



Implementation of the Integration of the Inquiry Learning Model Based on Digital Storytelling in Arabic Language Learning

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ABSTRACT

This study aims to describe: 1) the integration of the inquiry learning model in Arabic language learning based on digital storytelling; 2) the effect of implementing the digital storytelling-based inquiry model on Arabic language skills and critical thinking skills; 3) student responses to Arabic language learning that integrates the inquiry model with video storytelling. The study was conducted at Al Umm Smart Center Junior High School, Tembung, in the even semester of the 2025/2026 academic year. The study population was 63 eighth-grade students. A sample of 30 students was selected using a purposive sampling technique. The research instruments used included observation sheets, student response questionnaires, interview guidelines, and speaking and listening skill tests. In addition, documentation in the form of student assignments was also used as supporting data. Data analysis used a descriptive qualitative approach through data reduction, data analysis, and conclusion drawing. Research results: 1) Integrating the inquiry model into digital storytelling-based Arabic language learning can improve student engagement, critical thinking skills, and Arabic listening skills (*maharah istima'*) and speaking skills (*maharah kalam*); 2) The digital storytelling-based inquiry model impacts Arabic language skills and critical thinking skills; 3) positive responses to the use of video storytelling media are seen as engaging, contextual, and facilitate understanding of the material.

Keywords: integration, inquiry learning models, storytelling, Arabic language learning

Penerapan Integrasi Model Pembelajaran Inkuiri Berbasis Storytelling Digital pada Pembelajaran Bahasa Arab

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: integrasi model pembelajaran inkuiri dalam pembelajaran Bahasa Arab berbasis storytelling digital; 2) pengaruh penerapan model inkuiri berbasis storytelling digital terhadap keterampilan berbahasa Arab dan kemampuan berpikir kritis; 3) respon siswa terhadap pembelajaran Bahasa Arab yang mengintegrasikan model inkuiri dengan storytelling video. Penelitian dilaksanakan di SMP Al Umm Smart Centre Tembung pada semester genap tahun ajaran 2025/2026. Populasi penelitian adalah 63 siswa kelas VIII. Sampel sebanyak 30 siswa yang dipilih menggunakan teknik purposive sampling. Instrumen penelitian yang digunakan meliputi lembar observasi, angket respon siswa, dan pedoman wawancara, dan tes keterampilan berbicara dan tes keterampilan menyimak. Selain itu, dokumentasi berupa hasil tugas siswa juga digunakan sebagai data pendukung. Teknik analisis data dilakukan dengan pendekatan deskriptif kualitatif melalui proses reduksi data, analisis data dan penarikan kesimpulan. Hasil penelitian: 1) integrasi model inkuiri dalam pembelajaran bahasa Arab berbasis storytelling digital mampu meningkatkan keaktifan siswa, kemampuan berpikir kritis, dan keterampilan menyimak bahasa Arab (*maharah istima'*) serta keterampilan berbicara (*maharah kalam*); 2) model inkuiri berbasis storytelling digital berpengaruh terhadap keterampilan berbahasa Arab dan kemampuan berpikir kritis; 3) respon positif terhadap penggunaan media video storytelling karena dianggap menarik, kontekstual, dan memudahkan pemahaman materi.

Kata kunci : integrasi model pembelajaran, inkuiri, storytelling, pembelajaran bahasa Arab

Submitted
20/05/2026

Accepted
29/06/2026

Published
09/07/2026

Citation	Nur, S., Bako, F. M., Bancin, N., & Purba, A. R. (2026). Implementation of the Integration of the Inquiry Learning Model Based on Digital Storytelling in Arabic Language Learning. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 4, Juli 2026, 3007-3016</i> . DOI: https://doi.org/10.55909/jpbs.v5i4.1459
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Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

A paradigm shift in the education sector is driving a shift from a passive learning approach to a more active, dynamic, and student-focused approach. One approach that has gained widespread attention in the past ten years is the inquiry-based learning model. This approach emphasizes the learning process, which begins with asking questions, seeking information, and drawing conclusions by students themselves. In the context of foreign language learning, including Arabic, this model is considered highly effective in facilitating the development of critical thinking skills, active language skills, and independent learning.

