



A PRAXEOLOGICAL ANALYSIS OF THE GRADE II ARABIC TEXTBOOK (KMA) FOR MADRASAH IBTIDAIYAH STUDENTS

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Abstract

This study analyzes the Grade II Arabic textbook for Madrasah Ibtidaiyah (MI) using a praxeological framework, with a particular focus on *maharah qir'ah* (reading skills). The research is motivated by limitations in task design and teaching techniques that have not fully supported students' reading competence. Four tasks related to *maharah qir'ah* were examined through a descriptive qualitative approach within the praxeological framework (task, technique, technology, theory). The findings reveal that task design remains heavily dependent on teacher direction, lacks explicit techniques, and has not fostered meaningful reading ability. The main obstacles identified are ontogenic (misalignment with students' developmental stages) and didactic (ambiguity in implementation techniques), which restrict text comprehension. The study concludes that improvements in reading task design are necessary to ensure clarity, contextual relevance, and alignment with learners' developmental levels. The novelty of this research lies in applying praxeology as an analytical tool, rarely employed in Arabic textbook studies at the MI level, thereby offering a new perspective for developing more effective teaching materials.

Keywords: Textbook Analysis; Arabic Language; Madrasah Ibtidaiyah (MI); Praxeology

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INTRODUCTION | مقدمة

Learning Arabic in Indonesia offers significant opportunities, both as a religious language and as a means of strengthening cross-cultural communication competence (Sa'diyah & Abdurahman, 2021). Nevertheless, its teaching process faces persistent challenges, particularly in developing both productive skills (speaking and writing) and receptive skills (listening and reading) (Jamil & Agung, 2022). One way to address these challenges is through the availability of adequate teaching materials (Annova, 2022). Textbooks play a crucial role in maintaining instructional quality (Sukarno et al., 2025).

Recent studies (2020–2025) have highlighted the need to improve Madrasah Ibtidaiyah (MI) textbooks, ranging from vocabulary to presentation and graphics. For instance, Salmah (2023) assessed the Grade V textbook authored by Agus Wahyudi as highly feasible in terms of content and language, while Baihaqi & Hermawan (2023) found that the Grade VI *Attuqa* textbook requires revision to align with the 2013/Merdeka curriculum. Firmansyah et al. (2024) analyzed MI textbooks using the CEFR (Common European Framework of Reference) to determine their suitability for competency development.

Although these studies evaluated textbooks in terms of content, vocabulary, language, and graphic presentation, their approaches remain limited to the “final product” without examining how textbooks systematically organize learning activities. In fact, textbooks should not only deliver material but also provide structured activity designs that support both receptive and productive learning processes.

Building on this gap, the present study employs a praxeological approach. Praxeology enables a holistic evaluation of textbooks through its four components: task, technique, technology, and theory. Previous findings show that the Grade I Arabic textbook contained task designs without specific techniques, indicating that praxeology can serve as an analytical bridge for improving textbook quality (Allail et al., 2025).

This study specifically analyzes the Grade II Arabic textbook published under the KMA (Kurikulum Madrasah, Ministry of Religious Affairs, 2020), which serves as the official reference for MI students. The novelty lies in applying praxeology an analytical tool rarely used in Arabic textbook studies at the elementary level to evaluate how the textbook integrates tasks, techniques, technological foundations of learning, and theoretical underpinnings that support both receptive and productive language skills.

METHOD

منهج

Research Approach

This study employed a qualitative approach with a descriptive design through content analysis. This method was chosen to achieve the research objective, namely to describe and analyze the content of the Grade II Arabic textbook for Madrasah Ibtidaiyah (MI) from a praxeological perspective. Content analysis was considered appropriate because it enables an in-depth examination of texts, material structures, and learning activities contained in the textbook, while linking them to the theoretical framework of didactic anthropology. Through this approach, the study not only seeks to present a factual description of the textbook’s content but also interprets its quality by comparing empirical findings with relevant theories.

