

ديفا رحما وفدة محمد زكي اديتيا. (٢٠٢٤). الفعالية في استخدام الوسائط السمعية البصرية في تحسين مهارة الكلام باللغة العربية. *أبنا*.

محمد: رزال منير, ديدي: لطفي, توفيك: فجر, أحمد جم جم جمالدين. (٢٠٢٤). تطبيق الطريقة التركيبية والتحليلية في تعليم اللغة العربية لتحسين مهارة القراءة لدى طالبة المدرس طلبية المدرسة الدينية التكميلية إعانة المبتدي دارنجدان برواكرتا.

الفقي (٢٠٢٢), "إن استخدام الوسائط المتعددة يرفع من دافعية الطالب ويُحسن من قدرته على الاستماع والفهم في تعلم اللغة العربية".

ووفقًا للحربي (٢٠٢٤): "إن الجمع بين الوسائط السمعية والبصرية يؤدي إلى تعلم أكثر عمقًا وتأثيرًا، خاصة في تعليم اللغة كلغة ثانية".

حسين (٢٠٢٣) تؤكد أن "الفيديوهات التعليمية تسهم في تحسين قدرات المتعلم في القراءة والفهم، وتزيد من تفاعله مع النصوص المقروءة".

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(HR. al-Ṭabarānī dalam *al-Mu'jam al-Awsaṭ*, no. 5937, dinilai hasan oleh al-Albānī dalam *Silsilah al-Aḥādīth al-Ṣaḥīḥah*, no. 906)

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