

Analysis Of The Components And Content Of The Apollo Dictionary As A Learning Resource For Arabic

Hafsah Anjani¹

Tatang²

Shofa Musthofa Khalid³

¹²³ Universitas Pendidikan Indonesia, Indonesia

¹ hafsahanjani18@upi.edu

² tatangupi@upi.edu

³ shofelia@upi.edu

Abstract

Dictionaries are one of the primary learning resources, particularly in Arabic language learning. The Apollo dictionary has been a learning resource for over two years at an Islamic boarding school, but no analysis has been conducted on its components. This study aims to examine the dictionary's content and components, specifically the Apollo dictionary as a learning resource for students, and provide recommendations for improvement and usage. This research employs descriptive analysis with document analysis data collection techniques. The results show that this dictionary can be used as a learning resource due to its user-friendly conciseness. However, additional components, such as source references, are necessary for dictionary components. This is crucial for student dictionaries. Nevertheless, the dictionary should also be tailored to students' needs, considering both conciseness and completeness.

Keyword: *Thematic Dictionary, Component Analysis, Learning Resource*

Introduction

In a learning process, three interrelated components are required: educators, learners, and learning resources (Handoko, 2022). Educators serve as creators of communication with learners in the learning process or knowledge transfer. Learners are the ones who acquire knowledge from educators, and learning resources act as tools or materials that foster and develop the learning process. In addition to educators and learners, learning resources play a crucial role in the learning process. Without learning resources, the learning process cannot proceed optimally (Samsinar, 2019). According to Arif Sudirman, as cited by Martin et al. (2022), learning resources are everything outside the learner to support the learning process. These resources may include hardware and software, such as printed books, modules, student worksheets (LKS), real objects, models, markets, banks, museums, zoos, and the Internet.

Sudjana, as cited in Samsinar (2019), further explains that learning resources can be categorized into several types: printed resources (such as books, dictionaries, magazines, newspapers), non-printed resources (such as videos, films, audio recordings), facility-based resources (such as libraries, sports fields, auditoriums), activity-based resources (such as group work, observations, interviews), and environmental resources (such as museums, parks, and others). Their significance and function remain essential among the various forms and categories of learning resources. According to Sudjana in Samsinar (2019), the urgency of learning resources includes increasing educational productivity, facilitating the learning process, reducing the burden of information delivery, providing a more personalized learning experience by

lessening the rigid control of educators, allowing students to grow according to their capacities and potential, enabling more scientifically based learning, and improving the learning experience by utilizing communication tools to present information and data clearly and concretely.

Learning resources are also essential in Arabic language learning (Sutinalvi et al., 2024). Like other learning resources, Arabic language learning resources are categorized into several types: printed and non-printed. Non-printed learning resources include videos, audio, images, and technology-based texts (Helly, Rahmadani, and Syayidi, 2024). Meanwhile, examples of printed learning resources include books and dictionaries.

A dictionary is one of many Arabic language learning resources that supports the learning process. A dictionary is essential for any language learner (Alhafidz, 2023). Therefore, a dictionary is crucial, particularly in foreign language learning. Arabic as a foreign language is crucial in students' communication (Al Farisi et al., 2021). Using a dictionary in foreign language learning can function as a translation aid. Additionally, a dictionary helps learners understand and delve deeper into the language they are studying. In terms of language, dictionaries come in various types: monolingual dictionaries (containing one language), bilingual dictionaries (containing two languages), and multilingual dictionaries (containing three or more languages) (Fadhilah, 2021). With the advancement of technology, dictionaries have evolved into digital formats (Alhafidz, 2023). Now, dictionaries are available in both printed and digital forms.

Using digital dictionaries can make it easier for learners to search for vocabulary quickly. According to Arifin and Mulyani, digital dictionaries offer effective and efficient advantages. Their practical use allows them to be accessed anytime and anywhere (Arifin and Mulyani, 2021). According to a study by Arifin and Mulyani (2021), 70% of students prefer digital dictionaries. In contrast, printed dictionaries are favored by only 30% of the students out of 100 respondents. However, in Islamic boarding schools (Pesantren), students have limitations on using electronic devices, which require them to use printed materials. Despite these limitations, printed dictionaries have advantages, such as preserving lexicography in the digital era, serving as tools for learning lexicology, and acting as historical symbols (Alhafidz, 2023).

