



ANALYSIS OF ARABIC LANGUAGE TEXTBOOKS FOR NAHWU AND SHARAF IN MADRASAH ALIYAH RELIGIOUS SPECIALIZATION CLASS XI

Melinda Dewi Sirehani¹, Wahyu Febri Yansah², Muhaiban³

¹Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

²Universitas Islam Negeri Sunan Gunung Djati Bandung

³Universitas Negeri Malang, Indonesia

Abstract

This study analyzes the Arabic Language (Nahwu & Sharaf) textbook for Class XI of the Madrasah Aliyah religious specialization program. Using a qualitative descriptive method, data were collected through document analysis and evaluated against curriculum standards. Findings reveal that the textbook is systematically structured with interrelated chapters, supporting continuous learning. Strengths include an inductive approach, relevance to the curriculum, and integration of socio-cultural values. However, weaknesses such as inconsistent use of harakat, limited illustrative visuals, and less varied material delivery hinder its effectiveness. The study concludes that while the textbook is effective, improvements in presentation, material consistency, and adaptability to diverse student characteristics are needed to enhance motivation and learning outcomes.

Keywords: Textbook Analysis, Arabic Language Education, Nahwu and Sharaf, Curriculum Alignment, Inductive Learning.

* Correspondence Address: melindadewisirehani@mail.com

Article History	Received	Revised	Accepted	Published
	2025-05-03	2025-07-24	2025-08-24	2025-09-10

INTRODUCTION | مقدمة

Arabic is one of the subjects that has a strategic position in the curriculum of madrasah Aliyah, especially in religious specialization. Mastery of the science of nahwu and Sharaf is the main key in understanding Islamic texts such as the Qur'an, Hadith, and turat books.(Al-Hasyimi, t.t.) These two branches of science play an important role in shaping students' morphological and syntactic abilities in Arabic according to the rules. Therefore, the availability of teaching materials combined with quality materials, both in terms of content and conformity with curriculum standards, is an aspect that greatly supports the success of learning.

Materials in learning have an important role in the whole process of teaching and learning activities. One of the main forms of media in delivering material is books, which have a dominant function in supporting learning. In books, various materials have been systematically designed and arranged according to the intended level of education. Therefore, the selection of good and appropriate textbooks is very necessary. As Neville Grant said, "The proper textbook does not exist, but the best available book for you and your students certainly does." This statement explains that there is no perfect textbook, but the best book is the one that suits the teacher, students, and the environment.(Grant, 1987)

Books that learners study should be enjoyable so that learners can benefit from them. Learners' knowledge, skills and attitudes must be integrated to realize the goals of education. The book is a series of basic competencies that learners will understand. Textbooks are also

compiled based on the curriculum and designed according to the competency standards that have been set for each subject at each level of education.(Wina, 2009) A textbook is a collection of writings that are systematically arranged to contain certain learning materials, which have been prepared by the author based on the applicable curriculum. The substance in the book is derived from the competencies that must be mastered by students. (Direktorat Pendidikan Menengah Umum, 2004)

Al- Qasimy states that Arabic textbooks must have the following material components: 1). Readings (muthala'ah) related to the environment of learners; 2). The rules of Arabic (qawa'id al-lughah al-arabiyyah); 3) Some exercises (al-tadribat); 4) The stages of presenting teaching materials must be considered so as not to harm the effectiveness of teaching and learning; 5) A short dictionary, namely a dictionary containing new words; 6) Supporting materials such as exercise books, teacher handbooks.(Azhari, 2018) According to Geene and Pety, a good book has the following components: (1) coursebooks must attract students' interest, (2) coursebooks must be able to provide motivation, (3) coursebooks must use attractive illustrations, (4) coursebooks consider linguistic aspects, (5) the content of the material must be in accordance with the learning objectives of students.

Apart from the components of teaching materials, the quality of the material must also be considered. The material must be of good quality and in accordance with the curriculum and the times. Arabic textbook (nahwu & Sharaf) class XI published by Mastur was chosen as an object because the substance of the material has good quality and is relevant to the learning needs at Madrasah Aliyah, especially in religious specialization. The material contained in this book is presented with various important themes in the science of nahwu and Sharaf. This theme is arranged systematically according to the development of knowledge of students in level XI.

