
The Implementation of *Paikem Gembrot* Strategy in Arabic Learning Based on 21st Century

Shidik Alfatha¹, Nofrizal², Fitri Aisyah³

^{1&2} Universitas Islam Negeri Imam Bonjol Padang, Sumatera Barat, Indonesia.

³ Sekolah Tinggi Agama Islam Ar-Risalah, Sumatera Barat, Indonesia.

*Correspondence to: shiddiqalfatha@gmail.com

Abstract: This study aims to show how the strategies of teachers and all related elements in increasing students' motivation and understanding of Arabic in the digital era. This study examines the efficacy of this strategy in improving Arabic comprehension by adapting it to the digital era, also integrating digital technology by learning applications. The method used in this research is field research with a descriptive qualitative approach. Data was collected by conducting observations, interviews, and documentations. The results of this study indicate that the PAIKEM GEMBROT strategy applied in Arabic language learning is realized in five actions, namely: 1) pre-learning vocabulary submission, 2) utilization of pocket dictionary, 3) using motivational strategies, 4) Building *bi'ah 'Arabiyah* at school, and 5) optimizing the use of technology. The implementation of PAIKEM GEMBROT strategy in Arabic learning at the school is considered successful in increasing students' enthusiasm for learning, and student learning outcomes have increased over the past 2 years. Technology integration makes it easier for students to understand the material, more involved in learning, and can develop modern skills. Based on the findings of this study, it is recommended that future Arabic language learning at madrasahs integrates the PAIKEM GEMBROT strategy with 21st-century educational technology. Teachers should enhance their digital literacy and utilize interactive media such as mobile learning apps and online quizzes to foster active and joyful learning environments. Additionally, the development of learning modules and worksheets should incorporate 4C skills (critical thinking, creativity, collaboration, and communication). Project-Based Learning (PjBL) is also suggested to enable students to apply Arabic in real-life contexts. Authentic assessments using digital platforms should be implemented to evaluate student performance more comprehensively. Further research is encouraged across different madrasah contexts, and collaboration between Arabic and ICT teachers is essential to create innovative, technology-enhanced Arabic learning experiences.

Keywords: Implementation; PAIKEM GEMBROT; strategy; Arabic learning; 21st century.

How to Cite: Alfatha, S., & Nofrizal, N., Aisyah, F. (2024). The Implementation of Paikem Gembrot Strategy in Arabic Learning Based on 21st Century. *Al-Ta'lim Journal*, 31(1). doi:<https://doi.org/10.15548/jt.v31i1.1024>

Article info: Submitted: 21th March 2023 | Revised: 30th October 2023 | Accepted: 27th February 2024

INTRODUCTION

A learning strategy is a set of rules, plans, and steps used and practiced in the classroom to achieve learning objectives (Mustofa, 2020). As the realization of the method, a strategy becomes one of the determinants of the achieved or not of a learning purpose (Mesra, 2023). A teacher is required to have an appropriate strategy in handling students, because different conditions encountered in the field are also different strategies used (Mutiamarses et al., 2021). According to (Anderson, 2003), there is a correlation between the way of learning and students' competence. This opinion is confirmed by (Hismonoglu, 2000), that a person's language skills will be improved if he is able to use various language learning strategies effectively.

Learning strategies in the current era must be adapted to the times (Biwer et al., 2021). The development of technology has changed the way to access, communicate, and understand information. In addition to adapting to technology, generational factors also influence learning outcomes. This generation is represented by Gen-Z (Katz et al., 2021), who grew up in the digital era, internet, social media, and technology have been familiar to them since childhood (Laka et al., 2024). This generation's learning needs tend to be interested in practical, relevant, and attractive (Rusli et al., 2024). This situation affects the psychology of learning (Rahmatullah et al., 2022), children's enthusiasm for learning tends to decrease dramatically and the influence of the dominant and uncontrolled use of mobile phones, which reduces children's focus and sensitivity to their environment (Nuraliyah et al., 2022). This is a big challenge for all teachers, especially for Arabic language teachers. The stigma that Arabic is difficult is increasingly embedded in children if learning strategies are not updated and adapted to the times. Teachers should be able to guide students' understanding and show that every language is challenging, but can be understood and learned with the right strategies (Agustin et al., 2021). Teachers can also implement focused on fun learning for students by presenting media or creating an active and quality atmosphere (Saubari & Sudatha, 2023).

