

Development Of E-Book For Learning Arabic Reading Skills Based On A Genre Based Approach For Senior High School Students

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Abstract

This research aims to describe the development of an e-book for learning Arabic reading skills based on a genre-based approach and the feasibility/validity of the developed e-book product. The research method used is research and development with the ADDIE model, which consists of five development steps, namely: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. Data collection instruments include interviews and questionnaires (validation sheet). The data analysis techniques used are qualitative and quantitative. This e-book contains a collection of Islamic stories with different text genres containing text, images, audio, and hyperlinks to increase students' reading interest, facilitate their understanding of the texts presented, and support students' reading skills training. The product validation results from material experts obtained a score of 89% in the very good category. Meanwhile, validation from media experts obtained a score of 96% in the very good category. Based on the validation results, the e-book product for learning Arabic reading skills based on a genre-based approach is valid and can be implemented with students.

Keywords: Learning Media; E-book; Reading Skills; Arabic; Genre Based Approach

INTRODUCTION

21st century learning is a learning transition that guides teachers to change their learning approach from teacher centered to student centered (Martinez, 2022). Learning in this century is also accompanied by very rapid and increasingly sophisticated developments in science and technology. To meet the challenges of 21st century learning, teachers must be able to optimize the use of media that can attract students' attention and create a pleasant learning atmosphere by utilizing various technologies (Huda et al., 2021). Teachers' skills in using learning technology must be improved. Various teaching and learning facilities must be presented through various representative media, sources and teaching aids to support learning (Haniah et al., 2023). Examples of innovations that teachers can make in providing teaching and learning facilities include creating e-books, interactive learning media, online-based evaluations, and various other innovations (Fauzan et al., 2022).

E-books are an alternative learning media that teachers can use in learning. E-books are electronic versions of printed books that provide multimedia features such as images, animation, sound, video and hyperlinks and can be viewed via a computer, laptop or portable device (Karakoç Öztürk, 2021). The practical, accessible, and easy-to-carry nature of digital books makes it easy for students to read them whenever and wherever they want (Ruddamayanti, 2019). The use of e-books in learning has been proven to improve student learning outcomes (Hadaya & Hanif, 2019), increase students' mastery

of concepts (Saprudin et al., 2022), increase students' learning motivation and make students more actively involved in learning (Muljo et al., 2024). Heyzine Flipbook is an application that can be used to create digital learning modules. Heyzine Flipbook provides an electronic book effect so that each page can be accessed like opening a physical page in a printed book (Setiyaningsih et al., 2024). In this application there are features that can be used such as adding links, images, video, audio and web so that the e-module with the Heyzine Flipbook application contains more information from various sources than the printed module. Heyzine can also be accessed via smartphone or PC (Ashari & Puspasari, 2024).

Reading skills are one of the focuses of foreign language learning orientation, including Arabic. Arabic reading skills are one of the skills that students must master with the aim of developing Arabic language skills (Febrianingsih, 2021). The goal of reading skills is that students are able to read Arabic texts fluently, translate, and understand them well and fluently (Khoiriyah, 2020). However, in fact, several studies still found problems in learning Arabic reading skills. (Hudatullah & Haikal, 2021) mentions several factors that cause students to have difficulty reading Arabic texts, namely low student interest in reading, lack of student motivation due to monotonous and unused learning, and lack of availability of textbooks. (Syam, 2020) and (Rohma & Fawaid, 2023) also stated that the factors that influence students' difficulties in reading Arabic texts are divided into linguistic and non-linguistic factors. Linguistic factors include difficulty pronouncing Arabic (phonology), lack of mastery of vocabulary, and lack of mastery of grammar. The non-linguistic factors are a lack of enthusiasm for learning because students still think that learning Arabic is difficult, learning facilities are not yet integrated with technology, the way teachers present material is less interesting, schools rarely hold activities related to Arabic and there are no language activities such as conversations between students using Arabic.