The use of printed dictionaries in Islamic boarding schools (Pesantren) is an effort to maintain the existence of printed dictionaries. In terms of size, printed dictionaries are divided into three types: mini dictionaries, small dictionaries, and large dictionaries (Batubara and Mahakarya, 2021). A mini-dictionary, a pocket dictionary, is easy to carry anywhere. Mini or pocket dictionaries are commonly found in modern Pesantren due to their efficient use as a tool for language assistance. This makes pocket dictionaries important among students, especially in Pesantren, who do not use electronic devices as learning resources. The presence of a pocket dictionary serves as an efficient learning resource for students and makes it easier for them to use. According to Saroinsong and Farikhah (2020), pocketbooks have several benefits, including delivering the same material, providing enjoyable learning, efficient effort and time, offering clear and concise material, and attractive design for users. Therefore, the presence of a pocket dictionary can be an efficient learning resource for Arabic, easy to carry, and containing vocabulary frequently used in the contexts needed by learners.

The pocket dictionary has been implemented as a student translation aid in one of the modern Islamic boarding schools in Bandung Regency. This pocket dictionary is named Apollo. The Apollo dictionary is used in daily activities, and students are required to

carry it wherever they go. The Apollo dictionary is organized thematically based on its usage needs, grouped by everyday themes such as at school, in the room, in the canteen, and others. The Apollo dictionary provides vocabulary and includes everyday sentences commonly used by the students. This makes it easier for students to use the language and find vocabulary they do not yet know. This dictionary has been in use for two years at the boarding school and is used by more than 1,000 students. One of the teachers there mentioned that, during the use of this dictionary, the students have become better at using the language, especially in constructing sentences for daily conversations. However, after approximately two years of use, the components of this pocket dictionary have not yet been analyzed. This is important to do in order to identify any shortcomings for evaluation purposes and to recognize its strengths as a good reference (Rahmawati and Liana, 2021).

An analysis of the components of a dictionary is conducted to examine the contents, structure, and features of a product. Similarly, a dictionary is not created arbitrarily; there is a tradition and systematic approach to its compilation (Saehudin, 2005). According to Dr. Ali Al-Qasimy in the work of Taufiqurrochman (2015), 25 general dictionary components are divided into three sections. Since the Apollo dictionary is a learning resource for students in the Pesantren, an analysis of its components is necessary. With two years of use and more than 1,000 users, it is essential to analyze the dictionary's components to determine whether they are necessary for a pocket dictionary.

In the study by Harun (2019), which examined the criteria for an ideal dictionary according to experts, the research used a library research method to assess the ideal characteristics of a dictionary. In the following year (2021), Rahmawati and Susanto researched the development of pocketbooks, and the pocket dictionary was successfully developed in one school through several trials. This research used the R&D method. Then, Mawardi, Mustafa, and Musdalifa (2024) studied the development of mini dictionaries. This research was also conducted using the R&D method. The development of the mini-dictionary aimed to assess the development process, validity, and practicality of the mini-dictionary in its use.

Based on the issues outlined and the findings from previous research, this study formulates a research question regarding the components of the Apollo dictionary as a learning resource for Arabic language students. Therefore, referring to the research question, this study aims to evaluate the dictionary in terms of its content and the components of the Apollo dictionary as a learning resource for students and to provide recommendations for improvements and usage. Starting from this thought, the researcher will conduct a study on analyzing the components of the Apollo dictionary as a learning resource for Arabic.

Methods

This study is a qualitative research (Milles & Huberman, 1994) using a descriptive analysis approach. The researcher conducts a detailed analysis of the results obtained. The researcher collects data and information comprehensively, referring to applicable regulations. The data collection technique used by the researcher is document analysis. Document analysis is carried out to examine the content and components of the dictionary, as well as to find theories relevant to this study.