The inquiry-based learning model is an approach that positions students as active subjects in the process of seeking knowledge through exploration, observation, problem formulation, and drawing conclusions. El Haimour (Tabieh et al., 2021) explains that inquiry-based learning in the context of foreign languages, particularly Arabic, can foster curiosity, enhance communicative interaction, and stimulate students' cognition in constructing meaning independently. In this process, the teacher is no longer the sole source of information, but rather acts as a facilitator, accompanying and guiding students' thought processes.

El Haimour also emphasized that the inquiry-based learning model in foreign language learning enables students to develop broader and deeper language skills because they are actively involved in the process of discovering meaning and language structure through exploratory activities. In a case study of Arabic language learning, he asserted that "inquiry-based teaching enhances learner engagement and leads to deeper language acquisition as learners are cognitively and emotionally involved in constructing meaning." This statement demonstrates that the inquiry approach not only encourages intellectual learning but also builds emotional engagement, which impacts language acquisition.

In the Indonesian context, the application of the inquiry model in Arabic language learning is

also beginning to be developed. One example is research conducted by Hidayah, Mukmin, and Apriyani (2024) in the proceedings of the Indonesian Language and Culture Conference (KONIPBSA), which designed inquiry-based nahwu (Arabic grammar) teaching materials. They found the inquiry approach highly effective in developing students' deeper grammatical understanding because students don't simply accept the rules but explore and discover the rules themselves based on contextual examples. The proceedings stated that "the application of inquiry in nahwu learning stimulates students' analytical abilities and strengthens syntactic reasoning naturally through direct interaction with the text."

Along with technological advancements, the world of education is required to adapt to various digital-based learning innovations. The use of digital media in Arabic language learning can provide a more engaging, interactive, and contextual learning experience. Audio-visual-based media has been proven to improve students' listening skills because it engages more than one sense in the learning process. Other research also shows that the use of multimedia media, such as audio and visuals, significantly contributes to improved listening skills in Arabic language learning.

One relevant form of digital media innovation is digital storytelling. Digital storytelling is a method of conveying stories that combines audio, visual, text, and animation elements into one. This approach not only captures students' attention but also helps them understand the material more deeply because it is presented in a contextual narrative. Research by (Hanik, Nashihah, and Salam, 2025) shows that the use of digital storytelling significantly improves students' listening skills, with significant increases in scores compared to conventional methods.

However, the use of media alone is insufficient without the support of an appropriate learning model. One learning model that helps increase student activeness and engagement is the inquiry-based learning model. This model emphasizes the



process of discovering knowledge through asking questions, investigating, and analyzing information. In inquiry learning, students play an active role in constructing their own understanding, making learning more meaningful. Research shows that discovery-based approaches, such as discovery learning, combined with digital media, can significantly improve students' listening skills.

Therefore, integrating the inquiry learning model and digital storytelling is a highly potential innovation for improving students' Arabic language skills. Digital storytelling serves as an engaging stimulus, while the inquiry model encourages students to actively explore and understand the information they receive. This combination is expected to create more interactive, effective, and meaningful learning for students.

The research problem formulation in this study covers three points: How is the integration of the inquiry learning model in digital storytelling-based Arabic language learning at Al Umm Smart Center Junior High School, Tembung? This question aims to systematically describe the stages of implementing the inquiry model combined with video storytelling, including the role of the teacher and student involvement during the learning process. Second, how does the implementation of a digital storytelling-based inquiry model impact students' Arabic language skills, particularly in speaking and listening, as well as critical thinking skills? This question aims to analyze the impact of the use of these models and media on the development of students' Arabic language competencies and thinking skills. Third, how do students respond to Arabic language learning that integrates the inquiry model with digital storytelling? This question aims to determine students' levels of motivation, interest, and perceptions of the effectiveness and attractiveness of the learning implemented.