The Arabic language book (Nahwu & Sharaf) class XI by Mastur is one of the references that is widely used for religious specialization classes. However, based on the results of preliminary observations, there are some shortcomings in the delivery of material that is considered less interesting and less able to facilitate enjoyable learning for students. Departing from this problem, the researcher aims to analyze the Arabic language book in question from two components, namely the appearance of the book and the suitability of the material with the learning objectives.

METHOD | منهج

The method used in this research is qualitative with a descriptive approach. According to Bogdan and Taylor (1982), qualitative research is a research procedure that produces descriptive data in the form of written or oral from the object under study.(Abdussamad, 2021) The purpose of this method is to analyze the appearance of books and materials towards learning objectives.

The data sources of this research are primary and secondary sources. Primary sources in this study are Arabic language books (nahwu & Sharaf) class XI madrasah Aliyah specialization in religion, by Mastur and books or documents related to the suitability of books with national standards from the aspects of presentation, content, language, and graphics, as well as the quality of content assessed from the aspects of selection, gradation, presentation, and repetition. While secondary sources are books or articles related to this research. The instrument in this research is the researcher himself. Researchers collected data using the Miles and Huberman technique, namely by collecting data, reducing data, presenting data and drawing conclusions or verification.

RESULT | نتائج

Indicators of Book Display

Book display is an aspect consisting of the physical design and layout of the book which includes, cover, title page, table of contents, and writing format. The preparation of Arabic textbooks nahwu Sharaf in class XI religious specialization in the aspect of appearance is one of the important elements of learning effectiveness. The appearance of the book is not only a matter of aesthetics, but also its function and students' learning interest in the material presented. The appearance of this book assesses the following:

1. Cover

The cover is the outermost part of the book that functions as a protector, identity, and first attraction for readers. In the context of the book, the cover contains the name of my book title, author's name, publisher, illustrations, and brief reviews.

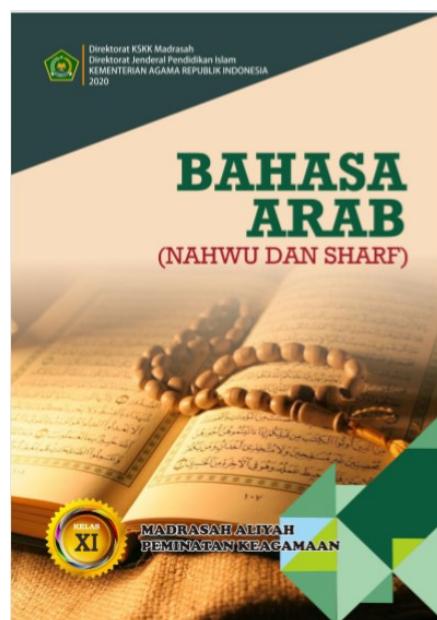


Figure 1. Book Cover

Figure 1. Explains that the suitability of the cover with the contents of the book reflects the Islamic content that is relevant to Arabic language learning. Images of the Koran and prayer beads give a religious impression. And the logo on this cover also shows that this book is official from the government that can be accounted for the level of credibility and trustworthiness of my book content, as well as labels on "class XI" and "Madrasah Aliyah Peminatan Keagamaan" make it easier for users to recognize this book.

But on the other hand, the shortcomings of this cover are that the main title "Arabic Nahwu and Sharaf" with green and red colors is somewhat less striking because the dark background reduces readability, especially on low-quality prints. Elements that read class labels, specialization names, and decorations look piled up and unbalanced and even potentially unreadable, as well as a lack of empty space or in other words visual breath. This cover has claustrophobic elements and lacks aesthetics according to modern design.

2. Paper and Font Spacing

Paper and font spacing are important parts of writing text, especially in documents. Paper determines the physicality of what will be written, while font spacing is the distance between lines and the thickness of the letters used in writing.