The data analysis technique in this study includes content analysis, focusing on the dictionary's structure, content, and components, as well as document analysis,

specifically of the Apollo dictionary itself, which serves as the primary reference for this research. According to Rifa'i (2023), the steps of data analysis in this study involve categorizing or grouping the components of the dictionary according to the theory being used. Then, the components of the dictionary are analyzed based on these categories. The final step is to explain the meaning of the analysis results.

Result

In his work, Atthar (1979) states that a dictionary contains various vocabulary words in a language, complete with explanations and interpretations of their meanings, organized systematically, alphabetically, or by topic. The Apollo dictionary is presented thematically. According to Marwanda, Anwar, and Nasution (2024), thematic dictionaries can significantly impact and improve Arabic language learning.

Based on the document review of the Apollo dictionary in terms of its appearance, the following findings were obtained:

1. The Apollo dictionary is small, measuring 12.5 cm in width, 17.5 cm in length, and approximately 0.5 cm thick. It contains 104 pages.
2. This dictionary features 34 topics or themes, with 925 vocabulary words and 224 daily expressions.
3. From a linguistic perspective, the Apollo dictionary is multilingual, encompassing three languages (Arabic, English, and Indonesian).
4. In terms of structure, this is a thematic dictionary where vocabulary is presented and grouped based on themes commonly needed and used by students.
5. Regarding its size, the Apollo dictionary can be categorized as both a student dictionary and a pocket dictionary.

The Apollo dictionary is a pocket dictionary, as evidenced by its size and page count. The number of vocabulary words presented is also around 1,000. The dictionary is also organized based on themes relevant to life in the Pesantren. This is particularly notable because the thematic strategy can capture the user's attention due to its structured presentation and relevance to the studied field. Below are the front and back covers of the Apollo dictionary.

Figure 1 and Figure 2
Front and back covers of the Apollo dictionary



The image above shows the front and back cover of the Apollo dictionary, which represents the first part visible to the reader. However, beyond its appearance and

presentation, the researcher must also examine the study's primary objective, namely the dictionary's components. Referring to Dr. Ali Al-Qasimi's theory on dictionary components as presented in the book by Taufiqurrochman (2015), the researcher adopts these components as a reference for this study. According to Dr. Ali Al-Qasimi, dictionary components are divided into three sections: the front matter, the central part, and the back matter. These components are generally presented in Table 1.

Table 1. Dictionary Components According to Dr. Ali Al-Qasimy

Beginning Section	Middle Section	Final Section
A. Purpose of Compilation	a) Font (Khat) Used	a. Appendix
B. Sources Used	b) Column Model	b. Table
C. Background of Compilation	c) Phonetic Information	c. Map
D. Usage Instructions	d) Morphological Information	d. Chronological History
E. Grammar Guide	e) Syntactic Information	e. Rules
F. Number of Entries/Words in the Dictionary	f) Semantic Information	f. About the Author and Others
G. Abbreviation Explanations	g) Examples of Word Usage	
H. Meaning of Symbols/Images	h) Dalil atau landasan (bukti pemaknaan)	
I. Transliteration Rules and Other Information	i) Images	
	j) Word Formation Information	

According to Dr. Ali Al-Qasimy's theory, a dictionary is divided into three separate sections. This placement aligns with the dictionary components. The following is the realization of the analysis results of the Apollo dictionary components.

Beginning Section

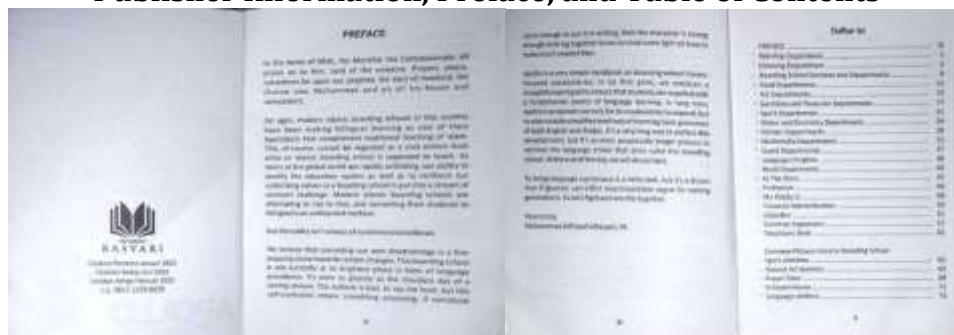
Based on Dr. Ali Al-Qasimy's theory, the introductory section of a dictionary should contain nine components. However, the Apollo dictionary's analysis revealed that it only contains three components: the background of compilation and the number of entries/words in the dictionary. The remaining six components are absent.