Based on the results of observations that have been carried out in one of the elementary schools in Padang City, a number of data and information were obtained related to the problem of Arabic language learning strategies. After conducting interviews with several teachers, the result was obtained that learning strategies in this school need to be updated and tightened more. According to one of the interviewed Arabic language teachers, that there is a need to find a more appropriate strategy and temporally adjust to the situation, because the previous strategy is less relevant to the needs of current students. Therefore, this research aims to show how the efforts and strategies of teachers and all related elements in the school in raising the enthusiasm for learning of students who grow up with technology in 21 era. The choice of strategy is expected to be able to answer the needs in learning and be able to restore the effectiveness of students' learning.

As the current era of learning is more emphasized to focus on students (student-centered), students should be play more active role in learning. That way, the teaching and learning environment needed is active, innovative, fun but still of high quality. It is expected that learning outcomes will be effective because students learn with pleasure. Therefore, in this case PAIKEM GEMBROT learning is suitable to be applied, not only in classroom learning, but also outside the classroom and at home.

After searching for previous studies, several previous studies related to this discussion were found. *First*, the study conducted by Tri Utari (2018) from Blitar. The results of his study are based on descriptive statistical data and t-test which shows that the significance value of learning interest is 0.003 and the significance value of learning outcomes is 0.002 which means <0.05 , so it can be said that the application of the GEMBROT PAIKEM strategy has a significant effect on students' interest and learning outcomes in mathematics. *Second*, research conducted by Sy. Rohana (2020) from STAIN Teungku Dirundeng Meulaboh. The results of his research state that online learning during a pandemic has a good and effective impact by utilizing technology-based media. *Third*, a study written by Wilda Rihlasyita and Rina Dian Rahmawati (2022). The results of this study state that Arabic language games with the PAIKEM GEMBROT approach are effectively applied in the pandemic era, because students' online learning becomes more fun.

From a few studies above, this research comes with a new focus, approach, and contribution to learning. The focus of this research is on the application of the PAIKEM GEMBROT strategy in Arabic language learning with a digital approach. This study examines the extent to which this strategy can improve the understanding of Arabic in the digital era. Meanwhile, the contribution offered by this research is to fill the gap of previous research by adapting the strategy to the digital era. This research also offers a variety of new media that combines active and fun learning by utilizing technological developments, so that new insights are generated regarding the effectiveness of using this strategy in increasing student motivation and understanding of Arabic in the digital era.

This study seeks to investigate the implementation of the PAIKEM GEMBROT strategy in Arabic language learning within the context of 21st-century education. The main research question guiding this study is: How is the PAIKEM GEMBROT strategy implemented in Arabic learning to support 21st-century skills? To address this central inquiry, the research also explores several sub-questions. These include: What are the characteristics of the PAIKEM GEMBROT strategy that align with 21st-century educational principles? and How do students respond to Arabic learning activities that utilize the PAIKEM GEMBROT approach? Additionally, the study aims to examine the impact of this strategy on students' Arabic language proficiency, particularly in relation to critical thinking, communication, collaboration, and creativity skills (4Cs). Lastly, the research investigates the challenges faced by educators in applying this strategy and the possible solutions to enhance its effectiveness. Through these questions, the study aims to offer a comprehensive understanding of how innovative, student-centered pedagogies like PAIKEM GEMBROT can be optimized for modern language education.

METHOD

This research was conducted by observing the field and interacting directly with the community to see the situation and conditions of the field (Sugiyono, 2019). The approach used is a descriptive qualitative approach, where the methods usually used are interviews, observations, and utilization of documents (Siyoto & Sodik, 2018). The qualitative approach has been used as an empirical method in the social sciences, due to the large number of phenomena of interest to researchers, and complex problems that require further contemplation and analysis (Elliott & Timulak, 2021). According to (Creswell, 2013), the purpose of this approach is to obtain and explore information related to a phenomenon in the research location.

In this study, data collection was carried out with three steps, namely observation to the intended field (madrasah), conducting interviews with the relevant resource persons (teachers), and taking documentation of learning activities. There were five questions asked during the interview, related to: the status of Arabic language subjects, the sources and types of curriculum used, the level of early teaching, the ability to read Hijaiyah letters, and the level of difficulty of Arabic language material. Observation in this case was conducted by being directly present to watch learning activities, and then linking the problems encountered with the research. Then conduct interviews with the teacher concerned and the parties involved in order to obtain the information needed in this research.

