THE DEVELOPMENT OF MAHARAH KITABAH IN THE MILLENNIAL ERA: AN ANALYSIS OF NATIQ BOOK

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Abstract
This study aims to reveal the methods used in Natiq book in developing sentences, bound expressions, free expressions, and constructing paragraphs in Arabic papers. Natiq book is an alternative learning source for learning maharah kitabah (writing skills) in the millennial era. This research used descriptive analysis methods with the type of library research that utilizes library sources to obtain research data. This study reveals that emerge from this research are developments in learning maharah kitabah, especially first, in writing Arabic expressions; second, constructing sentences; third, bound expressions, free expressions, and fourth, constructing paragraphs in Arabic papers. The conclusion is that the Natiq book volume 3, which is recommended by the Qatar mutanadzir (debater) and Saudi Arabian Sheikh and the Indonesian mawapres (Indonesian most outstanding student), can be used as an alternative learning materials/source for developing maharah kitabah in Arabic language learning today, especially for Islamic college students in the Arabic Language Education study program. From the results of the analysis of this textbook, it is clear that the Natiq method book volume 3 can bring a solution to the problems of developing maharah kitabah in Arabic language learning today, especially for Islamic college students.

Keywords: Writing Skills, Arabic Textbooks, Arabic Teaching, and Natiq Method

Abstract
Penelitian ini bertujuan untuk mengungkap metode yang digunakan dalam kitab Natiq dalam mengembangkan kalimat, ekspresi terikat, ekspresi bebas, dan pembuatan paragraf dalam karya tulis Arab. Buku Natiq adalah sebagai alternatif sumber belajar maharah kitabah di era milenial. Penelitian ini menggunakan metode analisis deskriptif dengan jenis penelitian kepustakaan yang memanfaatkan sumber kepustakaan untuk memperoleh data penelitian. Kajian ini mengungkapkan bahwa yang muncul dari penelitian ini adalah perkembangan dalam pembelajaran maharah kitabah, terutama pertama, dalam menulis ungkapan bahasa Arab; kedua, membuat kalimat; ketiga, ekspresi terikat, ekspresi bebas, dan keempat, membuat paragraf dalam makalah berbahasa Arab. Kesimpulannya, kehadiran kitab Natiq jilid 3 yang direkomendasikan
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INTRODUCTION

Writing skill (maharah al-kitabah) is one of the important skills in learning Arabic. If speaking is a means to communicate actively with others so that a person can express his feelings and thoughts and reading is a tool used by people to find out something that happened in the past, then writing is an activity to actualize self-ability and scientific specialization to the public, because of written either in the form of a book or just a manuscript of opinions and short papers, readers can find out the quality of knowledge possessed by one's scientific specialization. Writing is also a means of communication that is not limited by time and place. In speaking, the audience may not be more than 100 people, but by writing the audience can reach millions of people.¹

Writing skill, in Arabic learning, is one of the four language skills. In general, the objectives of learning writing skills are to make students master everything related to Arabic in written form because every form of Arabic writing will relate to other Arabic language skills.² Writing is an activity that has a relationship with the thought process and expression skills in written form. Writing can be said as a very complex activity because it lies in the demands of the ability to organize ideas coherently and logically, as well as the ability to present writing in a variety of written languages and different writing rules.³

The description of the application of maharah kitabah learning carried out in some religious universities is still not optimal, especially in the writing of Arabic expressions, especially for students majoring in Arabic Language Education. And basically, the students have been equipped with the basics of learning Arabic in Madrasah Aliyah (Islamic Senior High Schools) and those from Islamic


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boarding schools (Pesantren). But, when they move to the college stage, most of them still have difficulty in writing Arabic, because the application of maharah kitabah in higher education is quite different from the learning taught in previous educational institutions.

In college, students are required to apply maharah kitabah in learning Arabic in a tangible form, for example, writing Arabic articles, Arabic papers, Arabic poetry, Arabic thesis, and so on. The related elements in this matter still confuse students in making precisely constructing sentences, bound expressions, free expressions, and constructing paragraphs in Arabic papers. This paper will describe the application of the Book of the Natiq Method Volume 3, which is a book of recommendations from the Qatari Mutanadzir and the Sheikh of Saudi Arabia, and the Mawapres of Indonesia. An Arabic language learning book with an interactive method from the Qatar foundation is an alternative to learning maharah kitabah in the millennial era.