Students' ability to understand the content of the text is influenced by the ability to understand the text genre (Rozimela, 2014). The Genre-Based Approach method is an approach to language learning based on genre (type of text) which aims to help students develop effective communication skills in various language contexts and situations (Winarsih, 2023). The Genre Based Approach not only has a significant influence on developing student competencies but also on improving language proficiency through understanding different types of texts (Daniarti et al., 2020). However, in this research the genre based approach is only limited to selecting text types, not to learning procedures. (Andreani et al., 2021) in their research results stated that a good understanding of genre can help students develop good reading comprehension. However, genre-based learning of Arabic reading skills is still not well touched, especially in Senior High School. The reading skills taught only focus on the ability to read aloud and understand the content of the text (Ridwan et al., 2024). (Muriawati et al., 2024) stated that in their research on the implementation of reading skills learning, students were asked to look at the entire text, look for the main idea, formulate questions, read the entire text, answer questions that had been created, review the text in their own language and review the entire text.

Some previous research related to e-book development includes the following. First, research by (Muhammad et al., 2017). The results of the research show that the use of Android-based e-books has a positive effect on increasing students' learning motivation and reading skills in learning Arabic at Bidayatul Faizin High School. Second, (Luthfiyah

et al., 2022). The research results show that the use of digital books can improve the Arabic reading skills of class IX MTs students. Third, research conducted by (Asi & Fauzi, 2023). The research results show that the developed e-book is able to improve student learning outcomes in terms of understanding the social function of English texts, generic structure and linguistic characteristics. Fourth, research conducted by (Salahuddin et al., 2023). The research results show that the Indonesian language learning illustrated story e-book using the flipbook maker application is valid, practical and effective when applied to the learning process. Fifth, research conducted by (Muslim et al., 2024). The research results prove that there is a positive influence from using ebook media, enriching students' learning experiences, increasing interest in learning, and enabling more dynamic and enjoyable teaching.

From several previous studies, it can be concluded that the novelty of this research lies in the approach used to develop an ebook for learning Arabic reading skills, namely a genre-based approach. Because throughout the research carried out by researchers, no ebooks for learning Arabic reading skills based on genre-based approaches have been found. So the aims of this research are 1) to describe the development of an ebook for learning Arabic reading skills based on a genre-based approach for Senior High School students and 2) to describe the feasibility of an ebook for learning Arabic reading skills based on a genre-based approach for Senior High School students.

METHOD

The research method used is research and development. Research and Development is a research method used to develop and validate certain products, as well as test the effectiveness of these products (Sugiyono, 2022). The development model uses ADDIE which consists of five stages, namely 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. However, this research is still at the stage of development and validation by material and media experts.

Figure 1. Steps For E-Book Development

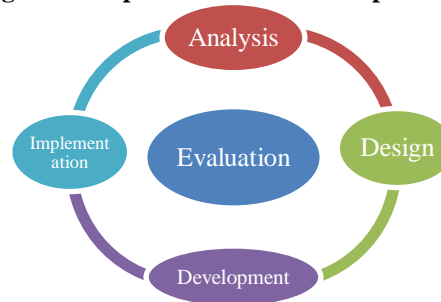


Figure 1 shows the research steps. The first step is analysis. At this stage, researchers analyzed the Arabic language textbooks used at Madrasah Aliyah Muhammadiyah 1 Malang, methods, media and conditions for learning Arabic reading skills. The results of the analysis are used as a basis for ebook development. The second step is design. At this stage, researchers determine basic competencies, learning objectives, materials, methods and evaluations used to develop ebooks for reading skills. The third step is development. At this stage the researcher developed an e-book with a design from Canva, then converted the PDF to Heyzine Flipbook and added image, audio, and link features to make it easier for students to understand the text. After the product has been developed, validation is carried out by material and media experts. The next

stage is product revision based on validation from material and media experts so that the product is suitable for use and implementation for students.

To measure the suitability of the product produced, the product is validated by material experts and media experts. The data produced in this research is qualitative and quantitative data. Qualitative data comes from interviews with Arabic teachers at MA Muhammadiyah 1 Malang. Quantitative data comes from questionnaire results. The instruments used to collect data in the research were interview guidelines and validation sheets. The data analysis technique used is the qualitative data analysis technique by Miles & Huberman and the quantitative data analysis technique with descriptive statistics.