Meanwhile, documentation was collected in order to obtain evidence of field activities by taking photos, videos, and recording media. The documentation study includes an analysis of learning tools such as lesson plans, syllabi, student worksheets, and the

curriculum used. In addition, researchers also record various important findings in the field in the form of field notes as material for reflection and to supplement the data. All data is recorded systematically in the form of observation sheets, interview transcripts, and document analysis templates to ensure the traceability and validity of the data in this qualitative study.

This research was conducted at MIN 5 Padang City, with two Arabic language teachers, as well as the principal and head of class teachers. The classes that were the subject of the research were selected based on grade level, ranging from 4th to 6th grade. The reason for choosing this class is because Arabic language learning begins to focus on the basics in 4th grade and continues to increase in difficulty until 6th grade. Students in these three grades are also involved in various Arabic language activities such as Arabic Language Day, Arabic language competitions, and Arabic *muhadharah* activities. Through these activities, students are expected to improve their Arabic language skills.

RESULT AND DISCUSSION

Implementation of The GEMBROT PAIKEM Strategy In Arabic Learning In Digital Era

Nowadays, education experts and professionals are intensively updating and upgrading the learning system. Starting from the practice of active learning to the launch of PAIKEM theory (Active, Innovative, Creative, Effective, and Fun Learning), then developing into GEMBROT (Joyful and Meaningful) (Munawir, 2020). This PAIKEM GEMBROT strategy is a type of learning that is oriented towards the activeness of students with a variety of learning media that is fun and attractive.

In Arabic language learning, teachers began to update the learning system by switching to the PAIKEM GEMBROT strategy. This strategy is used in order to reactivate the spirit of learning of students who had experienced paralysis during the pandemic period, which made the use of technology more dominant in learning. Like a knife that has not been sharpened for a long time, students' psychology needs an injection of more motivation and finding new and appropriate learning strategies.

According to (Repelita, 2021), the characteristics of this PAIKEM GEMBROT strategy are fun, student centered, focused on achieving a skill, complete, continuous, and according to the context or situation. Then the type of activity applied by the teacher is through direct practice (learning by doing) (Rihlasyita & Rahmawati, 2022) in the form of songs and games. In addition, Arabic language sports are also applied, where the activities are in the form of games to find the meaning that matches the vocabulary that the teacher has prepared quickly and relay so that it can drain sweat. With the implementation of this learning strategy, students claimed to be happy, easy, and not bored in learning Arabic. In detail, the implementation of the PAIKEM GEMBROT strategy in this schools was realized in five actions, as follows:

Pre-Learning Vocabulary Submission

According to Ahmad Fuad Efendy, vocabulary (*mufradat*) is the main modal that must be owned by a language learner. Because without vocabulary, it is impossible for someone to speak well (Fadilah & Alia, 2021). In this step, students are asked to memorize Arabic pre-learning vocabulary. The memorization strategy has several stages of the process such as grouping words, reviewing, repetition, and etc (Wang, 2009). These steps are crucial to the success of the students in memorizing and if done well, the memorization will be attached on the student's memory (Kiswardhani & Ayu, 2021).

The steps for the realization of mufradat learning in this school are: 1) Students deposit a minimum of 3 vocabulary words before teaching and learning activities begin, 2) students who do not reach the minimum number are sanctioned to make vocabulary words on the assignment sheet as many multiples, 3) for children who succeed in memorizing quickly and correctly are rewarded with prizes such as candy, pen, or eraser.

The PAIKEM GEMBROT strategy applied here is “effective and joyful” learning. Effective learning is reflected in the completeness of students in depositing pre-learning vocabulary, through this method students are hoped to have a lot of vocabulary. While joyful learning is seen when students' success in completing their tasks and then and then the teacher gives them a prize.

Using Motivational Strategies

Based on the declining learning psychology of students, teachers try to recover the condition by implementing motivational strategies. Menurut Walberg, the motivation contributes 11 to 20 percent to learning achievement (Suprijono, 2020). This is in agreement with Woodworth's opinion which says that *“a motive is a set predisposes the individual of certain activities and for seeking certain goals”*, and added by Arden: *“Motives as internal condition arouse sustain, direct and determain the intensity of learning firt, and also define the set satisfying or unsatisfying consequences of goal”*.