**METHOD**

The research method is an absolute aspect that must be met in starting research to reach a scientific conclusion. Based on the topic above, this research used the descriptive analysis method with the type of library research that utilizes library sources to obtain research data.

This research according to its characteristics has certain steps in its implementation, including problems, determining the type of information needed, determining data collection procedures, processing information or data, and drawing conclusions.

This study revealed the phenomena that develop in Arabic learning, especially in the aspect of using Arabic textbooks (Maharah Kitabah) using the Natiq method as an alternative medium for developing maharah kitabah. The researcher used a literature approach both in printed and electronic forms, the researcher also collected several statements from experts and book authors to support the discussion section. Expert statements came from national and international books and journals that are relevant to this study. In this case, to support the collection of data and information about the Arabic language textbook, the Natiq method for the development of the Maharah kitabah. This is

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4 Sohibul Khatim, Wawancara 17/06/21
following what was stated by Green (1995) that literature becomes a study document in the study of literature because it has criteria that are relevant to the focus of the study.\(^7\)

**RESULT AND DISCUSSION**

**Maharah Al-Kitabah (Writing Skills)**

A book is a collection of words that are organized and orderly. The epistemological meaning of the book is a collection of words that are composed and contain meaning because the book will not be formed unless there are regular words. And with the existence of the book, humans can express their thoughts freely according to what they think. By pouring the written expression, it is hoped that the readers can understand what the writer wants to express.\(^8\)

Writing skill is the ability to describe or express the contents of the mind, starting from the simplest aspects, such as writing words, to the complex aspects, namely writing. Writing skills are skills that are needed in the current millennial era, these skills are one way to express thoughts, feelings, hopes, ideals, or everything that is thought and felt by humans.\(^9\)

Writing activity is a language skill that is used to communicate indirectly, meaning not directly face to face with other people, but through written media. Writing can be said as one of the most productive language skills besides speaking. So for the message to be understood by the reader, an article must meet the proper criteria. Writing skills do not come suddenly, but must go through an intensive training and practice process. The more training and practice, the more likely it is that students are able and enjoy writing activities.\(^10\)

Apart from that, the purposes of writing include:

1. To inform: to explain or describe an idea, process, event, belief, person, place, or thing that explains facts and explains causes;
2. To persuade: to encourage other people or readers to do something or behave as the author wants;
3. To entertain: for pleasure, to express what is felt, experienced, and thought.\(^11\)

The objective of teaching Arabic writing is to enable students to learn according to Mahmud Kamil An-Naqah are:

1) Writing Arabic letters and understanding the relationship between letter shapes and sounds.

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\(^8\) Munawarah, “Pembelajaran Keterampilan Menulis, 24.

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2) Write Arabic sentences with separate letters and concatenated letters with different letter shapes either at the beginning, middle or end.

3) Mastery of how to write Arabic clearly and correctly.

4) The mastery of writing calligraphy copy or patches are both easier to learn.

5) Mastery / able to write from right to left.

6) Know the punctuation and instructions and how to use them.

7) Knowing the principle of imla’ and knowing what is contained in Arabic.

8) Translating ideas in writing sentences using Arabic grammar that matches the word.

9) Translating ideas in writing the right sentences using the right words in the context of changing the form of words or changing the construction of meaning (mufrad, mutsanna jama’, mudzakar, muannast, idhafat, etc.) Translating written ideas using appropriate grammar.

10) Use appropriate language style for the title or idea stated.

11) Writing speed reflects itself in a correct, precise, clear, and expressive language.¹²

Fajriah revealed that writing is an integrated language skill, which is shown to produce something called writing. There are at least three components that are incorporated in the writing activity, namely:

a. Mastery of written language, including vocabulary, structure, sentences, paragraphs, spelling, pragmatics, and so on.

b. Mastery of the content of the essay following the topic to be written.

c. Mastery of the types of writing, namely how to compose the content of writing using written language to form the desired composition, such as essays, articles, short stories, books, and so on.

