Content Analysis of the Arabic Language Textbook for Fifth Grade Elementary School Issued by the Ministry of Religious Affairs from the Perspective of Rusydi Ahmad Tu'aimah

Received 2025-12-16
Accepted 2026-04-19
Published 2026-10-27

Nawawi Aulia Muhammad[1], Muhammad Faisol [2], Ahmad Mubaligh[3]
[123]Faculty of Education, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
nawawiauliamuhammad@gmail.com[1], faisol@bsa,uin-malang,ac,id [2], abaelma@gmail.com[3]

Abstract
Textbooks are one of the essential components in the learning process, as they have been proven to influence the direction, process, and outcomes of learning. Nevertheless, many textbooks are still found to be inadequately designed in accordance with learners' needs and instructional objectives, resulting in suboptimal learning outcomes. Rasyid Ahmad Tha'imah proposes important principles for developing Arabic language textbooks for non-native speakers in order to achieve optimal learning results. This study aims to: (1) analyze listening skills materials, (2) speaking skills materials, (3) reading skills materials, and (4) writing skills materials in the Grade V Arabic language textbook for Madrasah Ibtidaiyah published by the Ministry of Religious Affairs of the Republic of Indonesia, based on Rasyid Ahmad Tha'imah's theory. This research employs a qualitative research design using a content analysis approach. The research data consist of language skills materials, including listening, speaking, reading, and writing skills, contained in the Grade V Arabic language textbook for Madrasah Ibtidaiyah published by the Ministry of Religious Affairs of the Republic of Indonesia. Data analysis was conducted using the content analysis method following the analytical steps proposed by Krippendorff. The findings indicate that, in general, the Grade V Arabic language textbook for Madrasah Ibtidaiyah is consistent with Rasyid Ahmad Tha'imah's theory in terms of listening, speaking, and writing skills materials. However, inconsistencies were found in the reading skills materials, particularly in two principles, namely the absence of explanations on how to identify the main idea and the central theme in Arabic texts. This is due to the fact that the ability to identify main ideas and central themes is categorized as an intermediate-level language skill and therefore has not been explicitly taught at the Grade V Madrasah Ibtidaiyah level. Overall, the Grade V Arabic language textbook published by the Ministry of Religious Affairs of the Republic of Indonesia is considered appropriate for use as an Arabic language learning resource for non-native speakers, particularly in Indonesia.
Keywords: Arabic Language Textbook; Language Skills; Content Analysis

INTRODUCTION

Textbooks have a significant impact on the achievement of learning objectives (Īrāndūst et al., 2022). A textbook is a collection of instructional materials organized based on an approved curriculum and serves as one of the primary tools for curriculum implementation. It is also considered the main medium that facilitates learners' understanding and comprehension of the

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

DOI: 10.18860 /ijazarabi.V9i4.40888
ISSN(print): 2620-5912 | ISSN(online):2620-5947
ejournal.uin-malang.ac.id/index.php/ijazarabi/index

information presented during the learning process (Khalūṣī, 2024). According to Rashdi Ahmad Thuʿaimah, the fundamental objectives of teaching Arabic to non-native speakers encompass three main aspects. First, developing learners' ability to communicate in Arabic so that it approaches the level of native speakers, based on adequate standards of language skill proficiency. Second, familiarizing learners with the sounds, vocabulary, and patterns of thinking characteristic of the Arabic language that distinguish it from other languages. Third, providing learners with an understanding of Islamic culture and the culture of native Arabic speakers, including their lifestyles and social interactions. Based on this framework of objectives, an effective textbook should possess characteristics that enable learners to achieve these three objectives (Rusydi Ahmad Tu'aimah, 1985).

As previously mentioned, textbooks are important instructional tools and make a significant contribution to the successful achievement of learning objectives. However, numerous studies continue to reveal the existence of various problems in Arabic language textbooks in Indonesia. Among these studies is the research conducted by Amrulloh et al. (2015) entitled *"An Analysis of Errors in the Application of Grammatical Rules in Arabic Language Textbooks for Primary and Secondary Education Levels"* (Amrulloh, 2015). Another study was conducted by Susanti (2013) entitled *"An Analytical Study of the Content of Arabic Language Instructional Materials in Upper Grades of Islamic Elementary Schools"* (Susanti, 2013). Finally, the study conducted by Ramah and Rohman (2018), entitled *"An Analysis of Arabic Language Textbooks at the Islamic Secondary Education Level Based on the 2013 Curriculum"* (Ramah & Rohman, 2018).

These studies found that errors still exist in the preparation of grammatical content in the analyzed textbooks, and that there is a lack of alignment between the established competency standards and the depth of the material presented in Arabic language textbooks. In addition, it was revealed that the physical and visual aspects of these textbooks are not sufficiently attractive to learners. Furthermore, as noted by Thuʿaimah, issues related to the presentation of content in Arabic language textbooks are frequently discussed in academic forums specializing in Arabic language teaching. These problems stem from two main factors: the first is related to the general process of textbook development in the Arab world, while the second is associated with specific neglect on the part of some experts in Arabic language education (Rusydi Ahmad Tu'aimah, 1985, p. 30).

