



## Use of the Kaisa Method in learning Arabic vocabulary at the Bone Qur'an Hafidz Madrasah

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### ABSTRACT

Education in Arabic uses several terms, namely, al-ta'lim, al-tarbiyah, and al-ta'dib. Al-ta'lim is the delivery of correct knowledge, understanding, comprehension, responsibility and instilling trust in children. The type of research used is descriptive qualitative research. Vocabulary is one of the three elements of language that must be mastered, this vocabulary is used in written and spoken language, and is one of the tools to develop one's Arabic language skills. Method is a way used to convey a plan that has been prepared to achieve learning objectives, while learning itself is a deliberate and planned effort by the educator, so as to enable the creation of a conducive learning atmosphere and activities for students. So from the description above, it can be concluded that the learning method is a systematic way of delivering material to students in order to achieve the desired goals. The use of the Kaisa method is one of the movement methods or known as the kinesthetic method carried out in memorizing the Quran. From the research results, the researcher concluded that the Kaisa method is also a combination of various movements, namely theater, dance, karate or silat movements that are adjusted to facial expressions, so that the Kaisa method is very enjoyable when used in learning Arabic vocabulary, because it is able to attract the attention of students and also provides a relaxed impression to students in memorizing vocabulary through their movements. This method is also very suitable for play-age students.

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### INTRODUCTION

Discussing education certainly involves many considerations. This is because education encompasses all human behaviors undertaken to achieve continuity, survival, and improvement of life. Education is not solely confined to the context of educators or teachers in an institution; rather, educators are anyone capable of transforming students' personalities for the better, whether parents or teachers at school.

Education is a process of transferring knowledge, transforming values, and shaping personality, encompassing all its aspects. The emphasis of education, rather than teaching, is on developing the awareness and personality of individuals or communities, as well as on transferring knowledge and skills. Through this process, a nation or state can pass on religious values, culture, ideas, and skills to the next generation, so that they are truly prepared to face a brighter future for their nation and state. As for education according to the law in the National Education system number 20 of 2003, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and State. The mandate of the NKRI constitution in the 1945 Constitution firmly and clearly positions national education in a strategic position as an instrument of national struggle that not only functions to educate the life of the nation but builds the nation, national civilization, moral values and the spirit of national struggle to maintain the existence of the nation and State.

3 Al-tarbiyah refers to the development of knowledge within a person and the cultivation of morals. Al ta'dib is more about the process of mastering true knowledge within oneself to produce stable deeds and good behavior. However, the word "education" is more often translated as "tarbiyah," meaning education.

It can be concluded that in education, educators play a crucial role in the learning process. Their role in education significantly impacts the future success or failure of that education. Like a ship sailing, educators are the captains, directing, guiding, and providing instructions to their crew so the ship can sail smoothly to its destination. In formal education at school, educators hold full control over the students in the classroom. The success or failure of classroom learning depends on the educators, who are at the forefront. 6 Educators sometimes only understand that the learning process is merely a transfer of knowledge, and this is often not realized by educators. In fact, according to Reber (1989) as quoted by Muhibbin Syah, learning is the process of acquiring knowledge. 7 Ahmad Zayadi and Abdul Majid (2005: 8) say that: The term learning means an effort to teach a person or group of people through various efforts and various strategies, methods and approaches towards achieving the planned goals. Therefore, a teacher should have creativity in teaching by using various methods and approaches that are in line with the subject matter being taught. Improvisation of models and variations in methods in presenting material will have a positive impact by increasing participant interest. 8 Introducing the Quran from an early age is the primary and first step before any other learning. For every Muslim family, instilling Quranic values in the household is a universal commitment, so there is a dedicated time. to teach the Koran, whether it is done by parents themselves or in educational institutions in the surrounding area. 9 Arabic is the language of the Quran, the language of Muslims, and an international language, and it is crucial to master it. Therefore, Arabic learning should be implemented as early as possible in schools and madrasas. Given the frequent problems that arise in the learning process, students are less engaged during Arabic language learning activities. Arabic has become a language studied by many, not only in Indonesia but also almost everywhere in the world. Indeed, many still consider learning Arabic to be very difficult and challenging, resulting in a lack of interest in learning it.

Vocabulary is one of the most important elements in any language, including Arabic, alongside grammar/syntax, morphology, and phonetics. Every language, including Arabic, has a vocabulary that plays a significant role in language learning. Furthermore, for Indonesian students, learning Arabic also means learning a foreign language. second language, therefore studying and expanding vocabulary is a prerequisite and requirement that underlies someone in mastering the second language.