RESULTS AND DISCUSSION

Ebook Product for Learning Arabic Reading Skills Based on a Genre Based Approach for Senior High School Students

Analysis Results

At this stage, there were two steps carried out by researchers, namely 1) field studies by collecting initial information through interviews with Arabic language teachers at MA Muhammadiyah 1 Malang regarding the textbooks used, methods, media and conditions for learning Arabic, especially reading skills; 2) material analysis of text genre reading skills in Madrasah Aliyah Arabic textbooks.

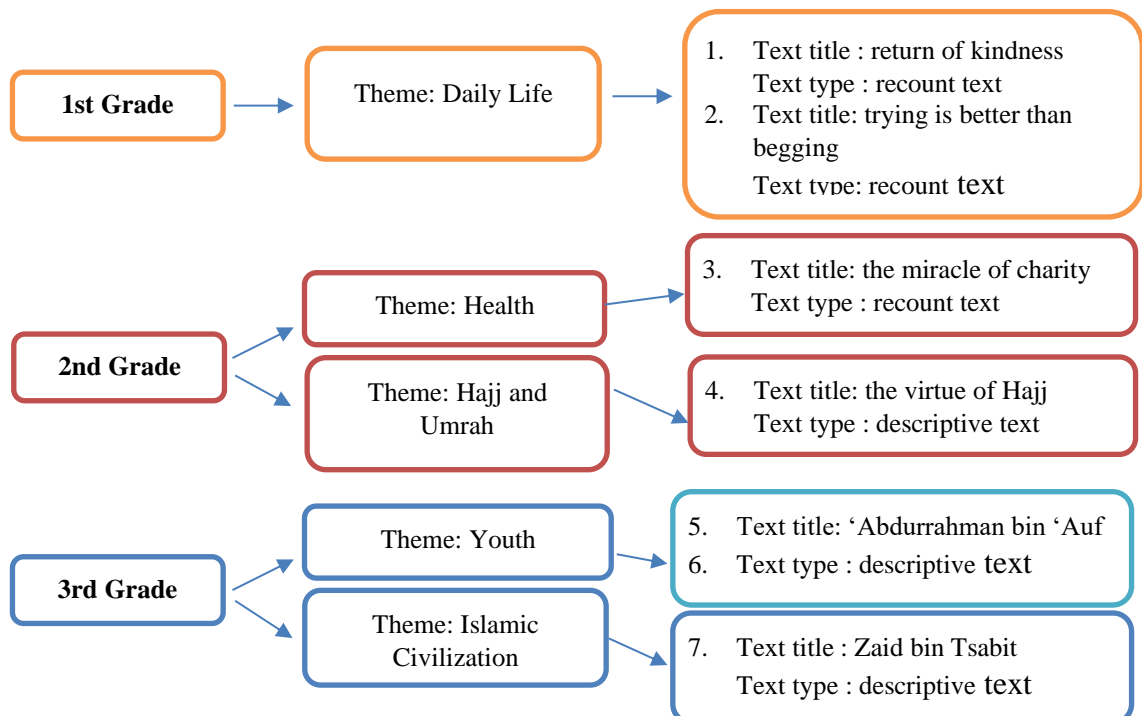
The results of the first step analysis are as follows: a) the textbook used is the Arabic language book KMA 183 published by the Indonesian Ministry of Religion in 2020; b) the media used in learning Arabic is power point; c) learning Arabic focuses more on speaking skills and writing skills; d) learning reading skills only focuses on providing vocabulary for understanding texts, and does not yet lead to learning genre-based reading skills.

The results of the second step of analysis are as follows: a) the text genres presented in the Madrasah Aliyah Arabic book are descriptive text, recount text, procedural text, and exposition text; b) the text genres most frequently presented are descriptive texts and descriptive texts; c) the aim of learning reading skills is to explain the social function of the text, the structure of the text, express vocabulary related to the text, identify and find facts from the text that has been read, and pronounce the reading text; d) themes presented in the 1st grade Madrasah Aliyah Arabic language book are greetings and introductions, family and home, school, daily life, hobbies, food and drink; e) themes presented in the 2nd grade Madrasah Aliyah Arabic language book are shopping, health, travel, Hajj and Umrah, information and communication technology, religions in Indonesia; f) themes presented in the 3rd grade Madrasah Aliyah Arabic language book are sports, youth, Arabic poetry, Islamic civilization, studying in the university; g) the author chose the theme of daily life for 1st grade, the theme of health and Hajj and Umrah for 2nd grade, the theme of youth and islamic civilization for 3rd grade; h) the text genres that will be presented in the ebook are descriptive text and recount text; i) each class will be presented with two texts; j) the source text is taken from the book "365 Islamic Exemplary Stories" by Ariany Syurfah; k) the writer chooses the story text based on the theme and genre of the text which will then be translated into Arabic.