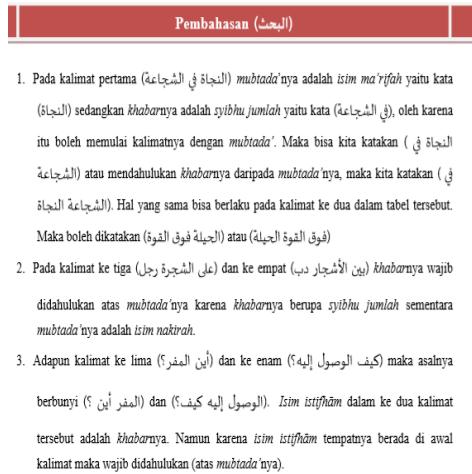


Figure 2. Paper and Font Spacing

From this figure on the use of paper and font spacing, Arabic language books (nahwu & Sharaf) show adequate quality. The type of paper used is white HVS with a standard thickness so that it can support comfort in reading without visual disturbances due to translucent ink. The quality of black ink is also clear and even, and the use of spaces between lines is quite commensurate.

3. Color printing

Color printing in books is not only limited to black and white, but includes all colors to support readability, attract attention, and clarify certain parts of the material. In this Arabic language book (nahwu & Sharaf) class XI, the use of color is not only limited to black and white, but involves other colors to clarify information and beautify the appearance of the material.



Figure. 3 Color

Figure 3. Explains that the use of color provides the following benefits: First, as a differentiator between types of information, such as the difference between main text, examples, and exercises. Second, the variety of colors in this book can increase students' interest in reading, make the book look more attractive, not monotonous, and more visually communicative. Third, color also helps in visualizing grammatical concepts in nahwu Sharaf so that it is easier to understand. However, there are some shortcomings such as the use of color is not evenly distributed, there are important parts of the material but it is left minimalist.

4. Introduction

The introduction is the first part of the book that contains an overview of the entire content. The author will describe the background of the writing, the purpose of the book, and the scope of the discussion. The introduction acts as a bridge between the reader and the content of the book, by briefly introducing the direction of the discussion.



Figure. 4 Introduction

Figure 4. Explains the background of the preparation of this book, namely as a form of manifestation of KMA Number 183 of 2019 and an intermediary in the development of science, technology and communication in the era of globalization which is very fast and difficult to predict. The purpose of this book is not only to provide religious understanding but also to guide the process of deepening religious values to students. This book is also a reference in thinking, behaving, and acting in everyday life.

5. General explanation

A general explanation in a textbook is a section that serves to provide basic information about the background, legal basis, and orientation of book publishing. In the Arabic language book (nahwu & Sharaf) class XI MA specialization in diversity, a general explanation is prepared to introduce the preparation of books in accordance with government policies.



Figure. 5 General Explanation

Figure 5. Explains that the existence of a general explanation shows that this book introduces its identity starting from the title of the book, author, publisher, and others. Another purpose of the general explanation is to emphasize that this book is prepared based on the latest curriculum needs and can be updated according to the times. In addition, the general explanation also aims to provide information that this book is protected by copyright, published by an official institution, namely the Ministry of Religious Affairs of the Republic of Indonesia and is only used for education, not for sale.

6. Images and illustrations

Images, photos, and illustrations are a collection of visual elements in the book that aim to clarify the material, attract the attention of students, and help improve students' understanding of the material being studied. In general, illustrations in teaching material books are used to make it easier for students to feel situations, objects, or events related to learning materials.



Figure 6. Illustration of the picture

Figure 6. Shows that the illustration of the picture in this book has the suitability of the content of the material. The illustrations presented such as rain pictures are in line with the learning theme, as well as other chapters. However, the shortcomings in this aspect are the limited number of images used and the presentation seems simple without more interesting color variations.

7. Bibliography

A bibliography is a collection of sources used in writing scientific papers or other written works. The bibliography includes complete information related to the author, title, year of publication, publisher, and others. The function of the bibliography is to help readers find references and show that this richness is based on reliable sources.



Figure 7. Bibliography

Figure 7. shows that this bibliography is neatly organized in terms of spacing and the use of semicolons. The references used are also from various sources such as classical books, education books, and the Koran. The use of language in this bibliography is also careful in writing Arabic books that follow translations in accordance with Indonesian academics. However, there are some shortcomings, namely, first, the organization of the bibliography is not in accordance with the Indonesian alphabet. Secondly, some references only mention the title without the author's name. Third, the bibliography should use a certain style uniformly, such as APA, MLA, or Chicago style. But here it seems to use a mixed style. Fourth, there is a title in the author's name which should not be there.