From this statement, it can be understood that a person's action or behavior depends on how big and high the motive behind it is. In the behavioral point of view, this motivating strategy is called appreciation or reward (Arsyah et al., 2024). This appreciation aims to increase interest and enjoyment in learning (Ayuwanti et al., 2021). It can take various forms, such as giving star ratings, compliments, gifts, giving more break time, and the others.

As the result of an interview with Nofrizal as the teacher at the school: *“This activity is the teacher's idea and creativity in the classroom, quizzes are held periodically during the learning process. Because it is considered effective, once in a while this activity is held on a large scale with a class meeting system. Usually, one team consists of three people with different grade levels so that the questions given are varied. The winning team will be rewarded by the principal of school. This strategy started by Arabic teacher for the first time, the aim is to attract students' attention in learning in class”*.

The steps of implementing this strategy in learning at the school are: 1) The teacher gives a daily quiz in class, the aim is to get students' attention in class, 2) students are formed into groups, students who can answer the quiz correctly have the right to choose their group members, 2) students are given other questions that are carried out like a quiz competition, 3) the winning group is given a reward. The PAIKEM GEMBROT strategy applied here is “effective and joyful” learning. Effective learning also depends on the motivation that students have in facing the lessons, so the teacher tries to unite perceptions first before learning begins. In order to attract interest and attention and create a pleasant learning atmosphere, the teacher rewards students' active participation in class.

Utilization Of Pocket Dictionary

Besides applying effective and fun strategies (Purba et al., 2021), Arabic teachers at this school are no less active in innovating in order to support learning. The teachers synergize in functioning a pocket dictionary that was made by one of the Arabic teachers there. This dictionary is print for students' handbook in learning either by themselves or with the teacher. This dictionary is designed as interesting as possible with material related to the lesson so that it can facilitate students in learning. The following is an illustration of the format of the pocket dictionary made by the Arabic language teacher at the school.