Design Results

At this stage, there are two steps that researchers take in designing teaching materials. First, design the content/material. In designing content/material, the first thing to do is determine the objectives for learning reading skills. The objectives that have been formulated are that students can read aloud recount text and descriptive text with correct pronunciation, students can identify the structure of recount text and descriptive text, students can find the meaning of vocabulary in the context of sentences, students can obtain information in the structural components of recount text and descriptive text, students can translate sentences in a paragraph, students can find the main idea in a paragraph from recount text and descriptive text, and the final goal is related to grammar, namely students are able to understand and find certain rules in sentences. The next step is to determine and select texts for each class. The following are the themes, types and titles of text in the ebook that has been created.

Figure 2. Ebook material

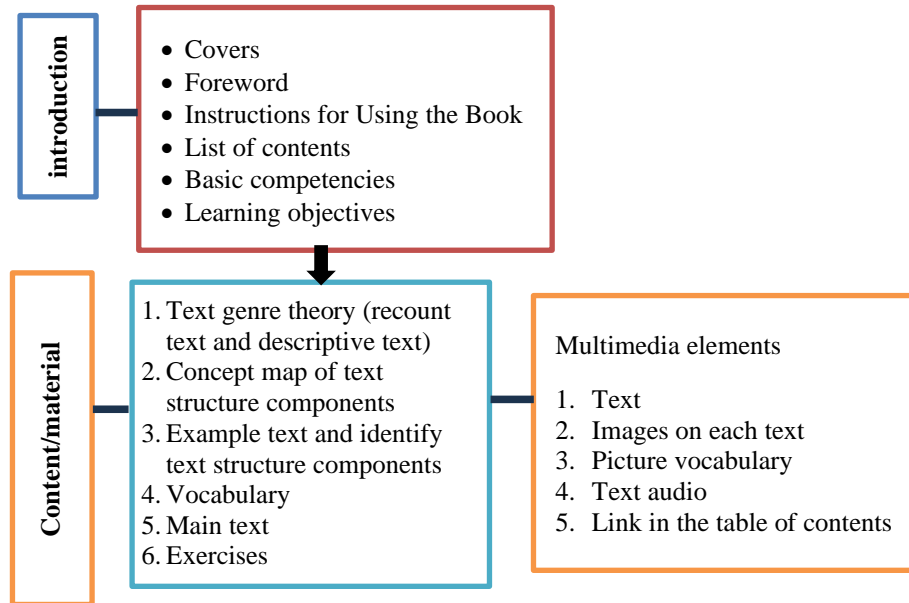


Second, designing the ebook components. The design of teaching materials was developed using a deductive approach. The design of teaching materials begins by presenting theories about text genres, whether recount texts or descriptive texts, concept maps of text structure components, examples of texts with identification of their structural components, presentation of vocabulary, main text, and finally equipped with practice questions. The deductive approach is a language learning approach that presents rules or theories first and then examples (Kesuma & Sari, 2020). The following is the concept of the e-book component that has been created.

The components mentioned above were then developed by researchers with the aim of creating interactive teaching materials. This material is created by combining various media, such as text, images, audio and links to increase students' interest and motivation in learning and support understanding of reading skills. The ebook is also equipped with practice questions. The types of questions presented are multiple choice

and essay questions. Each text is equipped with 15 multiple choice questions and 5 essay questions. The variations in the form of practice questions include text genre, language elements, and content.