Indicators in Material Aspects

Materials in learning are an important part of the education program. With the material the teacher will easily provide knowledge to students. The material is prepared to provide teaching materials that are in accordance with the needs of students. According to Iskandar and Da-dang Sunendar, there are four things that must be considered in teaching materials, namely: First, the learning material is in accordance with the curriculum. Second, learning materials are in accordance with the level of education. Third, learning materials are organized systematically. Fourth, learning materials include things that are factual and conceptual.

The Arabic language book (nahwu & Sharaf) class XI religious specialization is a book that has material and is compiled with reference to the philosophy of national education which emphasizes the formation of character, spirituality, and academic competence of students. This is reflected in the introduction of the book which states that the purpose of education is not only the transfer of knowledge, but also the formation of personality and internalization of moderate and noble Islamic values. This book supports the formation of students who are religious, love the country, and are able to become agents of change in society, in line with the values of Pancasila and the 1945 Constitution.

Each chapter in this book begins with core competencies and basic competencies that refer to KMA No. 183 of 2019. The material is organized to develop grammatical understanding of Arabic gradually and contextually. For example, in Chapter I, students are taught the structure of "khabar muqaddam and mutbada' muakhkhar" through narrative text, grammatical analysis, and contextual exercises. The learning objectives are very clear, covering the cognitive, affective and psychomotor domains, thus conforming to the national curriculum learning approach.

The material in this book still considers the local context. This can be seen from the insertion of Indonesian socio-cultural values and the strengthening of Islamic character in accordance with the culture of madrasah in Indonesia. Discourses and sample sentences often feature the values of gotong royong, cheese-juran, and empathy that are relevant to the lives of learners in the local environment, as well as strengthening a friendly and inclusive Islamic identity. This book uses a genre-based learning approach and modern systematics, namely through four stages of learning: building context, text modeling, co-construction, and independent construction. The explanation of nahwu rules is presented gradually and systematically, supported by illustrations, tables, and interactive exercises. The book is also equipped with a glossary, index, and Arab-Latin transliteration, which shows that the preparation pays attention to aspects of ease of access and modernity in learning.

The Arabic Language Book (Nahwu & Sharaf) Class XI Religious Specialization is arranged systematically with interrelated material between chapters, reflecting continuity in the learning process. The material in each chapter is designed to complement each other, starting from the basic sentence structure that has been obtained in previous classes, then developed into more complex forms. For example, the first chapter discusses the structure of khabar muqaddam and

mubtada' muakhkhar, which is the basis for understanding the use of 'āmil-'āmil such as kāna wa akhawātuhā and inna wa akha-wātuhā in the next chapter. This shows that the preparation of the material is not separate, but built sequentially and integrated with each other so as to support students' tiered understanding of the rules of nahwu and sharaf.

The book compiler also seems to consider the psychological aspects of learners in compiling learning materials. The approach used is not only textual and theoretical, but also contextual and applicative. The materials presented through narrative texts or short discourses provide emotional stimulus and strong imagination, for example, stories about "fat and thin men" or "the atmosphere of the hu-jan", which are relevant to everyday life. The accompanying exercises are also graded, from introducing new vocabulary to constructing sentences independently, which helps build confidence, encourage creativity, and avoid boredom in the learning process.

In terms of approach, this book tends to use an inductive approach, especially in the presentation of nahwu rules. Each grammatical rule is not directly explained definitively at the beginning, but students are invited to first read and understand the text, then gradually draw conclusions about the pattern or sentence structure from the examples given. Only then are the rules explicitly explained. This inductive approach encourages learners to actively construct their own understanding based on the available linguistic data, in accordance with modern learning principles that emphasize knowledge formation through learning experiences. This approach also helps students to better understand the context of using a grammatical structure in real life, not just memorizing grammatical formulas.

The Arabic Language Book (Nahwu) Class XI MAPK is compiled by paying attention to the balance between the quality and quantity of the material. Each chapter contains a fairly in-depth discussion of the rules of nahwu and sharaf, but not too dense so that it can still be digested properly by students. The number of chapters and subtopics presented reflects a realistic proportion to be achieved in one school year. For example, the discussions on khabar muqaddam and mubtada' muakhkhar, kāna wa akhawātuhā, and inna wa akhawātuhā are presented proportionally with explanations that are not too long, but cover aspects of form, meaning, and function. The material is not only dense in content, but also accompanied by examples, exercises, and reinforcement through diverse reading texts, ensuring that students not only understand the theory but also skillfully apply it. Thus, this book succeeds in presenting content that is not excessive but still high quality in substance.