To overcome the commonly experienced difficulties, a strategic Arabic vocabulary learning approach is needed that encourages students to be active in learning Arabic. This movement and gesture method is known as the Kaisa method. The Kaisa method is a memorization method using movement and gesture. This method has a unique characteristic that can attract children's attention, including through movements that illustrate the meaning of verses and become more active in learning Arabic, especially at the level of vocabulary mastery. With this enjoyable method, children will not easily get bored. Method can be interpreted as a way to convey learning material to students. Educators in the educational process are not only required to master a number of subject matters, but they must also master various educational methods to ensure the continuous transformation and internalization of the subject matter. Because good material is not a guarantee of educational success. Good curriculum material can have a negative impact on students if the wrong methods are used in the implementation of education.

## METHOD

The type of research used is descriptive qualitative research. Nana Syaodih Sukmadinata, qualitative descriptive research is aimed at describing and examines the forms of activity, characteristics, changes, relationships and differences of other phenomena,<sup>13</sup> both natural and human-engineered. In addition, descriptive research does not provide treatment, manipulation or changes to the variables studied, but rather describes a condition as it is. According to Bogdan and Taylor, quoted by Lexy J. Moleong, qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. So this researcher tries to explain or describe the Use of the Kaisa Method in Learning Arabic Vocabulary.

In accordance with this research which aims to describe how the Kaisa method is used in learning Arabic vocabulary in the Quran Hafidz Madrasah, starting from the use of the Kaisa method, the application of the Kaisa method in learning Arabic vocabulary, learning motivation and evaluation of Arabic vocabulary. This research location focuses on the object and location of the research at the Islamic Boarding School. Quran memorizer in Bone.

**RESULT****VOLUME LEARNING METHOD****Learning Methods****Understanding Learning Methods**

In Arabic the word method comes from the word *taraqa*, *yat'ruqu* which means path, way, which is synonymous with the word *us'by* which means path, way, method and system. 34 Method The meaning of the term has been put forward by many experts in the world of education as follows: a. Mohd. Athiyah al-Abrasy defines, method is the path we follow by giving students an understanding of all kinds of learning, in all subjects, it is a plan that we make for ourselves before we enter the class and we apply it in the class after we enter it. b. Mohd. Abd. Rokhim Ghunaimah defines method as practical ways that carry out the goals and objectives of teaching.

Ali al-Jumbalaty and Abu al-Fath Attawanissy define methods as methods followed by teachers who convey information to the students' brains.<sup>35</sup> As a component of learning, methods play a crucial role in teaching and learning activities. In fact, it could be said that all teaching and learning activities utilize methods. This is because methods are tools for presenting learning materials or subject matter in order to achieve the teaching objectives to be conveyed to students.

According to Zakiyah Daradjat, a method is a systematic and general way of working, similar to the way science works. Based on the various definitions above, it can be concluded that a method is a method used to convey a plan that has been prepared to achieve learning objectives. Meanwhile, learning itself is a deliberate and planned effort. in such a way by educators, so as to enable the creation of a conducive learning atmosphere and activities for their students. From the description above, it can be concluded that the learning method is a systematic way of delivering material to students in order to achieve the desired goals, by looking at the definition above, the objectives of the learning method are: a. Providing a way to achieve a learning objective pursued by the teacher and student b. Provide a comprehensive overview of the plan for achieving learning objectives. systematically c. Facilitates the achievement of learning objectives 2. Various Learning Methods a. Story Method The story method is a method in the teaching and learning process in which a teacher conveys a story orally to a number of students who are generally passive. By using this method, teachers usually convey stories and allocate time.

In teaching using the storytelling method, attention is focused on the teacher, while students passively receive information. This creates the impression that students are merely objects who always assume whatever the teacher says is correct.

The discussion method is a group activity in solving problems to reach conclusions. Discussion is not the same as debating, discussions are always directed at solving problems that generate various opinions and ultimately reach a conclusion that can be accepted by the members of the group.<sup>38</sup> Discussion is basically the exchange of information, opinions and experiences to gain a clearer and more thorough shared understanding of something. According to Mulyani Sumantri, the discussion method aims to.

The group work method is a group of several individuals who are pedagogical in nature in which there is a reciprocal relationship between individuals and an attitude of mutual trust.<sup>40</sup> In other words, if the teacher in dealing with students in class feels the need to divide them into several groups to solve a problem or to work on a task or work together, then such a teaching method is called the group work method. This group work method has several advantages and disadvantages. The advantages of this group work method include the following.