Figure 3. Ebook Components



Development Results

At this stage, there are several development steps carried out by researchers, namely: a) developing e-book material with the help of Microsoft Word; b) developing the ebook layout, adding image and link features in the Canva application; c) create text audio in the narakeet.com application; d) convert PDF ebook files from Canva to the Heyzine Flipbook application; e) add text audio that has been created in the narakeet.com application to Heyzine Flipbook via the background audio feature; f) the ebook can be accessed via the link <https://heyzine.com/flip-book/477f2af058.html#>

Figure 4. Creating Ebook Material in Microsoft Word

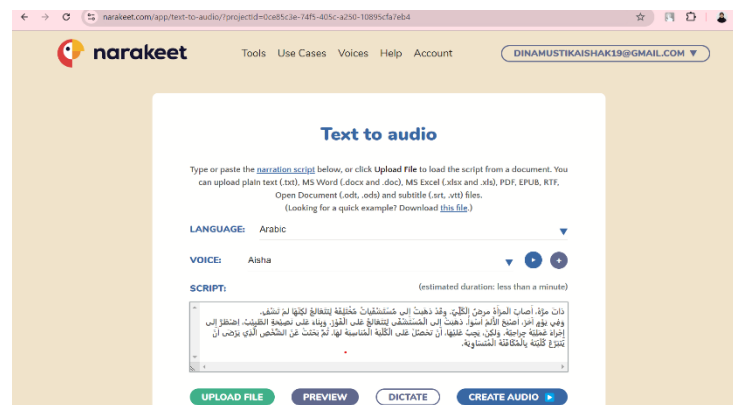
مُعْجَزَةُ الصَّدَقَةِ			
المفردات:	تعالج-تعالج	شفي	تبرع-تبرع
مرض الكلي	النقود=الفلوس	فحص-يفحص	تبرع-يتبرع
المكافئة المتساوية			
<p>ذات مرة، أصابت المرأة مرض الكلي. وقد ذهبت إلى مستشفى مختلف لتتعالج لكنها لم تشف. وفي يوم آخر، أصيخ الألم أسوأ. ذهبت إلى المستشفى لتتعالج على الفور. وبناء على نصيحة الطبيب، اضطرت إلى إجراء عملية جراحية. ولكن، يجب علينا أن نتوصل على الكلية المناسبة لها. ثم بحثت عن الشخص الذي يرضى أن يتبرع كليته بالمكافئة المتساوية.</p> <p>ولم يفض وقت طويل، جاءت المرأة تريد أن تتبرع كليتها. جاءت المرأة إلى المريضة. وسألت المريضة: "هل تريدني تبرع كليتي؟" فأجابته المرأة وهي تبكي: "جئت هنا ليس لتبرع كليتي، ولكن بسبب الفقر اضطرت تبرع كليتي، وفي الحقيقة لا أستطيع تبرع كليتي. أحتاج إلى النقود فقط".</p> <p>عندما سمعت قول المرأة، شعرت المريضة بالأسف. ثم تعطين النقود للمرأة دون أن تنظر إلى تبرع كليتها. ثم عادت لتلقى الطبيب.</p> <p>تعجب الطبيب عندما يفحص المريضة، لم يجد الطبيب المرض لدى المرأة. وقد شفيت المرأة تماما من مرض الكلي. وكل هذا حدث بسبب معجزة الصدقة وعظمة الله سبحانه وتعالى.</p> <p>أجيب عن هذه الأسئلة باختيار الإجابة الصحيحة!</p>			

The image above is one of the materials (text) presented in the ebook for 2nd grade with the theme "health". The title of the text is "the miracle of charity" with a recount text

type. Before presenting the text, eight vocabularies taken from the text are presented so that students can get an idea of the contents of the text. The reconstruction text above consists of several paragraphs which contain the structural components of the reconstruction text, namely orientation, events and reorientation.