The use of Arabic in this book is also designed to be easily understood by grade XI students, especially those in the religious specialization. The texts presented use simple sentence structures and vocabulary that are common in daily life or the Islamic environment. This makes it easier for learners to understand the content without experiencing too high a language barrier. For example, in the discourse of al-rajulu al-samīn wa al-rajulu al-nahīf, the sentences are arranged logically and are not wordy, and have a close relationship with the learning of nahwu discussed in the chapter. In addition, the book also provides transliterations and new vocabulary lists that are useful to support students' understanding of the text. With this approach, the Arabic used remains authentic but is adapted to the comprehension ability of upper secondary students.

The preparation of the materials in this book also takes into account the individual differences of learners, especially in the diversity of learning styles and language abilities. The texts provided are not only in the form of narratives, but also dialogues, descriptions, and even religious reflections, which can reach a variety of student preferences. Some students understand more quickly through narratives, while others are more responsive to grammatical structures in short, direct sentences; this book accommodates both. Enrichment and remediation

are also provided, as a form of adaptation to differences in student abilities. The material presented is flexible and can be developed by the teacher according to the needs of the class. This makes the book not rigid, but open to customization and differentiation of learning which is very important in inclusive and responsive education practices.

In terms of presentation, this book integrates a text-based learning model and an inductive approach. The model includes the stages of context building, text modeling, co-construction, and self-construction. This allows students to not only understand the content theoretically but also practice it in a real context. For example, students are asked to read the text, identify the sentence structure, and then build their own sentences with the same pattern. This shows the application of active and participatory learning strategies that encourage students to think critically and reflectively. The book also includes interaction activities between teachers and parents, which shows that learning does not only happen in the classroom, but involves a wider community of learners. The overall approach reflects a serious attempt to adapt the learning process to the principles of 21st century education.

The presentation of the material in this book is also supported by the presence of relevant and functional images and illustrations. Images such as "fat and thin men", "rain", or "bees" are used not only as decoration, but as a trigger for the context of the lesson. The illustrations help students to understand the situation described in the text, while strengthening their understanding of the language structures used. This visual presence is important because it strengthens students' memory and associations with the learning content. With simple yet contextual visualizations, this book encourages students to make connections between language forms and situated meanings. This proves that this book not only emphasizes linguistic but also semiotic aspects in language learning, thus making the learning process more interesting, communicative, and fun for students.

DISCUSSION | مناقشة

Teaching material books are a series of learning materials or contents that are arranged to achieve learning objectives.(Hernawan dkk., 2012) Teaching books are an important component in the learning process that serves as a reference for teachers in delivering content. The existence of teaching books not only helps teachers in delivering material but also increases the effectiveness of the learning process. Without a systematically organized textbook, teachers will have difficulty in achieving learning objectives. Therefore, every implementation of learning, teachers are required to consistently prepare relevant materials so that learning takes place optimally and is able to encourage learner competence. (Majid, 2013)

According to Chamblis and Calfe in Masnur Muslich, textbooks are tools for students to understand and learn and to understand the world outside themselves. They argue that textbooks have tremendous power to change the brains of students and can influence children's knowledge of certain values. In addition, textbooks are also a mandatory guide for teachers in classroom management and a guide for students.(Muslich, 2010) Textbooks are also the servants of an education for students. Individualized services occur because students can learn to deal with materials that contain learning information.