Research Design

Broadly, the research process began with identifying the object of study, namely the Grade II Arabic textbook for MI. This was followed by data collection through content observation and documentation. Once the data were gathered, the next stage involved classifying the textbook content into the praxeological framework consisting of four main components: task, technique, technology, and theory. The final stage comprised analysis and interpretation of the findings, leading to conclusions about the textbook’s quality and recommendations for future development.

Data Source

The primary data source was the Grade II Arabic textbook for MI, published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 under the Madrasah Curriculum (KMA). The textbook was selected through purposive sampling, considering its status as an official reference widely used in madrasah and its relevance to the research focus on evaluating teaching material quality from a praxeological perspective.

Data Collection Technique

Documentation study was used as the main technique. This involved a systematic review of the textbook content, relevant articles, journals, and curriculum guidelines. The purpose was

to obtain data on material structure, task forms, presentation techniques, and accompanying theoretical explanations. This technique served to construct the theoretical framework while providing comparative criteria for interpreting the data.

Data Analysis Technique

After data collection, the analysis was conducted using a content analysis model integrated with the praxeological framework. Following Miles et al. (Kalpokaite & Radivojevic, 2019), the analysis comprised three stages:

1. Data reduction, selecting textbook content relevant to reading skills (maharah qirā’ah), particularly the fahmu maqrū’ sections in each chapter.
2. Data presentation, classifying reading content into the four praxeological components (task, technique, technology, theory). For example, a reading text or comprehension question was identified as a task, then examined for its solution technique, whether accompanied by explanations or rules (technology), and whether supported by deeper linguistic or literacy theories (theory) (Chevallard et al., 2015).
3. Conclusion drawing, interpreting the extent to which the textbook integrated praxeological elements in supporting maharah qirā’ah, while identifying strengths and weaknesses in conceptual coherence across chapters.

To strengthen validity, coding procedures were conducted collaboratively by the three authors. Each researcher independently classified the data into praxeological categories, followed by group discussion to resolve discrepancies. This process ensured inter-rater reliability and minimized subjective bias.

Verification was conducted through theoretical triangulation, comparing content analysis results with relevant theoretical references in didactic anthropology and Arabic pedagogy. Operationally, this meant aligning each identified task and technique with established theories of scaffolding, receptive skill development, and constructivist learning. Reflective notes were also maintained throughout the analysis process to document coding decisions and theoretical alignment.

Overall Design

In sum, this research method was designed to ensure that the textbook analysis was systematic, in-depth, and directed according to the praxeological framework. By combining content analysis, collaborative coding, and theoretical verification, the study aims to provide a comprehensive picture of the quality of the Grade II Arabic textbook for MI students, while contributing to the development of teaching materials that better meet the needs of Arabic language learning at the elementary level.

Table 1. Praxeology consists of two blocks: the praxis block and the theoretical block

Praxis Block		Logos Block	
Task (T)	Technique (t)	Technology (θ)	Theory (Θ)
Tasks of a certain type	The way or act of doing a task	Explain a technique and justify it	A concept used in forming knowledge of the type of task

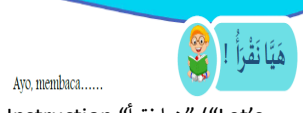
RESULT | نتائج

In this study, praxeology was employed to map the relationship between learning objectives, designed activities, and the evaluation instruments applied. This approach highlights not only the technical aspects of the learning process but also the underlying didactic and

epistemological dimensions. The analysis of four tasks (P1–P4) demonstrates that while each task provides initial stimulus for learning, weaknesses remain in terms of clarity of technique and linguistic suitability for Grade II students.


The first task was analyzed to examine how the simple instruction “هيا نقرأ” (“Let’s read”) is positioned within the praxeological framework. The focus lies on the connection between the reading task and the supporting elements of technique, technology, and theory that underpin students’ receptive skills.