According to the Big Indonesian Dictionary (KBBI), a method is a systematic way of working to facilitate the implementation of an activity in order to achieve a specified goal. Based on this definition, it can be interpreted that a method is a way used to achieve a goal. Therefore, the method used must be in accordance with the goal to be achieved. Fathurrohman and Sutikno state that a method is a way used to achieve a predetermined goal. Methods are certainly essential for educators in all aspects of learning, especially in the process of memorizing Arabic vocabulary. Mastering a method is a must for a teacher or tutor. This is because an educator will not be able to guide students well if they do not master the method correctly.<sup>49</sup> Meanwhile, Kaisa is taken from the name of the fourth child of Kamaluddin Marsus and Laili Tri Lestari, Kaisa Aulia Kamal. The reason for choosing the name Kaisa as the name of the method is that at that time Kaisa Aulia Kamal passed the Hafidz Quran audition broadcast on the Trans7 television station and won third place and the favorite winner in 2014. Kaisa memorized the Quran using a method given by his mother, namely by teaching him to memorize Quranic verses using a kinesthetic system or using body movements adapted to the translation.

The Kaisa Method is one method for memorizing the Quran, but its strength lies in its approach to relaxing children while memorizing, while still prioritizing tajweed. Furthermore, the Kaisa Method combines various movements, including theater, dance, karate, or silat, all adapted to facial expressions. However, the movements that appear must be adjusted to the meaning of each verse of the Quran that is studied. Based on the description above, it can be concluded that the Kaisa Method is a strategic way to memorize the Al-Quran using certain movements that are adapted to the meaning of each verse of the Al

Quran that is read, thus making it easier for students to understand and remember each verse of the Al Quran that is given.

### **History of the Kaisa Method**

The first founder of the Kaisa Method was Ustadzah Laili Tri Lestari, a woman born in Bone, Sulawesi. Starting from a desire to have her children memorize the Quran, she implemented a method that suited her children. Initially, she used a movement method, which later evolved into a body language method. Later, it became known as the Kinesthetic Method. Lestari admitted that she first applied the Kaisa Method back in her hometown of Bone 15, South Sulawesi. In 2005, she would always recite verses from the Quran during various activities. Even while pregnant, she recited verses from the Quran even more frequently. Then, when she started raising her children, she was determined to create a lively atmosphere at home. Therefore, Laili always recited verses from the Quran. When reciting verses from the Quran, Laili's children heard them. From there, Laili's children began to understand the verses of the Quran. However, Laili had not yet focused on the Kaisa Method. Then, Laili was asked to teach at Athirah Islamic School and was asked to become the principal. Laili's husband asked about how a kindergarten child could memorize Surah An-Naba' in less than a month Laili started to think hard at that time about what method would be suitable to apply. Then, one day, while Laili was reading the meaning of a verse from the Quran, her hands suddenly moved by themselves.

From there, Laili was inspired to use the movement method, also known as the kinesthetic method. Laili then tried to apply the method at the place where she taught starting in 2012. When she tried to practice it in the Kindergarten A and B classes where she taught, it turned out that according to Laili Tri Lestari, all the kindergarten children enjoyed it and felt comfortable without any burden when memorizing the anaba. Laili also applied the method to her children at home. Unfortunately, in the middle of Laili's journey implementing this method, her team disbanded. However, Laili did not give up. Laili continued to apply the method to her children. Both in kindergarten and her own children. Laili was grateful, the kindergarten children she taught with this method. They were able to memorize An-Naba in just about 15 days. This kinesthetic method was pioneered by Laili in 2012. It was then officially launched in 2014 under the name "Kaisa Method." This method is attributed to the name of her fourth child. This is based on Kaisa Aulia Kamal passing the Quran Hafidz audition broadcast on Trans7 television station and successfully won third place and favorite winner in 2014. This method was then disseminated by Ar-Rahman Qur'anic Learning (AQL) Islamic.

Center through the House of Tadabbur Alquran (RTQ) where this method is taught, under the guidance of Ustadz Bachtiar Nasir. Currently Kaisa is actively sharing in various activities and has inspired thousands of children in various regions in South Sulawesi, Jakarta, Palu, Kendari, Bone, Solo, and has appeared on a Malaysian TV station, even inspiring millions of people through her videos shared on social media in various languages, uploaded by users both domestically and internationally. The stages of the initial application of the Kaisa method by Ustadzah Laili in the Family Environment.