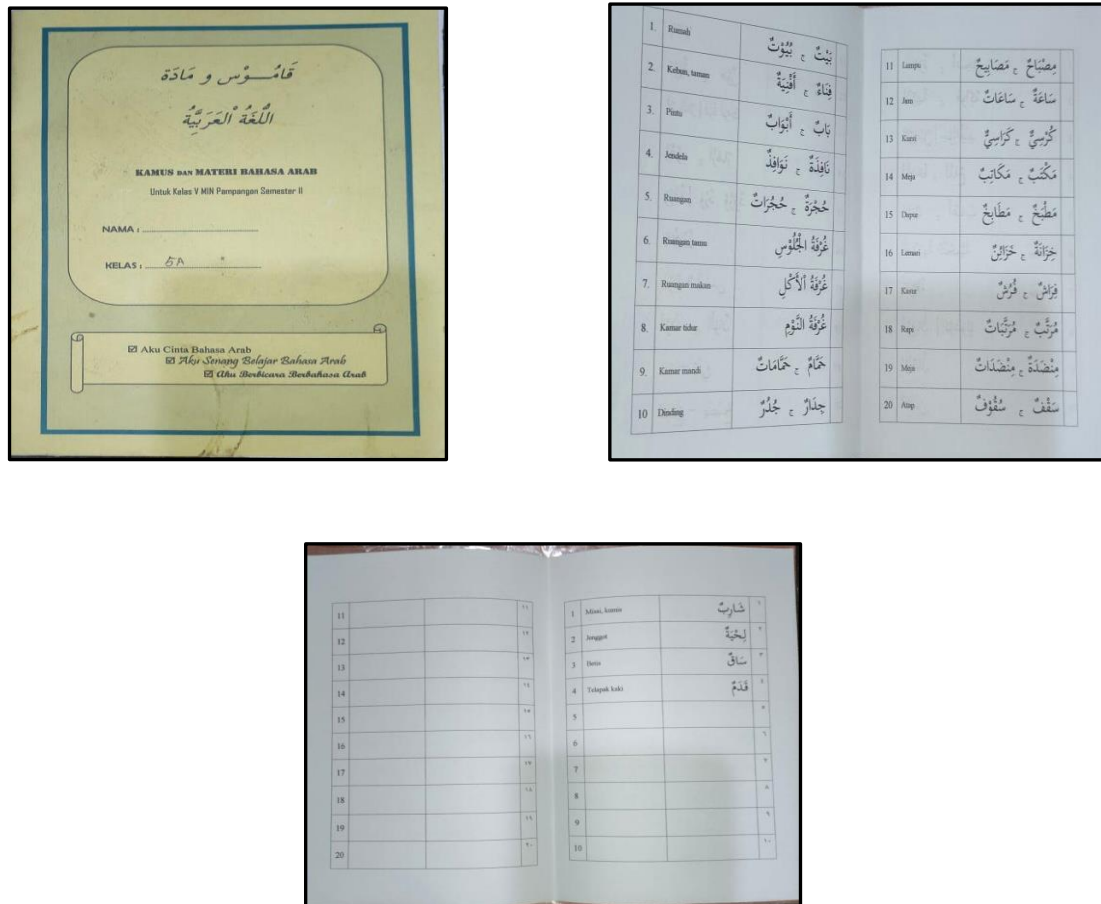


Figure 1. Illustration of the Format of the Pocket Dictionary

The steps of utilizing this dictionary are: 1) every student must prepare the dictionary in their pocket every day during Arabic lessons, 2) students open the dictionary starting with easy vocabulary, 3) students fill in the empty columns with new vocabulary from the pre-learning deposit. From the implementation of this strategy, the school has implemented “innovative and creative” learning, this innovation of Arabic teachers is seen in the idea of making pocket dictionaries that are easy to use, as well as showing loyal creativity in order to support the creation of an effective learning atmosphere.

Building Bi'ah 'Arabiyah at School

One of the factors that determine the achievement of Arabic language learning objectives is the environment or *bi'ah*. Language experts say that the environment plays an important role in shaping the character of people (Insaniyah et al., 2021). In the school environment, the formation of an Arabic language environment or *bi'ah al-Arabiyah* aims to build habits, strengthen, and develop an Arabic language atmosphere (Shigita & Hariati,

n.d.). Therefore, in order to achieve the desired purpose of learning Arabic, not only teachers and students have an active part in developing but also in terms of the environment.

The steps of forming *bi'ah al-Arabiyyah* in this school start from simple things, namely: 1) students with the teacher put up a display of pictures, vocabulary, calligraphy, quotes, and Arabic lesson schedules on the classroom wall. 2) using three languages (Arabic-Indonesia-English) in school events. 3) putting Arabic quotes on the walls of the school. 4) holding an Arabic *muhadharah* every month. from the implementation of the strategy, “active and creative” learning has been applied through the making of drawings and decorations in the school environment that actively involve teachers and students. The following is an illustration of the efforts to build *bi'ah al-Arabiyyah* at the school.



Figure 2. Illustration of the Efforts to Build *Bi'Ah Al-Arabiyyah* at the School

Adaptation of PAIKEM GEMBROT Strategy in Arabic Learning in the Digital Era

Optimizing the use of Technology

It is no doubt that today technology has entered into the aspects of human life which requires all groups including those in the world of education to be technologically literate and able to use it optimally (Rohana, 2020). According to UNESCO, there are five benefits when technology is applied in education, namely: 1) access to education becomes easy and broad, 2) educational equality is increased, 3) learning quality is improved, 4) teacher professionalism is increased, and 5) management and administration of education become effective and efficient (Adisel & Paranosa, 2020). The UNESCO recommendation is addressed to all countries, especially developing countries, to optimize the use of technology in education because it is very necessary in supporting various educational activities.

The strategy of utilizing technology in the area of education is now being promoted. Not only teachers and students, but parents also now have a dual role. Each parent is responsible for accompanying their children when learning online through electronic media such as phones and laptops or computers. Interaction between teachers and learners happens via WhatsApp application (Fera Tri & Andriyani, 2021). WhatsApp application is dominantly used in online learning, because it is practical and helps a lot of user needs (Bhagaskara et al., 2021). The purpose of this learning strategy is to increase the quantity and quality of children's learning at home. In order to realize this purpose, the government has provided various online learning media including: Ruang Guru, Kahoot, Zenius, and Zoom that can be utilized by students (Tamara et al., 2020).