Table 2. Praxeology of Arabic P1 (T, τ, θ, Θ) — Task Design 1

Praxis Block		Logos Block	
Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
 <p>Ayo, membaca..... Instruction “هيا نقرأ” (“Let’s read”)</p>	<p>The teacher prompts students to read, but it is unclear whether the teacher models first or students read independently.</p>	<p>Illustration of a child holding a book with the text “هيا نقرأ” and its Indonesian translation “ayo membaca” serves as motivational scaffolding.</p>	<p>Reading is a receptive skill that precedes productive skills. According to the Zone of Proximal Development, teacher modeling and step-by-step scaffolding are essential to transform a motivational cue into meaningful reading comprehension.</p>

The second task focuses on the introduction of basic vocabulary through text and illustration. The praxeological analysis examines how the word “مدرستي” (“my school”) is introduced to students with visual support, and how teacher techniques, media, and didactic theory interact to reinforce vocabulary acquisition.

Table 3. Praxeology of Arabic P2 (T, τ, θ, Θ) — Task Design 2

Praxis Block		Logos Block	
Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
 <p>Introduction of the vocabulary “مدرستي” (“my school”) through a school illustration</p>	<ul style="list-style-type: none"> The teacher instructs students to read the text “مدرستي” and connect it with the picture The teacher may ask students to explain the meaning or mention familiar loanwords. 	<p>The medium consists of the Arabic text “مدرستي” accompanied by an illustration of a school with the Indonesian flag and the Ministry of Religious Affairs logo. The visual serves as scaffolding, but is less precise because the text uses a possessive phrase (“مدرستي” = my school) rather than the basic noun form (“مدرسة” = school). In addition, the cartoon style illustration reflects an international model that does not adequately represent Indonesian schools.</p>	<p>Vocabulary acquisition theory emphasizes introducing basic forms (مدرسة) before possessive forms (مدرستي). Multimodal input (text, image, audio) supports recognition, but cultural relevance of visuals is crucial. Without semantic processing activities, learning risks remaining at passive recognition rather than active mastery.</p>

The third task emphasizes reading short texts containing new vocabulary related to the school environment. The praxeological analysis is directed toward examining how teachers guide students in recognizing key words, linking meanings with real-life experiences, and utilizing texts and illustrations as scaffolding to strengthen comprehension.


Table 4. Praxeology of Arabic P3 (T, τ, θ, Θ) — Task Design 3

Praxis Block		Logos Block	
Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)

<p>هَذِهِ مَدْرَسَتِي، فِي الْمَدْرَسَةِ مُدْرِسٌ وَ طَالِبٌ وَ مُوظَّفٌ وَ بَوَّابٌ أَنَا أَجِبُ مَدْرَسَتِي</p> <p>Reading a short text about school, recognizing new vocabulary, and understanding sentence meaning.</p>	<ul style="list-style-type: none"> The teacher asks students to read the text aloud. The teacher emphasizes key vocabulary: مدرستي(my school), مدرسة(school), طالب(student), موظف(employee), بواب(guard). The teacher may ask students to explain meanings or connect them with real-life school experiences. 	<p>The medium consists of fully vocalized Arabic text. Illustrations of a school may be added as context. However, the text contains the possessive phrase مدرستي(my school), which is less suitable for Grade II MI students as it is more complex than the basic noun form مدرسة(school).</p>	<p>Language acquisition hierarchy suggests that basic vocabulary should precede possessive forms. Constructivist theory explains that students build meaning through personal experiences, but without translation or additional scaffolding, comprehension depends heavily on teacher guidance.</p>
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The fourth task focuses on the introduction of profession-related vocabulary through illustrative media. No Arabic text or Indonesian translation accompanies the activity, so students' comprehension relies entirely on the teacher's oral explanation and the visual context. The praxeological analysis examines how oral instructions, profession images, and students' real-life experiences function as scaffolding in constructing meaning.