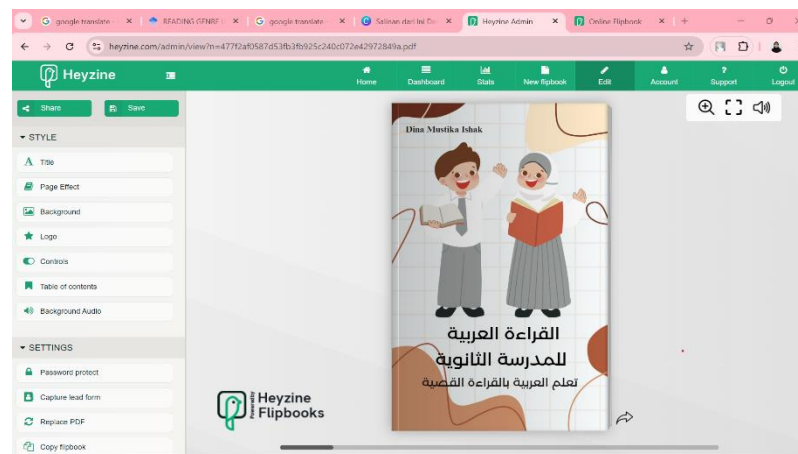
The vocabulary material in this ebook is in the form of vocabulary accompanied by pictures. Presenting vocabulary with pictures aims to support students' understanding of the meaning of the vocabulary.

Figure 5. Creating Text Audio on narakeet.com



The image above is the process of creating audio text using the narakeet.com application. The researcher prepared the text material in the ebook which was equipped with characters and punctuation then converted it into audio via the narakeet.com application. Each text in the ebook is equipped with audio to make it easier for students to read and understand the text.

Figure 6. Main Page For Editing Ebooks



The image above is the process of converting a PDF ebook file from Canva to the Heyzine Flipbook application. First, register at Heyzine Flipbook, <https://heyzine.com/>. After creating an account and logging in, the ebook design in PDF form is uploaded to Heyzine Flipbook. Text audio that has been created in the narakeet.com application is added via the background audio feature. The link to access the ebook is <https://heyzine.com/flip-book/477f2af058.html#>.

After the entire series of product creation was completed, before it was implemented to students, a product validation process was carried out by material experts

and media experts to determine the feasibility of the ebook product for learning Arabic reading skills based on a genre-based approach for Senior High School students. After expert validation, the researchers carried out revisions and the product was declared suitable for trials. The researchers continued to apply the product to 2nd grade students in the language program at MA Muhammadiyah 1 Malang.

Implementation

At this stage the validated product will be implemented and tested on 20 class XI students of the MA Muhammadiyah 1 Malang language program after going through revisions. The trial aims to assess the effectiveness of e-books for teaching Arabic reading skills based on a genre-based approach. Before testing the product, a pre-test was carried out to determine the students' reading skills. After learning Arabic using e-books, a post test was carried out. After that, questionnaires were distributed to teachers and students to find out their responses to the practicality of the teaching materials. Product implementation will be carried out in four meetings, and each student is required to bring a cellphone to access the e-book.

Evaluation

The evaluation referred to here is the evaluation of the results at each stage of development. After the analysis is carried out, the results of the analysis will be reviewed. After the design process, the design results will be reviewed. After the development process, the results of the development product are validated and revised based on the advice of expert validators to determine whether they meet the valid, practical and effective criteria according to the development objectives. The following table contains expert comments regarding the suitability of ebooks.

Improvements and suggestions from experts help researchers to revise the ebook. Every product definitely has drawbacks. As in previous research studies conducted by (Haniah et al., 2023), the evaluation and revision stages are ongoing activities. The advantages of this ebook include 1) as an interesting alternative learning media, 2) helping students learn independently, 3) helping teachers in delivering material in class so that study time is more efficient, 4) training to hone Arabic reading skills, 5) easy and practical to use. The disadvantages of ebooks are: 1) they contain too many pages, 2) the practice questions are not in an interactive model.

Feasibility Of An Ebook For Learning Arabic Reading Skills Based On A Genre Based Approach For Senior High School Students

The aspects used to assess the material validity of a teaching material include aspects of appropriateness of content, presentation, language and graphics (Putri et al., 2022). Detailed calculation results are presented in the following table.