In this school, the implementation of the strategy goes through the following steps: *First*, teachers provide training materials or tasks via WhatsApp in the format of images, videos, sounds, and others. *Second*, these tasks are collected periodically (daily or weekly). *Third*, students through parental control at home can see references and learning videos that already exist on the internet such as Youtube, e-Learning, and e-Books. *Third*, students through parental control at home can see references and learning videos that already exist on the internet such as Youtube, e-Learning, and e-Books (Sukrina et al., 2022). *Fourth*, teachers follow-up and communicate intensely with parents regarding children's learning progress. Learning is “fun and enjoyable” because students can learn while playing through Kahoot and Duolingo applications on their phones. While learning remains weighted by still paying attention to the quality of the material provided through reference sources through media such as the internet and Youtube, of course accompanied by teachers and parents.

The Effect of GEMBROT PAIKEM Strategy in Arabic Language Learning in the Digital Era

Time after time, the world of education must adapt to the times and situations. An educator is required to be able to choose appropriate methods and strategies so that learning is effective and efficient (Saputra & Gunawan, 2021). As the teaching and learning process begins to adapt to technology, school teachers also direct their students to utilize electronic media such as mobile phones and internet-connected laptops or computers, learning can be done in the classroom, outside the classroom, or at home anytime and anywhere.

According to (Lisman et al., 2021), the use of learning media during the pandemic is important because it is one of the drivers of learning effectiveness. So, various platforms that support innovative and effective online learning have begun to be utilized, such as Whatsapp Group, Zoom, and Google Class Room (Hikmah & Chudzaifah, 2020). In addition, learning should also be fun and meaningful so that students are not bored or lazy. Learning can also be done while playing, so some media that can be used such as Kahoot and Duolingo applications that can be downloaded on their phones.

The process of this learning has both strengths and weaknesses. The strengths include: 1) students can utilize technology and learn new things (Pujiasih, 2020), 2) students can learn independently with relatively flexible time at home and accompanied by parents (Novita & Hutasuhut, 2020). On the weakness, online learning has many complaints from teachers and parents such as: 1) not all children have or are good at utilizing technology for learning, 2) learning results are not objective because the tasks given by teachers are dominantly assisted and even made by their parents, 3) the use of cell phones is more for entertainment needs than making school assignments, 4) character changes and reduced

social interaction between children, teachers, and the educational environment (Maskur et al., 2021), and 5) the difficulty of achieving an effective learning atmosphere that should be played more by students. Based on this data, many teachers claim to prefer face-to-face learning because it is more effective and efficient, but on the one hand, technology cannot be rejected outright because different times are different ways of respond it.

The following opinion is presented based on an interview with one of the teachers at the school named Andriyeni, who said that: *“the learning strategy in this school needs to be updated, learning is starting to be integrated with technology because it will facilitate online learning, but supervision of children needs to be strengthened, in addition to the guidance of students at school, attention of parents and their enthusiasm for learning at home also needs to be considered.”*

This opinion was added by one of the Arabic teachers named Rice Yunia, she said: *“The application of technology in learning is indeed very easy for teachers and students in creating a fun but still weighty learning atmosphere. However, teachers still have to innovate and learning strategies still have to be updated continuously in order to find more suitable strategies and temporally adjust to the situation because the previous strategies are less relevant to the needs of the current students.”*

Responding to the above opinion, the PAIKEM GEMBROT strategy has been applied in Arabic language learning integrated in the digital era. Student centered learning is realized in the steps of implementing the strategy. The "active learning" goals are effectively carried out through student centered in daily quiz group activities in learning. While “innovative and creative learning” is seen in the production of pocket dictionaries by teachers that are used during Arabic language learning. The “effective” learning is reflected in students' successful completion of the pre-learning vocabulary deposit. Learning is "fun and enjoyable" because students can learn while playing through Kahoot and Duolingo applications on their phones. While learning remains “valuable” or meaningful by still caring about the quality of the material provided through reference sources through media such as the internet and Youtube, of course this is accompanied by teachers and parents. Based on the results of the implementation of the strategy, Nofrizal, as the Arabic language teacher, saw an increase in student learning outcomes over the past 2 years. So, this strategy is effectively applied in learning Arabic and can also be adapted in other lessons.