Table 5. Praxeology of Arabic P4 (T, τ, θ, Θ) — Task Design 4

Praxis Block		Logos Block	
Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
 <p>Introduction of profession vocabulary (teacher, doctor, employee, guard, police) through illustrations.</p>	<ul style="list-style-type: none"> The teacher shows profession images, names the corresponding Arabic vocabulary, and asks students to imitate pronunciation. The teacher may ask for the meaning or connect it with students' real-life experiences (e.g., professions they see at school or in their surroundings). 	<p>Profession illustrations serve as initial scaffolding for vocabulary introduction. However, without accompanying Arabic or Indonesian text, students depend solely on the teacher's explanation. Visuals may lead to varied interpretations, so meaning is not always clear.</p>	<ul style="list-style-type: none"> Profession vocabulary represents declarative knowledge (<i>know-that</i>) that should be taught explicitly. Pronunciation imitation supports early receptive skills. Integration of text and visuals is necessary so students not only imitate but also understand meaning. Profession vocabulary forms the basis for constructing simple sentences, e.g., أَنَا مُعَلِّمٌ ("I am a teacher").

DISCUSSION | **مناقشة**

Task Design 1

The instruction "هَيَّا نَقْرَأْ" ("Let's read") is presented as a short text accompanied by an illustration of a child holding a book and its translation into Indonesian ("Ayo membaca..."). Functionally, this task is intended to serve as an initial stimulus for reading activities, directing learners' attention to the text and encouraging them to begin the act of reading. The visual presentation and translation support motivational aspects and facilitate comprehension for beginners who are not yet proficient in Arabic. However, from an operational perspective, the design of this task reveals several significant ambiguities.

First, the instruction does not specify who should read first whether the teacher is expected to model the reading, whether the class should engage in choral reading, or whether students are expected to read independently. This lack of clarity creates uncertainty in the implementation technique. If the teacher models the reading, the task functions primarily as listening/modeling;

if students are asked to read directly, it requires independent reading skills that many learners at the beginner level may not yet possess. Such ambiguity leaves the choice of technique to the teacher's discretion, which may result in inconsistent classroom practices.

Second, the technique implied by the current presentation is more of a brief instructional prompt than a structured learning task. The phrase "Let's read" serves as a stimulus to initiate activity but does not provide procedural steps (e.g., pre-reading vocabulary activation, modeling pronunciation, choral reading, paired reading, or post-reading comprehension checks). Consequently, if teachers rely solely on this prompt, the activity is likely to become a mechanical exercise focused on pronunciation and intonation rather than a reading process that fosters comprehension. In early-grade contexts (e.g., lower levels of Madrasah Ibtidaiyah), this is particularly problematic, as many students are still in the stage of recognizing letters and basic vocabulary. Asking them to "read immediately" without scaffolding risks reducing the activity to mere imitation of sounds without meaning.

This condition is consistent with the findings of (Nafisah et al., 2022) which emphasize that phonetic errors in reading Arabic texts still occur frequently, particularly among novice learners. Consequently, scaffolding in the form of teacher modeling and graduated phonetic exercises becomes crucial to reduce pronunciation errors and to ensure the connection between sound and meaning.

From the perspective of material presentation, the integration of Arabic text, exclamation mark, illustration, and translation does provide initial scaffolding. The image offers situational context, and the translation reduces lexical barriers. However, the presentation remains static and does not provide sufficient context to build broader meaning. The illustration depicts a child holding a book, but no supporting activity connects the image to vocabulary or sentence structures. For beginners, these elements should be enriched with concrete contexts (e.g., short scenes, mini-dialogues, or pre-reading questions) so that words and sentences are not perceived merely as symbols of sound.