Based on this description, this research is crucial to examine how the integration of inquiry-based learning models and digital storytelling can improve students' Arabic language skills, particularly listening skills. This research is

expected to contribute to the development of innovative learning models and provide a solution to the problem of students' low listening skills in Arabic language learning. Previous theoretical findings suggest that integrating digital storytelling-based inquiry-based learning models can be concluded as an effective approach to improving students' Arabic listening skills (maharah istima'). Digital storytelling provides audio-visual and contextual learning stimuli, making it easier for students to understand information conveyed verbally. This is evidenced by research by Tabieh et al., 2021, which showed that the use of digital storytelling significantly improved students' listening skills compared to conventional methods.

Furthermore, in the context of Arabic language learning, the use of digital storytelling has been shown to improve comprehension of messages because it simultaneously combines narrative, visual, and audio elements. Research by Alsaari (2025) showed that students who learned using digital storytelling achieved better listening skills than students who used traditional methods. On the other hand, the inquiry-based learning model plays a role in activating student engagement in the learning process through critical thinking, analysis, and the discovery of meaning. When digital storytelling is used as a stimulus in inquiry learning, students not only passively listen but also engage in the process of identifying information, asking questions, and drawing conclusions from the story's content. This aligns with findings that an active, exploration-based learning approach can improve student understanding and engagement in language learning.

METHOD

This research uses a descriptive qualitative approach with a case study approach. Descriptive qualitative research aims to describe in-depth phenomena occurring during the learning process, allowing researchers to comprehensively understand the context, activities, and interactions that occur within it. This approach emphasizes

interpreting a phenomenon holistically in its natural setting. This aligns with research (Rusandi & Rusli, 2021; Razak, 2017), which states that descriptive qualitative research is used to describe phenomena in depth and present data in narrative form, not numerically.

The researcher will use a case study approach, focusing on a specific context, namely the learning process in a single class, allowing researchers to comprehensively understand the dynamics that occur during the learning process.

This research was conducted at SMP IT Al Umm Smart Centre Tembung on May 2, 2026, during the 2025-2026 academic year, even semester. The population in this study was eighth-grade students, with a sample size of 22 students selected from one class. The selection of samples, or subjects, was based on the assumption that students at this level already possess basic Arabic language skills.

The data collection techniques in this study involved several stages, including:

1. Initial teacher knowledge survey; this survey was conducted before the research began to assess and determine the extent of students' Arabic language learning in the classroom.
2. Direct observation; this observation was conducted during the research activities in the field. The researcher directly observed student engagement and interaction in the implementation of the storytelling-based inquiry learning model.
3. Document analysis; this document analysis was conducted to understand the methods currently used by teachers in Arabic language learning in the classroom and then compare them with the storytelling-based inquiry method that the researcher would use.
4. Structured interviews; After the research was conducted, the researcher conducted structured interviews to gain deeper insight into their experiences during the learning process and to inform their responses.

5. Field documentation and questionnaires. Researchers will document the conditions and responses of students during the learning process and will also provide questionnaires to all students to add accurate data.

The data analysis techniques in this study involved several processes (Klaus Krippendorff, 2013). First, data collection or data reduction from questionnaires, interviews, and direct observation to determine the extent of students' responses and understanding of the learning methods provided, particularly in Arabic. The researcher then conducted data analysis based on field findings, which were then interpreted to provide conclusions about the application of the integration of the inquiry model with digital storytelling. These findings were interpreted to draw conclusions from the existing data, which will help understand the perceptions and experiences of students and teachers in implementing the integration of the inquiry model and storytelling in Arabic language learning, particularly regarding students' listening skills.

RESULTS

1. Integration of the Inquiry Learning Model in Digital Storytelling-Based Arabic Language Learning

Based on observations during the learning process, the inquiry model was implemented through several stages: orientation, problem formulation, data collection, information analysis, and conclusion drawing. During the orientation stage, the teacher posed prompting questions related to the content of the storytelling video. Students were then asked to identify new vocabulary, the story content, and the messages conveyed in the video. Next, during the problem formulation stage, students were directed to formulate simple questions in Arabic based on the video content.