CONCLUSION

Based on the results of the research on the implementation of PAIKEM GEMBROT strategy in Arabic language learning, it can be concluded that the strategy implemented in the school works well because it gets support from all related elements (teachers, students, parents, environment, and government). The results of this study indicate that the PAIKEM GEMBROT (Aktif, Inovatif, Kreatif, Efektif, Menyenangkan, Gembira, and Berrobot) strategy applied in Arabic language learning is realized in five actions, namely: 1) pre-learning vocabulary submission, 2) utilization of pocket dictionary, 3) using motivational strategies, 4) Building bi'ah 'Arabiyah at school, and 5) optimizing the use of technology. The implementation of PAIKEM GEMBROT strategy in Arabic learning at the school is considered successful in increasing students' enthusiasm for learning, and student learning outcomes. The implementation of the PAIKEM GEMBROT strategy in learning in the digital era is proven to improve the effectiveness of the learning process by creating an active, innovative and fun atmosphere. The integration of digital technology in

this strategy allows students to more easily understand the material, increase their engagement in learning, and develop 21st century skills. Therefore, the PAIKEM GEMBROT strategy combined with technology can be an innovative solution in improving the quality of education in the digital era.

REFERENCES

- Adisel, & Paranosa, A. G. (2020). *Penggunaan Teknologi Informasi dan Komunikasi dalam Sistem Manajemen Pembelajaran pada Masa Pandemi Covid 19*. 3(1).
- Agustin, W., Wahyudin, A. Y., & Isnaini, S. (2021). Language Learning Strategies And Academic Achievement of English Department Students. *Journal of Arts and Education*, 1(1). <https://doi.org/10.33365/jae.v1i1.34>
- Anderson, N. J. (2003). *Metacognitive Reading Strategies Increase L2 Performance*. The Language Teacher.
- Arsyah, R. N., Zakiah, L., & Sumantri, M. S. (2024). Pemberian Reward dalam Pembelajaran terhadap Motivasi Belajar Siswa Kelas Tinggi Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 9(2), Article 2. <https://doi.org/10.23969/jp.v9i2.13246>
- Ayuwanti, I., Marsigit, & Siswoyo, D. (2021). Teacher-Student Interaction in Mathematics Learning. *International Journal of Evaluation and Research in Education*, 10(2), 660–667.
- Bhagaskara, A., Evandian, Afifah, E. N., & Putra, E. M. (2021). *Pembelajaran dalam Jaringan (Daring) Berbasis*. 2(1).
- Biwer, F., Wiradhany, W., oude Egbrink, M., Hospers, H., Wasenitz, S., Jansen, W., & de Bruin, A. (2021). Changes and Adaptations: How University Students Self-Regulate Their Online Learning During the COVID-19 Pandemic. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.642593>
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design*. SAGE.
- Elliott, R., & Timulak, L. (2021). *Essentials of descriptive-interpretive qualitative research: A generic approach* (pp. viii, 108). American Psychological Association. <https://doi.org/10.1037/0000224-000>
- Fadilah, & Alia. (2021). *Strategi Meningkatkan Motivasi Belajar Ilmu Sharaf pada Masa PPKM di Pondok Pesantren Miftahuttaufiq Pasir Biru*. 2(November).
- Fera Tri, W., & Andriyani, V. (2021). *Optimalisasi Penggunaan Teknologi Informasi dan Komunikasi bagi Anggota Keluarga di Masa Pandemi Covid-19*. 2(2).
- Hikmah, A. N., & Chudzaifah, I. (2020). *Blanded Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19*. 6(2).
- Hismonoglu, M. (2000). *Language Learning Strategies in Foreign Language Learning and Teaching*. 6(8).