The implications for student comprehension are direct and measurable. If the task remains only as a motivational prompt, the likely outcomes are limited to affective readiness (students feel encouraged to try) and the ability to imitate pronunciation. Indicators of comprehension such as identifying the main idea, answering simple content questions, or using vocabulary in context are unlikely to improve. Conversely, if the prompt is followed by structured techniques (teacher modeling, choral reading, paired reading, and post-reading comprehension questions), then comprehension indicators are more likely to develop. Thus, the claim that the instruction "هَيَّا نَقْرْ أ" effectively develops maharah qirā'ah (reading skills) can only be sustained if accompanied by clear teaching procedures and evaluation criteria.

Practically, to make Task 1 more functional in the context of elementary-level Arabic instruction, the material design should be revised to include explicit learning objectives (e.g., "Students can read simple sentences with correct pronunciation and identify the main idea"), concise implementation steps (pre-reading: activation of 1–2 vocabulary items; modeling: teacher reads once; choral reading; paired reading; post-reading: one comprehension question), and simple assessment instruments (rubric 0–3 for pronunciation, intonation, and comprehension). Furthermore, the amount of text introduced in a single session should be adjusted to the learners' proficiency level to avoid cognitive overload. Without these elements, the reading prompt remains a symbolic stimulus that triggers action but contributes little to comprehension or the acquisition of reading strategies.

In summary, the current design of Task 1 is suitable as a motivational stimulus and initial scaffolding, but it is insufficient as a learning task that fosters comprehension. To avoid mechanical reading practices and ensure transfer to productive skills, the material must be supplemented with operational teaching procedures, contextual enrichment, and evaluation instruments that assess both form (pronunciation) and function (comprehension).

Task Design 2

The introduction of the vocabulary item مدرستي (madrasatī / “my school”) is presented through a combination of Arabic text, an illustration of a school building, and local symbols (the Indonesian flag and the Ministry of Religious Affairs logo). Functionally, this arrangement serves as a semiotic anchor: the Arabic grapheme is paired with a visual referent, enabling learners to connect the written form with a concrete object. However, from a praxeological perspective, the material remains at the level of lexical exposure; it functions more as a stimulus for recognition than as a structured learning task. In its current format, the teacher points to the image and pronounces the word, while students listen or repeat. This practice is effective for initial exposure but does not guarantee deeper processing or transfer to productive use.

From the standpoint of implementation technique, Task 2 does not specify operational steps, leaving teachers to adopt highly varied approaches. Without clear guidance, some may limit activities to modeling and repetition (phonological focus), while others may add matching or writing exercises (graphemic and productive focus). Such variation raises issues of reproducibility and instructional validity: the learning objective remains ambiguous whether it is receptive recognition, pronunciation mastery, or basic writing ability. To transform Task 2 into a task capable of producing measurable learning outcomes, the technique must be articulated as a clear, sequenced procedure that any teacher can follow.

For greater effectiveness, the illustration should be supported by multimodal teaching procedures: brief pre-activation to engage learners’ schema, teacher modeling of pronunciation, processing activities (e.g., word picture matching and writing practice), collaborative practice for peer feedback, and post-activity minimal production. Supporting documents should ideally include short teacher scripts, level adaptations, and assessment rubrics to ensure consistent evaluation.

Theoretically, this design can be justified by principles of multimodal input and scaffolding within the Zone of Proximal Development (ZPD). Images and labels reduce initial barriers, allowing learners to imitate and subsequently internalize. However, lexical learning theory and reading/listening strategies emphasize that depth of processing and repeated use in communicative contexts are essential for durable lexical knowledge. Without activities that encourage semantic processing and productive use, visual orthographic exposure risks producing passive recognition (identifying the form) rather than productive mastery (using the word in sentences or writing it correctly).