Writing skills in learning Arabic is one part of the four language skills, in general, the learning objectives are so that students can master everything related to Arabic in written form.¹³ Aspects in the maharah al-kitabah according to ‘Ulyan are al-qawaid (nahwu and sharf), imla’ and khat. The elements in the book are al-kalimah (the smallest word unit of the sentence unit or the basic elements of sentence formation), al-jumlah (a collection of words that can form an understanding of meaning or one word that is based on another word), al-fakrah (paragraph) and uslub.¹⁴

Based on the exposure before, we can distinguish between the act of writing we are going to teach, and identify four main areas in the teaching of writing in Arabic is:

a) Writing Arabic


¹³ Afandi. “Penyebaran Koran,” 140.

b) Write words with the correct spelling  
c) Creating structures and sentences in Arabic which can be understood by readers  
d) of Use Arabic structure and sentences in paragraphs that express the author's ideas clearly.\textsuperscript{15}

**Types of Writing Skills (Maharah Kitabah)**

In the context of language learning, especially in Arabic, writing skills (maharah al-kitabah) are divided into three:\textsuperscript{16}

1. Calligraphy (\textit{Khat})

   In general, khat is the writing of Arabic letters, either stand-alone or arranged with others, well and beautifully, and following the principles and rules set by experts who are experts in the art of khat. Calligraphy or also called \textit{tahsinul khat} (improvement of writing) is a writing category that not only emphasizes the appearance or posture of letters in forming words or sentences but also touches on aesthetic aspects (\textit{al-jamal}).

2. Dictation (\textit{Imla'})

   Among writing skills, besides calligraphy (khat) is \textit{imla'}. In \textit{imla'} skills, three basic skills are developed. The three things include the accuracy of observing, listening, and flexibility of the hands in writing. Initially, \textit{imla'} had the aim of developing students' skills in observing words or sentences or written texts to be transferred or copied into students' books. After that, students are trained to move or copy their hearing.\textsuperscript{17}

   \textit{Imla'} has a very important role in shaping and developing language skills and skills, \textit{Imla'} abilities and skills are the initial principles that must be possessed by every student as a provision to be able to express their hearts and minds in written form. On the other hand, \textit{Imla'} can be a measure to find out where the students' lessons are, to be given new lessons.\textsuperscript{18}

3. Writing (\textit{al-insya'})

   Writing (\textit{al-insya'}) is a writing category that is oriented toward expressing main ideas in the form of ideas, messages, feelings, and so on in written language. Writing is not just a visualization of the shape or appearance of letters, words, or sentences. In learning to compose, two techniques can be used, namely:

   1) guided writing (الإنشاء الموجه)

\textsuperscript{15} Mahmud Kamil, \textit{Ta`lim Lughah Al-Arabiyah}, 237.  
\textsuperscript{16} Ulin Nuha, \textit{Ragam Metodologi & Media Pembelajaran Bahasa Arab}, 115.  
\textsuperscript{17} Ulin Nuha, \textit{Ragam Metodologi & Media Pembelajaran Bahasa Arab}, 130.  

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students compose with the guidance and direction of the teacher. Guided writing is also called limited writing (الإنشاء المقيد). It is called guided writing because students compose with the guidance and direction of the teacher. And it is called limited writing because students' essays are limited by the number of sentences.  

2) free writing. (الإنشاء الحر) 

students make sentences or paragraphs without direction, examples, incomplete sentences, and so on. In this case, students are given the freedom to express their thoughts. To get to this stage, there are several exercises that students need to do. Among them are summarizing (التلخيص), telling the picture seen, (القصة), and explaining certain activities (الإيضاح).

Stages of applying the Natiq method in maharah kitabah

Constructing Sentences (تكوين الجملة)

Constructing sentences is the most important basis in writing Arabic essays because it is the entrance that will lead a writer to continue working in the writing arena while improving his skills. It is important for beginners to know the basic rules of the Arabic language which collects the two most important branches of knowledge, namely the knowledge of Nahwu and Sharaf, then he can compose a sentence and develop it with the knowledge of the tools he has so that he knows exactly where it is right and wrong. The following is a basic method of constructing sentences.