- | | |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Purpose of Compilation | According to Sunaryo, Patoni, and Basiroh (1990) the dictionary compilation guide should include the purpose of compiling a dictionary. This can inform the user about the dictionary's intended goals. In the Apollo dictionary, the purpose of compilation is briefly mentioned in the preface. Although it is written briefly, this aligns with the book's need to remain concise. |
| B. Sources Used | The Apollo dictionary does not mention the sources used. However, it would be better if it included a brief reference to them. |
| C. Background of Compilation | The Apollo dictionary includes a brief background of its compilation in the preface. This background is summarized and combined with the purpose of the dictionary's compilation to make the presentation more concise. The preface (purpose and background of compilation) is written in English. |
| D. Usage Instructions | The Apollo dictionary does not include usage instructions. |

- E. Grammar Guide
The Apollo dictionary does not include a grammar guide.
- F. Number of Entries/Words in the Dictionary
The Apollo dictionary contains 925 words and 224 expressions. The words and expressions in the dictionary are organized according to themes and topics. There are 34 themes in the Apollo dictionary. While the total number of entries is not explicitly stated, this is reflected in the table of contents provided in the dictionary. According to the author's analysis, the table of contents is sufficient to indicate the number of entries included in the dictionary.
- G. Abbreviation Explanations
The Apollo dictionary does not include abbreviation explanations.
- H. Meaning of Symbols/Images
The Apollo dictionary does not include the meaning of symbols/images.
- I. Transliteration Rules and Other Information
The Apollo dictionary does not include transliteration rules.

In the introductory section, the Apollo dictionary only displays the front cover, publisher information, preface (purpose and background of compilation), and table of contents. The background of compilation is briefly discussed in the preface, while the number of entries/words is presented in the table of contents. According to the analysis, adding the "sources used" component in the Apollo dictionary would be beneficial so that users can know the sources of the dictionary. Below is the introductory section of the Apollo dictionary.

Figure 3 dan Figure 4
Publisher Information, Preface, and Table of Contents



Middle Section

The middle section of the dictionary fulfills only two of the ten components, the font used and the column model.

- A. Font (Khat) Used
The font used in this dictionary is Algerian (for Arabic script) and Calibri (for alphabetic text). The font size for Arabic letters is 16, and for alphabetic letters, it is 12. According to Kanta and Artayasa (2022), a good writing font can be judged using readability, legibility, and visibility. Based on these three elements, the font and size used in the Apollo dictionary are appropriate, considering the ease of reading, letter/word recognition, and viewing distance. The font and size are suitable for readers aged 13 to 19 or students from grade 7 (middle school) to grade 12 (high school).
- B. Column Model
The column model used in this dictionary is adjusted to use three languages, each occupying one column. There are three columns: Arabic, English, and Indonesian. According to the author's analysis, this column model is effective because it

clearly separates the three languages, and this layout also facilitates the readers' use of the dictionary.

- C. Phonetic Information
The Apollo dictionary does not include phonetic information (ashwat).
 - D. Morphological Information
The Apollo dictionary does not include morphological information (sharf).
 - E. Syntactic Information
The Apollo dictionary does not include syntactic information (nahwu).
 - F. Syntactic Information
The Apollo dictionary does not include semantic information (dalalah).
 - G. Examples of Word Usage
This dictionary does not generally provide examples of word usage; it only presents vocabulary. However, some topics do include common phrases or expressions.
 - H. Evidence or Basis (Meaning Proof)
The Apollo dictionary does not include evidence or basis for meanings.
 - I. Images
The Apollo dictionary does not include images. This is because it is a pocket-sized version intended for intermediate-level students, focusing more on context than images. However, according to Widodo and Janah (2022), illustrated dictionaries are more engaging, especially for children.
 - J. Word Formation Information
The Apollo dictionary does not include word formation information.
- Below is the display of the font and column model.