During the data collection stage, students engaged in group discussions to find answers to the previously formulated questions. The teacher



acted as a facilitator, helping students understand difficult vocabulary and sentence structures. Students appeared more active in seeking information through textbooks, digital dictionaries, and discussions with their group mates. This shows that learning is no longer teacher-centered, but rather focuses on students' exploratory activities.

In line with the findings of the researcher's observations in the classroom, most students demonstrated active engagement during the learning process. Of the 30 students sampled in the study, 25 actively asked questions and engaged in discussions during the lesson, while the remaining 5 students still needed teacher guidance to express their opinions. This data demonstrates that the implementation of the digital storytelling-based inquiry model creates a more active and interactive learning environment than conventional learning.

Furthermore, documentation shows that students are also able to write down the meaning and content of the storytelling videos they watch and try to use some of the vocabulary in everyday classroom communication. This indicates an increase in students' confidence in speaking, a greater variety of vocabulary, and the ability to construct simple dialogues in Arabic. This demonstrates that the integration of the inquiry model with digital storytelling provides students with the opportunity to develop their creativity and communication skills.

2. The Effect of Implementing a Digital Storytelling-Based Inquiry Model on Students' Arabic Language Skills and Critical Thinking Skills

The research results indicate that the implementation of a digital storytelling-based inquiry learning model had a positive impact on students' Arabic language skills, particularly in the areas of maharah kalam (speaking) and maharah istima' (listening). The use of video storytelling helped students understand pronunciation, intonation, and vocabulary usage in everyday conversational contexts.

Based on the results of a questionnaire administered to students, the majority stated that learning Arabic became easier when using video storytelling media. Of the 30 students, 24 stated that video storytelling helped them understand the material more clearly, while 6 students stated that it was quite helpful. These data indicate that the use of visual and audio media can improve students' comprehension of Arabic language learning materials. Meanwhile, observations also showed an increase in students' confidence in speaking Arabic. Before implementing the video-based storytelling inquiry model, most students tended to be passive and lacked confidence in speaking Arabic. However, after implementing the model, students began to actively express their opinions, answer questions, and practice simple dialogues in front of the class.

Similarly, in terms of mastery of Arabic, students also demonstrated improved listening skills in Arabic conversations through video storytelling. This was evident when students were able to understand the story's essence, identify new vocabulary, and answer questions based on the teacher's video content. This was evident in the results of evaluation assignments and group discussions, which demonstrated improved student understanding of the material.

In addition to improving Arabic language skills, the implementation of the digital storytelling-based inquiry model also impacted students' critical thinking skills. Through the inquiry stages, students were trained to identify problems, formulate questions, seek information, and draw conclusions independently. During the learning process, students not only memorized vocabulary or dialogue but also understood the meaning and use of Arabic in specific situations. Based on interviews with several students, they felt more challenged and motivated when learning was conducted using video storytelling. One student stated that learning felt more engaging and less boring because they could understand the material through stories and moving images. Students also admitted that it was easier to

remember new vocabulary when learned through videos than simply reading a textbook.

From the analysis of the data collected above, it can be concluded that the digital storytelling-based inquiry learning model had a significant impact on improving students' Arabic language skills. Learning becomes more active, communicative, and student-centered, thereby improving students' critical thinking skills and confidence in using Arabic.

3. Student Responses to Arabic Language Learning Integrating the Inquiry Model with Video Storytelling

Based on the researchers' findings, student responses to Arabic language learning integrating the inquiry model with digital storytelling have shown very positive results. Students found the learning more engaging, less monotonous, and easier to understand than lectures or conventional methods.

The questionnaire results also showed that the majority of students responded positively to the use of digital storytelling in Arabic language learning. Of the 30 students, 28 stated that learning using digital storytelling made them more enthusiastic about the lesson, while 2 students stated that they were quite motivated. No students reported being uninterested in the learning process. Students also expressed that the use of video storytelling helped them understand the material more easily because it included images, sounds, and an engaging storyline. Furthermore, the use of video prevented students from getting bored easily during the learning process. Based on interviews with researchers, several students stated that they previously found Arabic learning difficult due to the excessive memorization of vocabulary and grammar explanations. However, after implementing inquiry-based digital storytelling, students found it easier to understand the material because they learned through contextual stories that were relevant to their daily lives.