1. Understanding 'Umdatul kalam (معرفة عمدة الكلام)

'Umdatul kalam is the core rule in kalam, namely, the principal amount in Arabic which consists of two sentences (al-jumlah), namely the nominal sentence or al-jumlah al-ismiyah (mubtada' and khabar) and the verbal sentence or al-jumlah al-Fi'liyah (Fi'il and Fa'il/Naibul Fa'il).

2. Completing 'Umdatul Kalam with Fudlatil Kalam (تكملة عمدة الكلام)

Fudlatul Kalam is the content of kalam, including the letters of jar, majrur, zharf zaman and makan, idhafah, af'alul khamsah, hal, 'tamyiznaul , adawat jazimah, syartiyyah, nafiyyah, istisna', and others.

20 Ulin Nuha, Ragam Metodologi & Media, 141.
The Bound Expression I (التعبير المقيد 1)

In accordance with the fact that an Arabic language student must be familiar with many levels of writing abilities, it is appropriate for us to start first with the stage called sensory description (الوصف الحسي). Sensory description is a skill related to the function of the five senses in the body, but what we mean in this material is the sense of sight, and this is the best way to make it easier to digest for beginners in transferring the mindset that there is a form of speech and writing...
in the head through the display of images or other visual media so that a student can make a perfect sentence.

This method is very popular among Arabic observers and calls it the term bound expression. (التعبير المقيّد)

التعبير المقيد 1

أن نبدأ بالوصفي الحسي لأنه أسهل طرقاً للمبتدئ في تحويل الأفكار الذهنية إلى الألفاظ المنطوفة والمكتوبة بعرض الصور أو المناظير أو المرئيات. حتى يقدر الطالب أن يكون جملة مفيدة أو أكثر على مواله. ولا يقدر لن يستوعب مهارة الكلام والكتابة بدون حفظ المفردات وتطبيقها لأنه شرط أساسي.

المثال الأول:

- يحفظ التلميذ دروسه جيدا كل يوم
- يدرس الولد مادة المناظرة في بيته
- يجتهد الطالب في مذاكرة عند رجوعه إلى البيت

المثال الثاني:

- يقوم الولد أمام المرأة لممارسة الخطابة
- يقضي أحمد ليلة العطلة لتنمية موهبته
- كان أخي الكبير لا يمتلك أن يضحك عند مشاهدة أداء إلقائه

Understanding Sentence Construction Characters  (معرفة ضوابط تكوين الجملة)
Before writing, it would be nice to first memorize the vocabulary. So that he is able to put his ideas into written form with a varied vocabulary so that the resulting writing does not make the reader feel bored and the memorized vocabulary is not lost, the best solution is to practice it both orally and in writing.

After the writer can memorize vocabulary and put it into practice, then he must pay attention to several things related to the character of a syllable. And then the writer must know some of the characteristics of constructing sentences.

1) Important points in choosing syllables:
   a. The origin of the syllable/derivative must be correct in terms of the fractional sentence
   b. Must use standard Arabic and not use market language
   c. Must be in accordance with the storyline or the context of the conversation.

2) The character of constructing sentences must meet two conditions, namely:
   The sentences made must be correct in terms of nahwu and sharf rules.
   The storyline is not complicated.

After the above explanation is accompanied by the exercises that have been done in the previous material, a student is expected to be able to transform his knowledge or whatever comes to mind, in his mind into written form, or in other terms transfer the form of speech into written form.

The Bound Expression II (التعبير المقيد 2)

in this material, we are still discussing the method we studied earlier, namely Atta'biru Almuqayyad, but the discussion is a bit different in one focal point, namely, we will be required to describe several images that are related to each other another (series picture) and relate it with several sentences according to the existing picture.