Table 2. Results Of Material Expert Assessment

Validation Aspect	Score	Max
The material presented includes the material listed in the learning objectives	4	5
The material prepared supports the achievement of learning objectives and Basic Competencies	4	5
The definitions presented in the material have a high degree of accuracy	5	5
The correct content of the material and practice questions for developing reading skills	4	5
Clarity of material content and practice questions to develop reading skills	4	5
The level of adequacy of the amount of material and practice questions presented	4	5

The material is presented in language that does not give rise to multiple interpretations	5	5
Systematic presentation of e-book contents in a coherent manner	4	5
The presentation of the material is equipped with examples, discussions, theory and practice questions	5	5
The e-book is equipped with instructions for use that make it easier for users	5	5
The e-book is equipped with practice questions to practice active and effective independent learning and increase understanding	4	5
Ease and simplicity of language	4	5
The language used is in accordance with standard language standards	5	5
The e-book does not contain language errors	5	5
The e-book does not contain any content errors	5	5
The material presented in each subject is effective and meaningful	4	5
Appropriate level of difficulty of practice questions	4	5
Suitability of practice questions to the content of the material	4	5
Each material is equipped with various forms of practice questions that cover text genre, language elements and content	5	5
Interactive presentation of material encourages student learning motivation	5	5
Amount	89	100
Presentation	89%	
Category	Very Good	
Test Results	No revisions	

Based on the table above, the material expert states that the e-book for learning Arabic reading skills based on a genre based approach for senior high school students is "Very Good" with a feasibility percentage of 89% "Very Good" (85% -100% very Eligible) so it can be tested try it on students. However, to increase the feasibility and usefulness of the e-book, researchers revised the prototype based on suggestions for improvements from media experts.

The aspects used as benchmarks for media expert validation include the use of fonts, type and size, layout, illustrations, images, photos, audio, display design (Yudha, 2023). Ease of access and operation of the product is also an aspect of media expert validation assessment.

Table 3. Results Of Learning Media Expert Assessments

Aspek Validasi	Skor	Max
Harmony of the icon and the initial appearance of the e-book (color composition, images and writing)	4	5
Clarity and attractive appearance of the e-book and arouse motivation	5	5
Suitability of the combination of e-book content displays (color composition, images and writing)	5	5
Accuracy and clarity of the image illustrations used	5	5
Clarity of writing (type, font, font size, and font color)	4	5
The relevance of the image to the content of the text	5	5
Audio clarity on each text	4	5
The interface/interfave has a good and attractive layout	5	5
The quality of the e-book content	5	5
The quality of the application used	5	5
Attractiveness and clarity of material design	4	5
The attractiveness and clarity of the design of various practice questions	5	5
Attractiveness and clarity of design regarding e-books and instructions for use	5	5
Availability of e-book features that are relevant to reading skills	5	5
Sequence organization (presentation of text genre theory, presentation of examples, presentation of vocabulary, presentation of text, and presentation of practice questions)	5	5
Ease of access to e-books	5	5

Reliable (can run well)	5	5
Maintainable (can be managed and maintained easily)	5	5
Usability (easy to use and simple to operate)	5	5
Compatibility (can be installed/run on several Android OS)	5	5
Amount	96	100
Presentation	96%	
Category	Very Good	
Test Results	No revisions	

Based on the calculation data above, learning media experts stated that e-books for learning Arabic reading skills based on a genre based approach for senior high school students are "worthy of trial" with a feasibility percentage of 96% "Very Good" (85% - 100% Very Good). However, to increase the feasibility of the e-book, researchers revised the prototype based on suggestions for improvements from media experts.

Developing an ebook for learning Arabic reading skills adapted to the textbook used at MA Muhammadiyah 1 Malang, namely the Arabic language book Madrasah Aliyah KMA 183 published by the Indonesian Ministry of Religion in 2020. The approach used in developing the ebook is a genre based approach. The genre based approach is one of the appropriate teaching approaches to use in the learning process which focuses on understanding and producing texts. The main point in understanding the concept of text genre is knowing the social purpose of each genre and their structural similarities (Angraini & Rozimela, 2020). Through learning text genre-based reading skills, students are expected to be able to understand the components of the text being studied, in the form of grammar, purpose, linguistic characteristics, and be able to develop the text (Aslamiah, 2021).

The genre based approach in this research is limited to text selection in developing ebook material, not to learning procedures. The presentation of texts based on genre in this ebook aims to make students familiar with the structure, components and types of language of various types of text genres including recon text and descriptive text. With a deeper understanding of text genres, students are expected to be better able to understand and interpret texts (Nabella & Rini, 2023). The genre based approach is related to language teaching by applying different types of texts so that students will adjust their reading comprehension by understanding texts based on context. This approach directs students to discuss texts together, sharing information, knowledge and skills learned from each other from reading activities. Teachers provide support to students by providing clear knowledge, guiding students in the teaching and learning process, so that teachers make a real contribution to students who do not understand correctly during discussion sessions and train students to become independent students (Maknun, 2019).