Figure 1
Storytelling Video Screening

In addition to increasing learning motivation, this learning model also boosted students' confidence in using Arabic. Students became more confident speaking in front of the class, discussing with their group mates, and presenting their analysis of the video storytelling content. Observations showed that the classroom atmosphere became more active and communicative. During the learning process, students appeared more enthusiastic when answering teacher questions, discussing in groups, and presenting their discussion results. The teacher also stated that student participation levels had increased compared to before the learning model was implemented.

In terms of group work, students demonstrated strong collaborative skills throughout the learning process. They helped each other understand new vocabulary and searched for meanings from various sources they chose, such as dictionaries, digital dictionaries, and other sources. This demonstrates that the digital storytelling-based inquiry learning model not only improves Arabic language skills but also builds students' social and communication skills.



Figure 2
Group Discussion



The findings of this study also show that integrating the inquiry model with digital storytelling can create a more innovative and enjoyable learning experience for students. Learning Arabic, previously considered difficult and boring, becomes more interactive and easier to understand through the use of digital media that aligns with technological developments.

Overall, the results of this study indicate that the implementation of the digital storytelling-based inquiry learning model at Al Umm Smart Center Junior High School, Tembung, has a positive impact on students' Arabic language learning processes and outcomes. The integration of the inquiry model and digital storytelling media has been shown to increase student engagement, Arabic language skills, critical thinking skills, learning motivation, and positive student responses to Arabic language learning. Therefore, this learning model can be used as an innovative alternative to improve the quality of Arabic language learning at the junior high school level.

DISCUSSION

The results of this study indicate that the integration of the inquiry learning model with digital storytelling can create a more active, communicative, and student-centered learning process. Learning no longer solely positions the teacher as the primary source of information, but students are directly involved in the process of discovering knowledge through observation, discussion, analysis, and drawing conclusions from the material.

This finding aligns with the opinion of (Lee, 2014) which states that inquiry-based learning in a foreign language can increase student engagement through exploratory and problem-solving activities. According to Lee, students who learn using an inquiry approach tend to be more active in constructing language understanding through contextual and communicative learning experiences.

In this study, digital storytelling serves as a medium that strengthens the application of the

inquiry model. The videos used in learning can provide visualizations of stories that help students understand the context of real-life Arabic language use. This aligns with research (Shao et al., 2022), which explains that the use of audio-visual-based digital technology in Arabic language learning can improve language comprehension and help students improve pronunciation more effectively. The use of digital storytelling is also highly relevant to the development of modern Arabic language learning technology, as explained in the study "AraBERT: Transformer-Based Model for Arabic Language Understanding" (Antoun, et al., 2020). This research demonstrates that digital technology and modern Arabic language processing offer significant opportunities for improving contextual and communicative Arabic language comprehension. In the context of this study, digital storytelling is a form of technology integration that helps students understand Arabic through visual and audio experiences.

The results of this study also show that students become more active in asking questions, discussing, and expressing opinions during the learning process. These findings support the research (Nurdiana et al., 2024) states that the inquiry learning model has a positive relationship with increasing student participation in Arabic language learning. Similarly, research (Afriansyah & Sutarjo, 2024) also explains that the application of the inquiry method to Arabic language learning at MAN 1 Way Kanan can improve student learning outcomes because students are actively involved in the learning process.

The results of the study indicate that the application of the digital storytelling-based inquiry model has a positive impact on students' Arabic language skills, particularly in the areas of maharah kalam (speaking in Arabic) and maharah istima' (speaking in Arabic). Students become more confident in speaking Arabic and more easily understand the content of conversations through video media.

Shalihah et al., 2023) explains that the inquiry method can improve students' Arabic reading and

comprehension skills because they are actively involved in the process of finding information. This study confirms that inquiry-based learning has a positive impact on Arabic language skill acquisition.