Figure 5
Font and Column Model (table)



Final Section

In the final section, referring to Dr. Ali Al-Qasimy's theory, six dictionary components should be available. However, the result shows that only one component exists: the table. The table in the Apollo dictionary is located at the core of the dictionary, where vocabulary is neatly organized using tables. The tables are filled with vocabulary from three languages: Indonesian, English, and Arabic. An example of the table can be seen in Figure 5. Furthermore, at the end of the Apollo dictionary, a note or blank page is added for students to record unfamiliar vocabulary.

- A. Appendix
The Apollo dictionary does not include an appendix. However, a blank page at the end of the dictionary can be used for notes.
- B. Table
The table in this dictionary separates vocabulary in different languages. All vocabulary is presented using a table to make it appear neat. However, the

expressions in this dictionary are presented in regular written form without a table. The table format in this dictionary has been adjusted to meet its needs.

C. Map

The Apollo dictionary does not include a map.

D. Chronological

History

The Apollo dictionary does not include a chronological history.

E. Rules

The Apollo dictionary does not include any rules.

About the Author and Others
The Apollo dictionary does not include information about the author.

Figure 6
Blank Page



Based on the analysis referring to Dr. Ali Al-Qasimy's theory of dictionary components, this dictionary consistently covers three main aspects: the beginning, middle, and end sections, although it only includes a small portion of the foremost standard elements outlined. Out of the 25 components, only six components are found in the Apollo dictionary. The researcher created a summary table of the Apollo dictionary component analysis in Table 2 to simplify things for readers.

Table 2 Analysis of Apollo Dictionary Components

Beginning Section		
No	Dictionary Components	Descriptions
1	Purpose of Compilation	√
2	Sources Used	X
3	Background of Compilations	√
4	Usage Instructions	X
5	Grammar Guide	X
6	Number of Entries/Words in the Dictionary	√
7	Abbreviation Explanations	X
8	Meaning of Symbols/Images	X
9	Transliteration Rules and Other Information	X
Middle Section		
No	Dictionary Components	Descriptions
1	Font (Khat) Used	√
2	Column Model	√
3	Phonetic Information	X
4	Morphological Information	X
5	Syntactic Information	X
6	Semantic Information	X
7	Examples of Word Usage	X
8	Evidence or Basis (Meaning Proof)	X
9	Images	X
10	Word Formation Information	X

Final Section		
No	Dictionary Components	Descriptions
1	Appendix	X
2	Table	√
3	Map	X
4	Chronological History	X
5	Rules	X
6	About the Author and Others	X

Based on the analysis using Dr. Ali Al-Qasimy's theory of dictionary components, the Apollo Dictionary cannot be classified as a complete dictionary because many components are not fulfilled. However, according to Dr. Ali Al-Qasimy, the dictionary components, are considered the standard for a general dictionary, which contains a vast and comprehensive collection of vocabulary. In contrast, in terms of vocabulary, size, and structure, the Apollo Dictionary is relatively small and limited, as it is designed thematically and intended to be a pocket dictionary. Thus, even though the Apollo Dictionary may not meet the full criteria of Dr. Ali Al-Qasimy's theory, it is tailored to meet the specific needs of its users. The absence of several components does not mean the dictionary is poor quality. The Apollo Dictionary focuses on the components deemed necessary for its purpose.

The Apollo Dictionary has its advantages. In addition to its thematic organization, it presents three languages simultaneously. This feature helps students easily remember vocabulary (Khaerunnisa, Tegeh, and Asril 2022) With this advantage, the Apollo Dictionary is well-suited for its purpose as a pocket or student dictionary, as it facilitates students in memorizing vocabulary. According to Fadli, in Khaerunnisa, Tegeh, and Asril (2022), thematic dictionaries are also well-suited to the needs around students.