This aligns with findings by Puspitasari et al. (2025), which highlight that multimodality enhances initial engagement, as learners benefit from the combination of text, image, and audio. Yet, the study also demonstrates that without structured semantic analysis, learners tend to remain at the level of surface recognition and struggle to achieve deeper comprehension. In other words, multimodal input functions as initial scaffolding that lowers cognitive barriers, but long-term success depends on strategies that prompt learners to process meaning, connect vocabulary with real-life experiences, and use it productively in communicative contexts. These findings reinforce the argument that depth of processing and repeated use are prerequisites for

vocabulary to move beyond passive recognition toward genuine mastery applicable in reading and writing skills.

The practical implications for student comprehension are measurable. If Task 2 is used only as brief exposure, the indicators likely to improve are limited to recognition and minor gains in pronunciation. Higher-level indicators such as the ability to construct simple sentences, write the word correctly, or explain the function of a school will not improve without processing activities. Therefore, learning objectives must be stated explicitly (e.g., “Students can pronounce and write the word *مدرستي* and construct one simple sentence about school”), ensuring that techniques and evaluation are aligned with these objectives.

Task Design 3

The third type of task involves reading a short Arabic text: “هذه مدرستي، في المدرسة مُدرِّسٌ وطالبٌ.” *وموظفٌ وبوابٌ، أنا أحب مدرستي* This task is designed to introduce students to vocabulary related to the school environment while simultaneously providing experience in reading complete sentences. Pedagogically, the text is more meaningful than single word introductions because it presents an authentic context of school life. However, from a linguistic perspective, the use of the possessive phrase *مدرستي* (“my school”) requires a more complex grammatical understanding than the basic form *مدرسة* (“school”). This creates a dilemma: on the one hand, the text offers authentic context, but on the other hand, it risks exceeding the linguistic developmental stage of second-grade Madrasah Ibtidaiyah students. The complexity is further compounded by the fact that the text is presented solely in Arabic, without translation into Indonesian or supporting visuals, which may cause beginners to struggle in grasping the intended meaning.

In classroom practice, teachers typically ask students to read the text aloud and then emphasize key vocabulary such as *مدرسة* (school), *مدرِّس* (teacher), *طالب* (student), *موظف* (staff), and *بواب* (guard). Teachers may ask students to explain the meaning of these words or connect the text to their real-life school experiences. This technique positions the teacher as a facilitator who not only instructs reading but also guides learners in understanding the distinction between basic noun forms and possessive constructions. However, without translation or visual support, the teacher’s role becomes even more crucial, as students lack additional scaffolding beyond the vowelized Arabic text.

Theoretically, the design of this task can be explained from several perspectives. Tarigan (1986) emphasizes that receptive vocabulary should be introduced before complex forms, suggesting that the use of possessive phrases at an early stage does not align with the hierarchy of language acquisition. From a behaviorist perspective (Skinner; Smith & Holland, 1964), explicit teacher instruction functions as a stimulus prompting student responses in the form of reading or meaning recall. Yet, if the stimulus is too complex, student responses may not meet expectations. The concept of the Zone of Proximal Development (Vygotskij et al., 1999) explains that the text lies slightly above students’ actual competence, making successful learning highly dependent on teacher scaffolding. Emphasizing basic vocabulary first serves as a support that enables students to comprehend instructions more easily. Constructivist approaches are also relevant, as learners build meaning based on visual context and their own school experiences; however, meaning construction is more effective when initiated with simple lexical units before progressing to full sentences.

The effects of this task design on student comprehension are significant. Cognitively, second-grade learners are still in the concrete-operational stage (Piaget), making them more adept at understanding single words linked to tangible objects. Possessive phrases demand

higher grammatical abstraction, which may not yet be fully developed at this age. Linguistically, students may misinterpret that all nouns must be followed by possessive suffixes, leading to semantic bias. Pedagogically, although the text provides authentic context, without appropriate scaffolding students may lose focus on the main meaning. This aligns with findings by Laely et al. (2023), which highlight the importance of concrete media in early childhood language learning, and research by Ningrum et al. (2021), which demonstrates that gradual scaffolding helps learners grasp abstract concepts more effectively.