- Insaniyah, A. L., Novitasari, D., & Nurjanah, U. (2021). *Optimalisasi Manajemen Strategi Program Biah Arabiyah Di Pondok Pesantren Darusalam Blokagung Banyuwangi*. 3(1).
- Katz, R., Ogilvie, S., Shaw, J., & Woodhead, L. (2021). *Gen Z, Explained: The Art of Living in a Digital Age*. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226814988>
- Kiswardhani, A. M., & Ayu, M. (2021). Memorization Strategy During Learning Process: Students' Review. *Journal of English Language Teaching and Learning*, 2(2), 68–73. <https://doi.org/10.33365/jeltl.v2i2.1450>
- Laka, L., Darmansyah, R., Judijanto, L., Lase, J. F., Haluti, F., Kuswanti, F., & Kalip, K. (2024). *Pendidikan Karakter Gen Z di Era Digital*. PT. Sonpedia Publishing Indonesia.
- Lisman, F., Primawati, Waskito, & Sari, D. Y. (2021). *Kelebihan dan Kekurangan Sistem Pembelajaran Daring dari Perspektif Guru dan Siswa di SMK 2 Payakumbuh*. 3(1).
- Maskur, U., Anwar, M. K., & Trianah, U. (2021). Implementasi Pembelajaran Blended Learning Di Madrasah Ibtidaiyah. *Jurnal Magistra*, 12(2), Article 2. <https://doi.org/10.31942/mgs>
- Mesra, R. (2023). *Strategi Pembelajaran Abad 21*. OSF. <https://doi.org/10.31219/osf.io/ec6du>
- Munawir. (2020). *Strategi Pembelajaran Gembira dan Berbobot*. Kanzum Books.
- Mustofa, B. (2020). *Metode dan Strategi Pembelajaran Bahasa Arab*. UIN Maliki Press.
- Mutiaramses, M., S, N., & Murni, I. (2021). Peran Guru dalam Pengelolaan Kelas terhadap Hasil Belajar Siswa Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 6(1), Article 1. <https://doi.org/10.23969/jp.v6i1.4050>
- Novita, D., & Hutasuhut, A. R. (2020). Plus Minus Penggunaan Aplikasi-Aplikasi Pembelajaran Daring Selama Pandemi Covid-19 (Pluses and minuses of using online learning applications during the Covid-19 pandemic). *Unimed Medan, June, June*, Article June.
- Nuraliyah, E., Fadilah, A., Handayaningsih, E., Ernawati, E., & Oktadriani, S. L. (2022). Penggunaan Handphone dan Dampaknya bagi Aktivitas Belajar. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(4), Article 4. <https://doi.org/10.32884/ideas.v8i4.961>
- Pujiasih, E. (2020). Membangun Generasi Emas dengan Variasi Pembelajaran Online di Masa Pandemi COVID-19. *Ideguru: Jurnal Karya Ilmiah Guru*, 5(1), Article 1. <https://doi.org/10.51169/ideguru.v5i1.136>
- Purba, F., Tanjung, D., & Rumiris Lamban, G. (2021). *The Effect Of PAIKEM Approach On Student S ' Learning Outcomes*. 5.
- Repelita. (2021). *Peningkatan Pembelajaran Pendidikan Agama Islam melalui Model PAIKEM bagi Siswa Sekolah Dasar*. 5(4).

- Rihlasyita, W., & Rahmawati, R. D. (2022). *Analisis Penerapan Metode PAIKEM GEMBROT dalam Pembelajaran Bahasa Arab di Era Pandemi*. 8(1).
- Rohana, S. (2020). *Model Pembelajaran Daring Pasca Pandemi Covid-19*.
- Rusli, T. S., Kemala, R., & Nazmi, R. (2024). *Pendidikan Karakter Gen-Z: Tips dan Trik Mendidik Karakter Gen-Z bagi Pendidik*. PT. Sonpedia Publishing Indonesia.
- Saputra, P. W., & Gunawan, I. G. D. (2021). *Pemanfaatan Media Pembelajaran Digital dalam Upaya Meningkatkan Efektivitas Pembelajaran di Masa Covid-19*. *Prosiding Webinar Nasional IAHN-TP Palangka Raya*, 3, 3.
- Saubari, A. P., & Sudatha, I. G. W. (2023). Interactive Learning Multimedia Based on Problem-Based Learning Models in Fifth-Grade Science Content. *Journal of Education Technology*, 7(1), Article 1. <https://doi.org/10.23887/jet.v7i1.57354>
- Shigita, F., & Hariati, R. (n.d.). *Pemerolehan Bahasa Arab sebagai Bahasa Kedua bagi Siswa MI*.
- Siyoto, S., & Sodik, A. (2018). *Metodologi Penelitian Kualitatif*. CV Jejak.
- Sugiyono. (2019). *Statistika untuk Penelitian*. CV Alfabeta.
- Sukrina, A., Danuarta, A., & Fatha, N. (2022). *Optimalisasi Penggunaan Handpone dalam Pembelajaran Masa Pandemi Covid-19*. 1(1).
- Suprijono, A. (2020). *Cooperative Learning*. Pustaka Pelajar.
- Tamara, J., Sugianto, Yanuarti, E., Warsah, I., & Yanto, D. (2020). *Strategi Pembelajaran Dosen Melalui Pemanfaatan Media Whatsapp di Masa Pandemi COVID-19*. 19(2).