Furthermore, Zulkifli, et al. (2022) also showed that inquiry-based learning activities can improve students' ability to comprehend Arabic texts more critically and analytically. This was evident in the study when students were able to comprehend the content of storytelling videos, identify new vocabulary, and construct simple dialogues based on the stories presented.

The improvement in students' critical thinking skills in this study also supports the findings of research (Ghaemi & Mirsaed, 2017). This study explained that the inquiry learning model can improve students' critical thinking skills through activities such as asking questions, analyzing problems, seeking information, and drawing conclusions independently. In addition to critical thinking, students also experienced improvements in their ability to use simple Arabic grammar. These findings align with research (Tavanapour et al., 2021) which explains that inquiry-based learning can improve grammatical accuracy because students understand language usage through context and direct practice. In this study, students not only memorized sentence structures but also practiced using Arabic through dialogue and video storytelling.

Based on the research results, students responded very positively to video storytelling-based Arabic language learning. Students found the learning more interesting, enjoyable, and easier to understand than conventional learning. This finding aligns with the study "Exploring Reasoning Influence on Arabic Language Teaching Strategies," which explains that learning strategies involving reasoning and active student activity can increase motivation and interest in learning Arabic. In this study, digital storytelling helped students understand the material through a visual and contextual approach, making learning more meaningful.

Positive student responses were also related to the use of digital media in Arabic language learning. This aligns with research (Mohamed, 2023) which explains that modern Arabic language learning requires integrating technology and a communicative approach so students can use Arabic in real-life contexts.

In this study, students demonstrated high enthusiasm throughout the learning process. They actively discussed, collaborated in groups, and confidently presented their digital storytelling assignments to the class. This demonstrates that the integration of the inquiry model and digital storytelling not only improves Arabic language skills but also develops students' communication and collaboration skills. These findings are relevant to research (Jumhur et al., 2024) on the design of nahwu teaching materials using an inquiry approach, which explains that an inquiry approach can increase student engagement in actively and independently understanding Arabic language material.

Based on the overall findings of the previous study, it can be concluded that the integration of the inquiry learning model with digital storytelling has had a positive impact on Arabic language learning. Learning becomes more active, innovative, communicative, and in line with developments in modern educational technology. In addition to improving Arabic language skills, this learning model also enhances critical thinking skills, creativity, learning motivation, and student engagement in the learning process.

CONCLUSION

Based on the research findings, the integration of the inquiry learning model in digital storytelling-based Arabic language learning at Al Umm Smart Center Junior High School, Tembung, creates a more active, interactive, and student-centered learning process. The implementation of this inquiry model is carried out through several stages: orientation, problem formulation, data collection, analysis, and conclusion drawing. The combination of digital storytelling media helps students



understand Arabic language material in a more contextual and communicative manner. The use of video storytelling also provides a more engaging learning experience, making it easier for students to understand vocabulary, conversational content, and the use of Arabic in everyday life.

The research results also indicate that the implementation of the digital storytelling-based inquiry model has had a positive impact on improving students' Arabic language skills, particularly in the areas of "maharah kalam" (literary and logical reasoning), as well as their critical thinking skills. Students became more confident speaking in Arabic, actively engaged in discussions with peers and teachers, and were able to convey ideas more communicatively. Furthermore, student responses to this learning model were very positive, as the learning process was perceived as more enjoyable, less monotonous, and able to increase student motivation. Therefore, the integration of the digital storytelling and inquiry model can be an innovative alternative in Arabic language learning that is relevant to the development of educational technology in the digital era.

This research has provided benefits for teachers, students, and educational institutions as a reference in developing more creative and innovative Arabic language learning. However, this study also has limitations, particularly the limited sample size and the focus on a single school, which means the results cannot be widely generalized. Furthermore, this study focuses more on video storytelling-based learning and does not fully examine the use of artificial intelligence-based technology or other interactive digital platforms in Arabic language learning. Therefore, further researchers are advised to conduct research with a broader scope, using mixed methods, and developing the integration of inquiry models with other digital learning technologies in order to obtain more comprehensive and in-depth research results.

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