According to Samsinar (2019), states that learning resources should meet several criteria: clear objectives, efficiency, functionality, simplicity, easy accessibility, and flexibility. The Apollo Dictionary meets all of these criteria. Its flexible and portable design makes it a practical learning resource that supports students' learning. Being efficient and effective significantly contributes to the learning process (Handayani et al., 2024) Therefore, the Apollo Dictionary is a practical learning resource for educational activities at the pesantren.

Conclusion

After analyzing the components and content of the Apollo Dictionary based on Dr. Ali Al-Qasimy's theory, it was found that out of 25 dictionary components, it only contains six components. Nevertheless, the Apollo Dictionary is a trim or student dictionary that is concise and designed to be used anytime and anywhere. Therefore, the size and completeness of the dictionary are adjusted to the needs of the students. This dictionary focuses on everyday vocabulary and is presented thematically in three languages: Arabic, English, and Indonesian. Based on the analysis, the author concludes that students can use this dictionary as a learning resource due to its ease of use and simplicity. However, from the perspective of its components, this dictionary still requires some improvements or additional components that are considered important, such as the sources used, instructions for using the dictionary, and others. This study only analyzes the components and content of the dictionary as a learning resource for students. Therefore, it would be beneficial for the development of this dictionary to be further explored with a more in-depth study and using appropriate measurement tools to obtain more comprehensive results that align with standard dictionary criteria.

Acknowledgement

The author would like to express gratitude to all parties who have helped and supported the completion of this research, especially to the advisor, parents, friends, and myself. It is hoped that this article can benefit and contribute to knowledge development

References

- Al Farisi, M. Z., Sanusi, A., Tatang, Khalid, S. M., & Tantowi, Y. A. (2021). *Requesting speech acts: A case study of Arabic education students in Bandung*. In *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)* (Vol. 595, pp. 454–459). <https://doi.org/10.2991/assehr.k.211119.070>
- Alhafidz, A. Z. (2023). *The existence of Arabic print dictionaries in the digital age*. *Ijaz Arabi: Journal of Arabic Learning*, 6(1), 271–280. <https://doi.org/10.18860/ijazarabi.v6i1.19044>
- Arifin, A., & Mulyani, S. (2021). *Students' perception of using digital Arabic dictionaries in the era of Society 5.0*. *An Nabighoh*, 23(2), 235. <https://doi.org/10.32332/an-nabighoh.v23i2.4478>
- Atthar, A. A. G. (1979). *Muqaddimah al-Shihah*. Beirut: Dar Al-Ilm Lil Malayin.
- Batubara, M. H., & Mahakarya, A. (2021). *Illustrated lexicography Indonesia–Gayo–English–Arabic: Basic concepts, functions, types, and dictionary contents*. *Mahakarya: Jurnal Mahasiswa Ilmu Budaya*, 2(2), 53–62. <https://doi.org/10.22515/mjmib.v2i2.4959>
- Fadhilah, M. A. (2021). *Analysis of the characteristics of the Arabic–Indonesian dictionary application by the Muslim R&D Team*. *Alsina: Journal of Arabic Studies*, 3(2), 201–218. <https://doi.org/10.21580/alsina.3.2.5938>
- Handayani, R., Mustofa, A. M., Huda, R. F., Pratama, F. A., & Amalina, W. (2024). *Arabic learning media: The use of LearningApps.org in supporting Arabic language learning in higher education*. *ALSUNYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab*, 7(2).
- Handoko, S. B. S. K. (2022). *Concept of developing Suryawan learning resources*. *Jurnal Pendidikan dan Konseling*, 4(6), 11275–11286.
- Harun, U. B. (2019). *Component analysis of Al-Mufied Indonesia–Arabic dictionary from Dr. Ali Al-Qasimy's perspective*. *Proceedings of the National Conference on Arabic Language V*, 8(2), 639–647.
- Helty, H., Rahmadani, A., & Syayidi, M. (2024). *Development of digital literacy in Arabic language learning*. *Indonesian Research Journal on Education*, 4(2), 345–347. <https://doi.org/10.31004/irje.v4i2.532>
- Kanta, I. M. D., & Artayasa, I. N. (2022). *Typography analysis on the Sprite logo*. *Jurnal Penalaran Riset*, 1, 130–134. <http://ojs.uhnsugriwa.ac.id/index.php/jpr>
- Khaerunnisa, U., Tegeh, I. M., & Asril, N. M. (2022). *A trilingual thematic dictionary (Indonesian, Arabic, English) enhances early childhood memory*. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(1), 49–57. <https://ejournal.undiksha.ac.id/index.php/IJPAUD/article/view/40335>
- Martin, Y., Montessori, M., & Nora, D. (2022). *Utilization of the Internet as a learning resource*. *Ranah Research: Journal of Multidisciplinary Research and Development*, 4(3), 242–246. <https://doi.org/10.38035/rrj.v4i3.494>
- Marwanda, T. S., Anwar, S., & Nasution, S. (2024). *The impact of using Arabic thematic dictionaries on learning Arabic*, 769–795.