Therefore, to achieve the target or goal in writing it is necessary for us to use some conjunctions, for example: the letter of ‘athaf (أدوات العطف), in addition to (بجانب ذلك), then (بالتالي), and therefore (ذالله), therefore (ِثم), and such. These conjunctions will bind one sentence to another so that later a paragraph will be composed.
The Free Expression I (التعبير الحر 1)

The time has come for a student to be free from the shackles of expression bound to the air of free expression so that he can answer several questions through the available options, after which he can strengthen the answer with several reasons that are correct and purposeful.

And there is no doubt that in this stage basically rely more on the power of logical thinking and the flow of imagination on an abstract nature.

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<tr>
<th>السؤال</th>
<th>الأجواب</th>
<th>التعليل</th>
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<tbody>
<tr>
<td>أين تفضل بين أن تملك درجة النارية أو الحاسوب المحمول؟ لماذا؟</td>
<td>أن أفضل درجة النارية لاحجي إليها أكثر، وهي أنني كثيرا ما أتردد من مدرسة إلى أخرى لداء واجب الدراسة</td>
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<tr>
<td>أي الأمرين تختار، الرحلة إلى المناطق الجبلية والذهاب إلى المتزهات للنزهة الترفيهية أو الرحلة العلمية إلى المتاحف والأماكن الترفيهية؟</td>
<td>إذا اختيار الرحلة العلمية.</td>
<td>لأنها ليست النزهة فقط ولكن بجانب ذلك الاستنادا من الثقافة والمعلومة المهمة.</td>
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الصورة الأولى: يدرب المدرب طلابه لاعب كرة السلة بالجد والإتقان والإلتزام استعدادا لمواجهة المسبقة.

الصورة الثانية: يشترك الاعبون المسابقة كرة السلة على المستوى الوطني.

الصورة الثالثة: الاعبون يجدين في المباريات ويتقنون على نيل الفوز حتى أصبحوا وحصلوا على المركزية الأولية.

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The Free Expression II  

This time there will be some examples that will clarify the difference between this material and the previous material, namely the description of the problem faced by a student. The description contains some direct questions that will not give the slightest chance to choose.

The characteristic nature of these questions is to ask anything without any limitations on the themes discussed, therefore a student will always be required to move the thinking power to answer some of the questions and try to add as many explanations as possible.

Constructing Paragraph I  

A paragraph is a collection of several sentences that include one main idea. Knowledge of paragraph writing is the entrance to discussing writing papers or papers, therefore knowing something that has a close correlation with paragraphs, either in general or in detail is very important and deserves attention by the author.

Here are some benefits that are very important to know, from the book taken "Attahrir-Al'araby" namely:

1) **The short or length of a paragraph has a very close relationship with the main idea.**

If the main idea being discussed is light and easy, then the writing of the paragraph becomes short, and vice versa.

2) **One paragraph should focus on one main idea.**

For example, if you want to tell the location of the Naatiq International Institute course in terms of facilities, you only need to discuss the main idea, namely facilities. Therefore, do not write something that comes to your mind by discussing the teaching process, the background of the teaching staff, the books studied there, and other things that are not included in the main idea,
namely facilities. Only after you have finished discussing the facilities, can you discuss other things by constructing a new paragraph.

3) Between one sentence and another have a mutual interest

a writer must continue to maintain the relationship between one sentence and another in one main idea from the beginning to the end of the paragraph, and do not fall into other conversation holes that can distract the reader's concentration so that they do not get the point from the main idea being discussed, for example, an author wants to describe the facilities available at the Naatik International Institute course, after mentioning the facilities at the Naatik International Institute, he unwittingly explains in detail about one of the existing facilities (e.g., Wi-fi), he also explained about the wi-fi model, the fees to be paid, and other things. Things like this can make the reader confused because he doesn't find the main idea in the paragraph.