The practical implication of this analysis is the need for adjustments in teaching techniques. Teachers should emphasize the basic form مدرسة first, before introducing the possessive form مدرستي. In this way, students not only read the text but also understand the distinction between basic vocabulary and derived forms. Additionally, the inclusion of Indonesian translation or visual illustrations would strengthen comprehension, ensuring that the text functions not merely as a reading exercise but as a tool for constructing meaning consistent with learners' linguistic and cognitive developmental stages.

Task Design 4

The fourth task focuses on introducing vocabulary related to professions such as teacher, doctor, employee, guard, and police officer through illustrative images. The teacher presents pictures of professions, pronounces the corresponding Arabic vocabulary, and asks students to imitate the pronunciation. Additionally, the teacher may ask students to explain the meaning of the words or connect them to real-life experiences, such as professions they encounter at school or in their community. The primary technique employed by students is imitation of pronunciation based on teacher instruction. However, the absence of Arabic text and Indonesian translation makes it difficult for learners to associate visual symbols with the correct linguistic form. As a result, comprehension of meaning relies heavily on teacher explanation, limiting opportunities for independent learning.

From the perspective of instructional technology, illustrations serve as initial scaffolding for vocabulary introduction, but without written text learners only acquire oral recognition. This carries the risk of misconceptions, as professional images may be interpreted differently by students. For example, an illustration of a man in formal attire could be understood as either an employee or a teacher, leading to ambiguity. Heavy reliance on visuals and teacher explanation indicates that the media used does not fully support autonomous vocabulary acquisition.

Theoretically, vocabulary related to professions constitutes declarative knowledge (know-that) which should be presented explicitly to avoid semantic variation. This lexical set also provides a foundation for constructing simple sentences, such as أنا طالب ("I am a student") or أنا معلم ("I am a teacher"). Tarigan (1986) emphasizes that receptive vocabulary must be introduced first in a clear and consistent form. From a behaviorist perspective (Skinner et al., 1964), imitation of pronunciation supports initial receptive skills, but without reinforcement through written text, the stimulus provided by the teacher may produce unstable responses. The concept of the Zone of Proximal Development (Vygotsky, 1978) is also relevant, as learners are situated within the proximal zone when encountering new vocabulary, but successful learning depends on teacher scaffolding. Constructivist approaches further highlight that learners build meaning from real life experiences, yet this construction is strengthened when text and visuals are integrated.

The effects of this task design on student comprehension are significant. Cognitively, lower-grade Madrasah Ibtidaiyah students remain in the concrete-operational stage (Piaget), making them more adept at understanding vocabulary linked to tangible objects. However, without

written text, learners merely imitate sounds without acquiring clear symbolic representation. Linguistically, students risk perceiving pronunciation as the sole form of vocabulary, thereby missing early exposure to Arabic script. Pedagogically, although illustrations provide visual context, the absence of Arabic text and Indonesian translation results in incomplete meaning construction and heavy dependence on teacher mediation. These observations align with findings by Menik Mahmudah et al. (2026), which emphasize the importance of integrating written Arabic text with visual media to strengthen symbolic representation. Similarly, Isnaini and Huda (2020) stress the necessity of introducing written forms early to prevent overreliance on oral imitation. Mawarti et al. (2025) also demonstrate that visual media in Arabic vocabulary learning enhances independent meaning-making and reduces dependence on teacher explanation.

Recent studies further confirm that integrating Arabic text with visual media strengthens learners' vocabulary comprehension. Research on Google Site based media development at MTs Negeri 2 Deli Serdang shows that combining text and visuals is more effective than using illustrations alone (Walad Ahkas, 2023). This finding is consistent with analyses of the KMA 183 textbook, which highlight the importance of explicit vocabulary presentation to avoid semantic variation (Cahyani et al., 2023). Accordingly, Task 4 should incorporate vowelized Arabic text and Indonesian translation so that learners not only imitate pronunciation but also understand the meaning of professional vocabulary comprehensively.