### **Since infancy**

Kaisa's ability to memorize verses from the Quran is inseparable from the role of her parents, Ustadz Kamaluddin Marsus and Ustadzah Laili. Both share the same vision and mission of making their children memorizers of the Quran. "We are not Quran memorizers, but we are trying to become memorizers. Currently, we are preparing our children to memorize the Quran," said Laili. They also prepared a teaching method for Kaisa, their fourth child. Since her child was able to say her first word, 'A', Ustadzah Laili and Ustadz Kamaluddin immediately played verses from the Quran. They believe that babies have the ability to imitate anything they hear. Ustadzah Laili continuously read verses from the Quran to her five children. She chose to recite it herself rather than playing a murottal CD, because she believed that the voice of the sheikh in the murottal might not be able to be imitated by her child. After reciting verses, Ustadzah Laili would usually challenge her children to see who could memorize the Quran. Laili's challenge was well-received by her children. They listened. Even though she was working while they were playing, they were able to respond, and they even memorized what she recited.

### **Without Coercion**

Ustadz Kamaluddin and Ustadzah Laili also implement an unwritten discipline for their children in learning the Quran. Every day the schedule they apply to the children is waking up, praying Subuh, bathing, eating, then muroja'ah (reviewing the previous lesson). According to Ustadzah Laili, everything her children do, including Kaisa, is done without coercion. "Thankfully the children, including Kasia, do it easily. It all becomes a habit. After eating, they memorize. After memorizing, they go to school," explained Laili about her children's routine. In the afternoon, Ustadz Kamaluddin's residence is used as a Quranic Education Park (TPA). There Kaisa also deepens her memorization. "At night, she studies her schoolwork, eats, and then recites the Quran again before bed," she explained. Kaisa never feels bored while reciting the Quran. Laili

admits she is lucky to have a child like Kaisa. "As soon as her mother invites her to recite the Quran, the children immediately sit down and recite obediently. I am very lucky to have children like them," Laila said, again expressing her gratitude. Her five children are enthusiastic about reciting the Quran because Ustadz Kamaluddin and Ustadzah Laili find a method that is not boring. They apply the method of playing while learning. "The father came up with the idea. He doesn't want to be too strict with the children. That's why they play more while learning. There are chain whispering games, group games, who can connect verses quickly," explained Ustadzah Laili.

### **Umami's Creatio**

From home, Laili tried to apply the method to school. Laili teaches at the Athirah Islamic School, Bukit Baruga branch, Makassar. Her husband challenged her to find a fun method. Out of nowhere, the idea came to her, but Ustadzah Laili's hands suddenly moved, making gestures that mirrored the meaning of the verse she was reading. Ustadzah Laili, along with the kindergarten teaching team, refined the concept of memorization through movement. She tried it on the children. The children followed and were motivated. Eventually, she completed the movements. Ustadzah Laili's method proved to be truly effective. Using this method, her students successfully memorized the surah in question within 15 days. Ustadzah Laili also applied this method to English speeches. She always inserted English speeches between Quran recitations. Finally, in one performance, she performed two performances: memorizing Surah An Naba with movements and in English. Although it seemed playful, Ustadzah Laili emphasized that the movements she created were not intended to insult the Quran. Instead, she tried to create polite movements that conveyed meaning and were easy for the children to memorize. She said that these movements were in accordance with the meanings contained in the Quran. These movements were not for entertainment, but a teaching method for children. It turned out that the children taught this method actually enjoyed it. Ustadzah Laili continued to search for new movements to explain the meanings of other verses. Not only did she memorize them, but through these movements, Ustadzah Laili also introduced tajweed and tartil. "The hand movements won't change until they're fully developed. This way, the tajwid (recitation) remains intact," Laili explained. According to Ustadzah Laili, Kaisa is one of the children who memorizes the movements she teaches the fastest. "He's the best. Kaisa has a quick grasp," Laili praised the talented actor.

The Arabic Vocabulary learning method has attracted the attention of language learning experts, conducting various studies and research to determine the effectiveness and success of various learning methods. This is because the method is very important in the study of foreign languages, including learning Arabic. The success of this learning is closely related to various supporting factors, namely the factors between students and teachers, because this is the method or method used in learning to facilitate someone to acquire linguistic knowledge. However, sometimes someone also encounters difficulties if the learning does not match the characteristics of the method or is not on target. Therefore, the right method in learning should look at the concept of an Arabic learning method. Therefore, vocabulary mastery is a primary thing to learn and is a requirement for those who want to be proficient in the language because the quality of a person's language clearly depends on the quality and quantity of their vocabulary. Arabic vocabulary has a variety of methods or media for memorizing vocabulary, such as direct methods, imitation and memorization methods, Aural-Oral Approach methods, reading methods, Grammar-Translation methods, learning methods using picture cards and teaching aids, and learning with Arabic songs or singing.