According to Praswato, textbooks consist of five components, namely title, basic competencies or subject matter, supporting information, exercises, and assessment. The content of the material in the book must be in accordance with the basic competencies that have been determined based on the applicable curriculum. (Basuki dkk., 2015) Textbooks are different from other scientific books. The special characteristics of coursebooks are (1) coursebooks are prepared based on the Education curriculum, (2) coursebooks focus on specific objectives, (3)

coursebooks present certain subject areas, (4) coursebooks prioritize student learning activities, coursebooks become guidelines in the learning process, coursebook presentation patterns are adjusted to the development of technology and student knowledge. (Azhari, 2018)

In the Arabic language book nahwu Sharaf class XI specialization of diversity is one of the books used in Madrasah Aliyah, especially in the religious program. This book serves as the main source in the Arabic language learning process which is focused on two branches of science, namely, nahwu (grammar / syntax) and Sharaf (morphology / word form changes). These two branches of science have an important role in understanding the structure of sentences and the meaning of sentences in Arabic deeply and precisely. This is in accordance with research conducted by Siti Mar-yam in 2020 which states that an understanding of these two sciences is needed in understanding Arabic literature. (Mariyam, 2021)

This book is compiled based on the curriculum for Islamic religious education and Arabic language through the Minister of Religious Affairs (KMA) Decree Number 183 of 2019. This curriculum emphasizes the mastery of nahwu and Sharaf as basic knowledge that must be possessed by students at Madrasah Aliyah. Over time, the implementation of the curriculum underwent changes so that an independent curriculum emerged, in its implementation using a learning approach, including learning nahwu Sharaf. In this learning, adjustments are made to emphasize the development of competence and character of students. Learning nahwu Sharaf based on the independent curriculum can also increase students' understanding with a flexible and contextual approach. (Sunarko dkk., 2024)

This book is designed to support the mastery of knowledge in a systematic and sustainable manner. The material contained in this book is not just theoretical language rules, but also equipped with examples and exercises that aim to improve the ability to analyze and understand students related to nahwu and Sharaf in Arabic texts both classical and modern. Thus, this book becomes an important tool in forming the basic skills to understand Islamic literature in Arabic in depth and breadth.

Although the Arabic Language (Nahwu & Sharaf) Class XI Religious Specialization book has many advantages, there are some shortcomings that need to be observed, especially related to the material aspects as the points that have been discussed. One of the main shortcomings is that although the material between chapters is designed to be interrelated, the transition sometimes feels less smooth. Moving from one chapter to another is not always preceded by a clear introduction to the connections, so learners who do not have a strong basic understanding can have difficulty in seeing the continuity between concepts. These risks fragmenting students' understanding, especially when learning is not accompanied by additional explanatory strategies from the teacher.

In addition, although the Arabic language used in this book has been simplified, not all texts are proportionally adapted to the average ability level of grade XI students. Some of the texts have quite complex sentence structures and contain unfamiliar terms, which can be a barrier for lower-intermediate students. The book also does not provide enough support in the form of a glossary in each chapter, which is needed to support the understanding of new vocabulary in context. In some sections, the descriptions are also too brief and straightforward, without enough elaboration on the meaning and use of the rules.

In terms of text diversity and differentiation, this book does present several types of texts, but it is not optimal in accommodating students' different learning styles as a whole. Most of the texts remain predominantly narrative and do not sufficiently touch on other forms of functional texts such as letters, advertisements, or forms, which are also important for improving practical language competence. Students with visual and kinesthetic learning styles are still not fully

facilitated because the activities offered are mostly text and writing-based, rather than tasks that trigger creativity and hands-on experience.

Another glaring deficiency in the Arabic Language (Nahwu & Sharaf) Class XI Religious Specialization book is the inconsistency in the use of harakat in the texts presented. Some texts, especially in the reading section or example sentences, are accompanied by complete harakat which is very helpful for students in reading and understanding the word structure and i'rab. But on the other hand, there are also texts that do not use harakat at all, or only partially, making it difficult for students, especially those who are still in the early stages of understanding Arabic reading independently.

This imbalance creates the impression that the material is not presented with a consistent standard, whereas consistency in the use of harakat is very important to improve students' reading skills and prevent errors in understanding meaning and grammatical structure. This irregularity can also affect students' confidence, especially those who still depend on the help of harakat in understanding Arabic texts.

The utilization of the learning model adopted in the book has also not been accompanied by explicit guidelines or examples of activities that teachers can adapt flexibly. Although the stages of text-based learning are mentioned at the beginning, not all chapters provide concrete examples of how to implement each stage in detail. As a result, teachers who are less familiar with the genre-based learning approach may find it difficult to implement it optimally. This potentially makes the learning process less interactive and does not fully encourage students to think critically and build knowledge independently.