The practical implication of this analysis is the necessity of integrating vowelized Arabic text and Indonesian translation into instructional media. With written text, learners not only imitate pronunciation but also begin to recognize Arabic graphemes as linguistic symbols. The addition of Indonesian translation reinforces semantic comprehension, while illustrations continue to connect vocabulary to real-life experiences. Thus, Task 4 underscores the importance of combining text and visuals to ensure that learners not only imitate but also fully understand professional vocabulary in a consistent manner aligned with their linguistic and cognitive developmental stages.

Implications for Task Redesign

To strengthen the functionality of each task, several practical revisions are proposed. For Task 1 (هيا نقرأ), the objective should be that students are able to read simple sentences with correct pronunciation and identify the main idea. This can be achieved through sequenced steps such as pre-reading vocabulary activation, teacher modeling, choral reading, paired reading, and a post-reading comprehension question. Evaluation can be conducted using a simple rubric (0–3) assessing pronunciation, intonation, and comprehension.

For Task 2 (مدرستي), the objective is for students to pronounce, write, and use the word in one simple sentence. The steps should include teacher modeling, word-picture matching, writing practice, peer feedback, and sentence construction. Evaluation can be carried out using a checklist that covers recognition, pronunciation, and sentence use.

For Task 3 (Short text), the objective is to help students distinguish between basic and possessive forms and comprehend simple sentences. The steps should begin with introducing مدرستي before مدرسة, adding Indonesian translation and visuals, and scaffolding comprehension with guiding questions. Evaluation can be done through oral recall of vocabulary and comprehension questions.

For Task 4 (Professions), the objective is that students can pronounce and understand profession vocabulary and use it in simple sentences. The steps should involve presenting vowelized Arabic text with illustrations, providing Indonesian translation, modeling pronunciation, and practicing simple sentences such as *أنا معلم*. Evaluation can be conducted using a rubric that assesses pronunciation and the ability to construct one sentence.

By revising tasks with explicit objectives, sequenced techniques, and evaluation instruments, the textbook can overcome didactic obstacles and better align with students' developmental stages. This ensures that praxeological analysis is not only descriptive but also prescriptive, offering practical pathways for improving Arabic textbook design at the Madrasah Ibtidaiyah level.

CONCLUSSION | خاتمة

The praxeological analysis of the four tasks (T₁–T₄) in teaching maharah qirā'ah reveals a consistent pattern between material design and didactic obstacles that affect the effectiveness of reading instruction. In general, the textbook provides visual input and fully vocalized texts but lacks explicit operational instructions. As a result, the techniques (τ) are often undefined, and the tasks function more as receptive stimuli rather than structured activities that guide students toward productive reading skills.

This study confirms that the main weakness lies in the absence of pronunciation models, transliteration, and systematic practice steps, which hinder the transition from know-that to know-how in second language learning. Practical recommendations include the provision of pronunciation models (teacher recordings or phonetic notation), transliteration and brief translations for new vocabulary, and explicit implementation steps such as teacher modeling, choral reading, individual reading, and teacher correction. In addition, simple success indicators should be included so that teachers can assess instructional effectiveness in measurable ways.

Accordingly, this research achieves its primary objective: identifying the relationship between task design and didactic obstacles, while offering practical solutions to strengthen the textbook's role as a communicative learning resource.

For future research, recommendations go beyond the generic "further study is needed." A more directed path involves testing revised textbook designs that integrate pronunciation models, transliteration, explicit instructions, and success indicators. Such trials could be conducted through limited classroom experiments in Madrasah Ibtidaiyah to empirically measure effectiveness. Comparative studies across textbooks from different publishers would also be valuable to assess the consistency of didactic obstacles and to identify best practices in developing maharah qirā'ah materials.

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