The Kaisa Method is a new method that has been implemented for approximately seven years at the Madrasah Hafidz Quran (Quran Hafidz) to help students memorize the Quran and teach it. While the Kaisa Method is one of the Quran memorization methods, its strength lies in its approach to relaxing students while memorizing.

Based on the Kaisa Method steps above, it can be identified that the media used are visual, auditory, and kinesthetic. Visually, students use their sight to observe movements that reflect the meaning of the verse. Auditory, students use their hearing to capture the sounds of the verses that have been spoken by their teacher. While kinesthetic, students use body movements as symbols of the meaning of the memorized verses. The Kaisa method currently focuses on memorizing the Quran because the ratio of teachers is still lacking, so the dissemination or development of the Kaisa method only focuses on memorizing the Quran. Ustadzah Laili took the initiative to use the Kaisa method in learning Arabic because she saw that there were difficulties experienced by students in learning Arabic vocabulary, namely they had never studied Arabic specifically, so Ustadzah Laili tried to use the Kaisa method when teaching Arabic vocabulary.

Mustafa and Basri (2016) explained that by using the VAK (Visual, Auditory, and Kinesthetic) learning style, student learning outcomes are expected to reach an optimum level. This is because children directly see, hear, and act. Children learn directly based on experience. So the information received will be easily stored in memory. Based on the results of research conducted by researchers on the use of the Kaisa method in learning Arabic Vocabulary at Madrasah Hafidz Quran Bone. This research was inspired by the Kaisa method in memorizing the Quran, where children become more relaxed in memorizing because it involves the right brain and makes it easier for children to memorize because the relaxing effect provides

longer concentration. In addition to making it easier for children to memorize the Quran, it can also strengthen children's memorization so that they do not easily forget each verse that has been memorized by children because it is accompanied by movements so that it is more embedded in the child's memory.

As for the researcher's little experience at the Madrasah Hafidz Quran, at that time the researcher was on leave from lectures for some reason, so he decided to go to memorize the Quran at the Madrasah Hafidz Quran Antang. Madrasah Hafidz Quran besides memorizing the Quran also has many activities or activities in it so that the students enjoy being at Madrasah Hafidz Quran which is also known for its memorization process using the Kaisa method. So the researcher concluded that in addition to female students memorizing the Quran at Madrasah Hafidz Quran, they are also taught to work and also do not want to miss out on learning English or Arabic. And their daily lives there are times when they are required to use English or Arabic. The enthusiasm of female students in the process of learning English and Arabic is due to having the vocabulary capital of the Kaisa method. A phenomenon that prompted the researcher to raise the title of this research is because one day the researcher indirectly encountered a situation where, in the process of learning Arabic, the researcher witnessed firsthand how female students easily applied Arabic because they used the Kaisa method. As a result, the teacher who was brought in from Athirah Makassar School to teach Arabic did not experience difficulties when teaching basic Arabic. The researcher observed the creativity of female students not only using the Kaisa method to memorize the Quran but also using the Kaisa method to remember the vocabulary that had been taught in basic Arabic learning. Therefore, the researcher conducted research and offered a Kaisa method that apart from memorizing the Quran can also be used in the process of learning Arabic vocabulary and this is inseparable from the suggestion of Ustadzah Dinun who is the younger sister of Ustadzah Laili and is also an English teacher at the Madrasah Hafidz Quran.

## CONCLUSIONS

Vocabulary is one of the three elements of language that must be mastered. This vocabulary is used in written and spoken language, and is one of the tools to develop a person's Arabic language skills. 2. A method is a way used to convey a plan that has been prepared to achieve learning objectives, while learning itself is a deliberate and planned effort by educators, so as to enable the creation of a conducive learning atmosphere and activities for students. Therefore, from the description above, it can be concluded that a learning method is a systematic way of conveying material to students in order to achieve the desired objectives. 3. The Kaisa method is a movement method, also known as the kinesthetic method, used in memorizing the Quran. The research concluded that the Kaisa method is a combination of various movements, including theater, dance, karate, or silat movements, combined with facial expressions. Therefore, the Kaisa method is very enjoyable to use in learning Arabic vocabulary, as it is able to attract students' attention. It also provides a relaxed experience for students as they memorize vocabulary through their movements. This method is also very suitable for play-age students.

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