The way to make paragraphs easier is to tell about anything (Something) or about someone's personality (Someone)

الفقرة 1
الفقرة هي مجموعة من عدة جمل تتعلق من فكرة رئيسية واحدة، وإليك الآن بعض المعلومة التي لابد أن تعرفه حول خطوات الفقرة التي استخلصته من كتاب حسن الإسغاء في درس الإدارة.
1. أن طول الفقرة وقصرها يرتبط تماما بطبية الفقرة، إن كانت بسيطة فالفقرة قصيرة ولا فإطراء.
2. أن تكون الفقرة محددة بالفقرة الرئيسية واحدة.
3. أن تكون متراكبة.
وفي طريق تكوين الفقرة إلى سهولة أكثر فالوصف إذا أن يكون له شيء ما أو شخص معين.
وتلك على النموذج:

بين اللغة العربية والحضارة

حدث ولا حدث أن كون اللغة لغة الحضارة الأولى في العالم لوقت طويل. قدرة اللغة العربية على المساهمة في التعبير عن العلوم المختلفة، بسبب تمتعها بخصائص، وألفاظ، وتركيب، وخيل، والعدود من المزايا الأخرى. كون اللغة العربية أداة للتعرف والتواصل بين ملايين البشر في شتى بقاع الأرض. أتسم اللغة العربية بأنها ثابتة في جذورها ومتعددة بسبب خصائصها ومزاياها العديدة. مساعدة اللغة العربية على استمرار الثقافة العربية بين الفئات المختلفة، والمحافظة على الاتصال.
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are easier for novice students to deal with, as we have mentioned in the previous discussion. The second step is to select the elements included in the topic. Element is a small topic that contains several main ideas.

From the results of the research that have been mentioned in the previous section, this analysis can be concluded as follows: First, the relevance of the contents of the Natiq method book volume 3 by M. Ihya' Ulumuddin and Sohibul Khatami which is recommended by YCEE (Youth Cultural and Educational Exchange) Turkey and the best mutanadzir Qatar foundation is one of the 4 volumes of the Natiq method used by teachers in learning Arabic. The writing of this article is more about analyzing the Natiq book in volume 3. The presentation of the standard content in the Natiq book in volume 3 is presented because it focuses more on one skill, namely writing skills (Kitabah).

According to Mahmud Kamil An-Naqah in the book Ta'ilim Lughah al-Arabiyyah Lin-Naatiqin bilughatin Ukhra that in learning maharah kitabah there is the identification of four main areas in learning to write in Arabic before being taught, namely writing Arabic letters, write words with correct spelling, make Arabic structures and sentences that can be understood by readers, and Use Arabic structures and sentences in paragraphs that express the author's ideas clearly. This is following the results of the analysis of the competency standards listed in this book, which have been structured in the good and appropriate order of learning maharah kitabah.

Dealing with the material presented for each Subject, the contents of the book in the Natiq book volume 3, from the aspect of conformity with the curriculum that applies to the Arabic higher education curriculum, is following the standard of Arabic learning content set by the government in the regulation letter of the Minister of Religion concerning Madrasah Curriculum Number 000912 of the year 2013, because each standard set for language subjects (Arabic) contains language components in general, namely listening, speaking, reading and writing, researching and studying...
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CONCLUSION
In this case, it can be concluded that the importance of studying maharah kitabah in learning Arabic. In the current millennial era, and the midst of the current rapid development of technology, learning maharah kitabah in learning Arabic must follow the flow of development along with the times. With the development of competition in the development of Arabic learning media, that is so tight. Especially on developing the relevance of the contents of the nation method book volume 3 by M. Ihya’ Ulumuddin and Sohibul Khatami recommended from YCEE (Cultural Exchange and Youth Education) Turkey and the best Qatar mutanadzir foundation is one of the 4 volumes of the Natiq method used by teachers in language learning Arab. The writing of this article is more about analyzing the Natiq book volume 3. The standard presentation of the contents of the Natiq book volume 3, is presented because it focuses more on one skill, namely writing skills (Kitabah).

In terms of content, the book in the Natiq book volume 3, contains answers to problems that often occur in religious college students majoring in Arabic education, namely in writing Arabic articles, Arabic papers, Arabic poetry, and Arabic thesis. Etc. The solutions or answers given in the book of Natiq volume 3, are first, in writing Arabic expressions, second, constructing sentences, third, bound expressions, free expressions, and fourth, constructing paragraphs on Arabic paper. With this research, it is expected to make one of the books that contribute to the resolution of the problems of learning Arabic, with the hope that further research will be able to apply books to interactive media online, this is following the conditions of the development of digital learning in the world of education.

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