The ebook product that has been developed consists of two main components, namely the introduction section and the content/material section. The introductory section consists of a cover, foreword, instructions for using the book, table of contents, basic competencies, and learning objectives. Based on advice from media experts, ebook covers use images that show reading skills. Instructions for using the book explain the description of the content/material in the ebook and the multimedia elements contained in it. The formulation of learning objectives is reflected in the Basic Competencies in the Arabic language book Madrasah Aliyah KMA 183. In the table of contents the researcher links the page, when students click on a certain part of the material they will go straight to the intended page. The content/material section consists of theory about genres/types of text, concept maps of text structure components, examples of texts with identification

of their structural components, presentation of vocabulary, core text, and practice questions.

The types of text presented in the ebook are recount text and descriptive text. In Indonesia, recount texts have been taught in schools and universities in English and Indonesian language lessons. However, the learning of recount texts in Arabic lessons is still not optimal. Recount text is a text that retells past events in the order they occurred. The social function of recount text is to tell about past experiences by retelling them in the original order. Examples of recount texts are experiences, diaries, and personal letters. Recount text has several structures consisting of orientation, events, and reorientation. Orientation functions to provide the reader with background information needed to understand the text, so that the reader will know the background and context of the text. Events are ordered chronologically. In this section some details are added to provide information for readers. Reorientation contains a re-discussion of events, usually accompanied by the author's personal comments (Marbun et al., 2022).

The second type of text presented in ebooks is descriptive text. Descriptive text is a type of text that describes facts and provides information about a particular topic in various ways according to the purpose of its presentation. There are three social functions of descriptive text, namely describing people, describing objects, and describing places (Azizah et al., 2021). Descriptive text is composed of two components, namely identification and description. Apart from that, descriptive text also has linguistic characteristics such as the use of present tense, variations in adjectives, linking verbs, and certain participants. The main goal of students studying this text is to be able to communicate in various ways, both verbally and in writing (Nuralisaputri & Megawati, 2023).

The presentation of recount text and descriptive text in the ebook begins with the presentation of vocabulary accompanied by pictures. The use of pictures as a learning medium has proven to be influential in increasing students' vocabulary mastery. Pictures make students more enthusiastic about learning because the images used attract students' attention (Liando et al., 2022). Apart from that, the recount text and descriptive text are also equipped with audio. The use of audio in language learning can increase students' learning motivation. Audio is an interesting medium to support language learning. Audio is a potential option as a support for language learning and allows teachers to incorporate technology in teaching (Indahsari, 2020). It is hoped that the use of various multimedia elements incorporated in ebooks can support learning reading skills and improve students' understanding. As stated in an article, the benefits of using technology in learning are encouraging practice, conveying learning content, facilitating interaction, and restructuring teaching approaches (Zhang & Zou, 2022).

CONCLUSION

This research produces an ebook product for learning reading skills based on a genre-based approach for senior high school students. The themes in the ebook are daily life for 1st grade, health and Hajj and Umrah 2nd grade, youth and Islamic civilization for 3rd grade. The types of text presented in the ebook are recount text and descriptive text. The text titles presented include the return of kindness, trying is better than begging, the miracle of charity, the virtues of Hajj, Abdurrahman bin 'Auf, and Zaid bin Tsabit. Each material presents theories about text genres, whether recount texts or descriptive texts, concept maps of text structure components, examples of texts with identification of their

structural components, presentation of vocabulary, core texts, and practice questions. To make the material more interesting, this ebook is accompanied by multimedia elements in the form of text, images, links and audio. This ebook can be accessed via the link <https://heyzine.com/flip-book/477f2af058.html#>. To determine the suitability of ebook products through validation by material experts and learning media experts. The validity level from media experts is 96% in the very good category. Meanwhile, the validity percentage value of material experts is 89% in the very good category. Based on the results of expert validation, this ebook product is suitable to be tested/implemented on students.

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