- Mawardi, Mustafa, & Musdalifa. (2024). *Development of a mini dictionary to support Arabic language learning for Grade VIII students at SMP Datok Sulaiman Palopo and the development of an Arabic-Indonesian dictionary to support the use of madrasah textbooks*; 4.
- Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook: Qualitative data analysis*. London: Sage. Retrieved on July 12, 2016.
- Rahmawati, R. D., & Liana, I. (2021). *Development of an Arabic-Indonesian pocket dictionary to improve the reading skills of Grade VIII students at Pesantren Roudhotul Qur'an an-Noer*. *DINAMIKA: Jurnal Kajian Pendidikan dan Keislaman*, 6(1), 41–54. <https://doi.org/10.32764/dinamika.v6i1.1273>
- Rahmawati, R. D., & Susanto, E. (2021). *Development of an EKKI Arabic-Indonesian pocket dictionary to enhance Arabic vocabulary for Grade VIII students at MTsN 14 Jombang*. *JoEMS (Journal of Education and Management Studies)*, 4(4), 19–28. <https://doi.org/10.32764/joems.v4i4.517>
- Rifa'i, Y. (2023). *Analysis of qualitative research methodology in scientific research data collection for mini-research development*. *Cendekia Inovatif dan Berbudaya*, 1(1), 31–37. <https://doi.org/10.59996/cendib.v1i1.155>
- Saehudin, A. (2005). *The tradition of Arabic dictionary compilation* [PDF]. *Journal of Arabic Studies*.
- Samsinar, S. (2019). *The urgency of learning resources*. *Jurnal Kependidikan*, 13, 194–205.
- Saroinsong, W. P., & Farikhah, W. A. (2020). *Pocket book-based media on fine motor skills for preschool children*. *Al-Hikmah: Indonesian Journal of Early Childhood Islamic Education*, 4(1), 66–83. <https://doi.org/10.35896/ijecie.v4i1.106>
- Sunaryo, A., Patoni, A., & Basiroh, U. (1990). *Guidelines for compiling bilingual dictionaries*. Jakarta: Department of Education and Culture. <http://repositori.kemdikbud.go.id/3297/1/Pedoman%20penyusunan%20kamus%20dwibahasa.pdf>
- Sutinalvi, V., Haraphap, A., Lubis, M. Y., & Nasution, S. (2024). *Arabic language learning in the digital era: Implementation challenges and opportunities*. *Jurnal Ilmu Pendidikan*, 2(7), 987–998.
- Taufiqurrochman. (2015). *Arabic lexicology*. UIN Maliki Press.
- Widodo, A., & Janah, N. (2022). *Development of a mini Arabic-Indonesian vocabulary dictionary to support Arabic learning for Grade X students at MA Plus Sunan Drajat 7 Gesikharjo Palang Tuban*. *Jurnal Institut Pesantren Sunan Drajat (INSUD) Lamongan*, 17(2), 2022–2038.