauzun, so it must be completely memorized and the need for repetition many times, for example *فَعَلًا - فَعَلَ - يَفْعَلُ* (Fa'ala-yaf'ulu-fa'alan) as for different mauzun is like *كِتَابَةٌ - يَكْتُبُ - كَتَبَ* (Kataba-yaktubu-kitabatan). Then another obstacle in memorizing students is the activeness of students in learning, although there is already a good activeness of students in the presence in the classroom but still the need for

improvement in order to remain good and good in memorizing tashrif istilahi itself.

The next obstacle for students is if there is a change in the letter i'lal so that the need for memorization more often in order to be memorized well by the students as an example of the letter i'lal وَعَدَ there is a letter i'lal that is the letter wawu, but in the fi'il mudhari' that is يَعِدُ there is no letter i'lal wawu again which form before omitted the letter i'lal is يُوْعِدُ

Then the obstacle that often occurs and fundamental is the difficulty of remembering in memorization, this usually often happens especially if the material memorizes anything that includes memorizing tashrif istilahi. The next obstacle is the frequent lazy and sick students so that it encourages activities in the smooth learning of teaching itself.

**c. Steps of think pair share method in Pondok Pesantren Darul Muttaqien in improving the ability to memorize tashrif istilahi**

The application of think pair share method in improving the ability to memorize tashrif istilahi santri Pondok Pesantren Darul Muttaqien of course there are steps in teaching it as follows:

**Step 1: Thinking (think)**

In this first step, the teacher explains one by one the material delivered in class, so that the students can think the material and understand the material that has been delivered by the teacher in front, the role of the teacher here is only a tool, so that the students understand and can memorize the material delivered.

**Step 2: Pair**

in the second step, teachers and researchers will share the group to the students, because the students who study the science of sharaf there are only 5 people, then this group is only 2 groups, namely the group of men numbered 3 people and the group of women numbered 2 people.

**Step 3: Share**

in the third step this group that has been shared earlier, the students share and help the material to be smooth in memorizing, the students listen to each other's reading tashrif istilahi to be more fluent in memorizing them. And continued again at night at the time of taqrar activities together

**2. Use of think pair share method in improving the quality of memorization ability tashrif istilahi**

**a. Impact of the use of think pair share method in improving the causality of the ability to memorize tashrif istilahi**

In a use of learning methods there must be its own effect, in this case researchers interviewed students who studied the science of sharaf, among them the impact that they have in the use of think pair share methods so as to improve the quality of their memorization skills, among others, are:

First, the effect becomes easier to memorize because memorization with friends so that it can be more relaxed and not tense because the students memorize and read with each other so that there is no awkwardness between their neighbors in memorizing and reading. Then, for students who have previously memorized it becomes easier because of reading and memorizing with their fellow students. Then the use of this method of think pair share, students become more fun and fun in memorizing because it is not boring because there are innovations from daily learning in the classroom, which usually the learning in the classroom seems monotonous and one-way learning.

**b. Think pair share method in improving the ability to memorize tashrif istilahi on learning sharaf science**

The use of methods in learning is very important, the learning method itself is a way or a way used by teachers so that there are variations in defense so that the learning objectives can be achieved. as researchers make active observations in sharaf science classes, researchers try to use the think pair share method, to see the quality in this method to improve the ability to memorize tashrif istilahi in the study of sharaf science.

This method is also done by the boarding school, as from observations and interviews that the students will be explained materiri sharaf science after it was held taqrar at night that is the difficulty of repetition of memorization readings together and in groups, as interviews with the father ma'ruf tri sutrisno said that the efforts made by explaining one by one each change or ilalnya and the cottage party conducted special activities that is taqrar, which taqrar is done every night by the cottage.

## INFERENCE

From the results of the research that has been described in the study of this thesis about Think Pair Share Method In Improving The Ability to Memorize Tashrif Istilahi On Learning Science Sharaf Santri Pondok Pesantren Darul Muttaqien. Then the author gets several points of conclusion including the following:

1. At Pondok Pesantren Darul Muttaqien in learning sharaf science while in class using one-way learning from teachers to students, Ustdaz explained the whole and Santri listened to every material described by ustadz. Then in order to maintain bias and increase the ability of boarding schools Darul Muttaqien to do activities called taqrar, namely repetitions that are done simultaneously.
2. Obstacles that often occur in memorizing tashrif istilahi in learning sharaf is the difference between wazan and mauzun, the activeness of students in learning, the change of i'lal that needs to be remembered, difficulty remembering in memorizing, and lazy and sick become obstacles for students in memorizing tashrif istilahi
3. their effects in the use of think pair share method include, as follows: The effect becomes easier to memorize because memorization with friends so that it can be more relaxed and not tense. Then, for students who have previously memorized it becomes easier because of reading and memorizing together. Then the use of this think pair share method, students become more fun and fun in memorizing because it is not boring because there are innovations from daily learning in the classroom

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