Finally, although books include pictures and illustrations, their number and distribution are still very limited. Illustrations more often serve as decorative elements rather than actually being part of the learning process. The pictures are not always directly integrated with the learning activities or grammatical analysis being discussed. This is a drawback because ideal illustrations should be able to reinforce the linguistic context and help students understand meaning through visual associations. With a minimal number of visuals, the opportunity to create an engaging and contextualized learning experience is reduced, especially for students who rely heavily on visual stimulus in learning a foreign language.

CONCLUSION | خاتمة

Based on the results of the analysis of the Arabic Language (Nahwu & Sharaf) Class XI book for religious specialization in Madrasah Aliyah, it can be concluded that this book has a significant value as the main teaching material in learning nahwu and sharaf. This book has been prepared based on the KMA curriculum No. 183 of 2019 and pays attention to aspects of developing learner competencies, both in terms of linguistics and character. The material is presented systematically and step-by-step, with an inductive approach that allows learners to build understanding from examples to rules. Each chapter has a connection with other chapters, supporting continuous learning.

In terms of appearance, this book has a representative visual design, but still needs improvement on the cover and presentation of visual elements to make it more attractive and functional. The strength of the book lies in the integration of material, the use of contexts that are close to the lives of students, and the presence of elements of Islamic values and character building. However, there are some shortcomings that need attention, such as the inconsistent use of harakat in the text, the limited variety of text types, and the lack of explicit guidance on

the implementation of learning models. Pictures and illustrations have also not been optimally utilized as media to support understanding.

Overall, this book is quite effective in the learning process in the classroom, but it will be more optimal if improvements are made in terms of appearance, consistency of material, and adjustments to the characteristics of diverse students. These adjustments are expected to increase learning motivation and the achievement of Arabic learning objectives as a whole at the Madrasah Aliyah level.

BIBLIOGRAPHY | مراجع

Abdussamad, Z. (2021). *Metode Penelitian Kualitatif*. CV. Syakir Media Press.

Al-Hasyimi, A. (t.t.). *Al-Qawa'id al-asasiyyah li al-lugah al-'arabiyyah / Ahmad al-Hasyimi* (C1 ed.). Dar al-Kutub al-'Ilmiyyah.

Azhari, A. W. (2018). Analisis Buku Ajar Bahasa Arab Kelas VI Madrasah Ibtidaiyah Terbitan Karya Toha Putra. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab*, 1(2), 125–136. <https://doi.org/10.17509/alsuniyat.v1i2.24360>

Basuki, W. N., Rakhmawati, A., & Hastuti, S. (2015). *Analisis Isi Buku Ajar Bahasa Indonesia Wahana Pengetahuan Untuk SMP/MTs Kelas VIII*. 3.

Direktorat Pendidikan Menengah Umum. (2004). *Pedoman Umum Pengembangan Bahan Ajar SMA*. Departemen Pendidikan Nasional.

Grant, N. (with Internet Archive). (1987). *Making the most of your textbook*. London; New York: Longman. <http://archive.org/details/makingmostofyour0000gran>

Hernawan, A. H., Permasih, & Dewi, L. (2012). Pengembangan Bahan Ajar. *Direktorat UPI, Bandung*, 4(11), 1–13.

Majid, A. (2013). *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru* (Cet. ke-10). Remaja Rosdakarya.

Mariyam, S. (2021). Hubungan Penguasaan Nahwu Sharaf dengan Kemampuan Membaca Kitab Kuning Pesantren Riyadul Huda. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 2(1), 71–81. <https://doi.org/10.30997/tjpba.v2i1.2828>

Muslich, M. (2010). *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian, Buku Teks*. Ar-Ruzz Media. <https://balaiyanpus.jogjaprov.go.id/opac/detail-opac?id=262465>

Sunarko, A., Azizah, F., Salsabila, M., Rohyani, I., Alinda, I., Adz-Dzakiyah, N., & Rohman, F. (2024). *Pembelajaran Nahwu Berbasis Kurikulum Merdeka Di Madrasah Aliyah Negeri*. 2.

Wina, S. (2009). *Perencanaan dan desain sistem pembelajaran* (1 ed.). Kencana.