Based on the aforementioned issues, the researcher argues that there is an urgent need to conduct an analysis of the Grade V Arabic language textbook for the elementary school level, published in 2020 by the Ministry of Religious Affairs of the Republic of Indonesia. The 2020 edition was selected based on two main considerations. First, although this textbook was published in 2020, it is still widely used as a primary instructional resource in many Islamic elementary schools across Indonesia. Neglecting the analysis of textbooks implies neglecting the monitoring of the quality of the educational process, which may hinder the achievement of educational objectives in general (Al-Baṣmān et al., 2025). The presence of errors in textbooks used by teachers and learners is therefore a matter that requires serious attention and proactive correction.

Second, based on the researcher's preliminary observations conducted through reading and note-taking, several aspects of the content of the Grade V Arabic language textbook were found to be inconsistent with the standards for Arabic language textbooks for non-native speakers as

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

proposed by Thuʿaimah. Among these aspects are the following. First, the Grade V Arabic language textbook uses Indonesian as a mediating language in the instructional process, whereas Thuʿaimah argues that the use of a non-Arabic language as a medium in teaching Arabic is not permissible. Second, the content aimed at developing writing skills in the Grade V Arabic language textbook does not present proper Arabic writing rules; instead, it is delivered solely through exercises to develop writing skills, which Thuʿaimah considers an inappropriate approach to teaching writing skills.

The researcher selected the book *"A Practical Guide to Developing Instructional Materials for Arabic Language Teaching Programs"* by Dr. Rashdi Ahmad Thuʿaimah as the analytical instrument for measuring and analyzing the content of the Grade V Arabic language textbook published by the Ministry of Religious Affairs. This book was chosen due to its comprehensive and systematic guidelines for developing instructional materials, which aim to provide solutions and address problems related to teaching Arabic to non-native speakers. In this work, Thuʿaimah outlines the essential aspects that should be present in Arabic language textbooks for non-native learners. These aspects are not limited to a single language skill but encompass all four language skills: listening, speaking, reading, and writing (Rusydi Ahmad Tuʻaimah, 1985, p. 7).

Similar studies have previously been conducted, including those by Taufiq Ismail (Isma'il, 2023), Mastutik and Taufiq (Mastutik & Taufiq, 2021), Aceh and Nasution (Aceh & Nasution, 2023), Sugirma et al. (2024) (Sugirma et al., 2024), Hikmah, Fariḫah, and Amrullah (2020) (Khizanatul Hikmah et al., 2020), Kurniawan (2024) (Kurniawan, 2024), Muhammad Zain al-ʿAbidin, Dina Faiqah al-ʿIlmiyyah, Muhammad Zulfan Badr al-Najā, and Mirwan Ahmad Taufiq (Abidin et al., 2023), Eka Ramdhaningsih Aceh and Saḫkhalid Nasution (Aceh & Nasution, 2023), as well as Atna Akhiryani, Anisa Nur Rahmah Shehiyani, and Ahmad Asi (Akhiryani et al., 2024).

Based on the previous studies mentioned above, it can be observed that there are both similarities and differences between those studies and the present research. The differences between the previous studies and the current study lie in two main aspects. The first aspect concerns the research methodology. This study employs a descriptive-analytical approach, whereas the previous studies applied different methodologies; some used an evaluative-analytical approach, others employed an analytical approach without evaluation, and still others used a comparative-analytical approach. The second aspect relates to the research focus. This study concentrates on analyzing the content of the Grade V Arabic language textbook for the elementary school level published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. In contrast, the previous studies vary in terms of their analytical focus and the instructional materials examined.

Based on the data and significance explained above, the researcher has chosen the title of this study: *"Content Analysis of the Grade V Arabic Language Textbook for the Elementary Education Level Published by the Ministry of Religious Affairs from the Perspective of Rashdi Ahmad Thuʿaimah."* The objectives of this study are to describe the extent to which the content of listening, speaking, reading, and writing skills materials in the Grade V Arabic language textbook for Islamic elementary schools under the Ministry of Religious Affairs of the Republic of Indonesia (2020 edition) aligns with the criteria proposed by Rashdi Ahmad Thuʿaimah. This study is considered important and worthy of being conducted.

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

METHOD

The type of research employed in this study is qualitative research. This approach was selected because the primary objective of the study is to analyze and interpret in depth the content of the four language skills in the Grade V Arabic language textbook for the elementary education level, without emphasizing measurement or statistical hypothesis testing. The approach adopted in this study is content analysis, which aims to examine the extent to which the content of the four language skills aligns with the theory proposed by Rashdi Ahmad Thuʿaimah, who formulated various aspects that should be included in language skills instructional materials in order to achieve learning objectives.

The data in this study consist of primary and secondary data. The primary data comprise the content of the four language skills contained in the Grade V Arabic language textbook for the elementary education level published by the Ministry of Religious Affairs of the Republic of Indonesia. The secondary data include scholarly sources used as references and supporting materials to strengthen the analysis of the primary data. Data collection in this study relies on the documentation method. Within this framework, the main textbook—namely, the Grade V Arabic language textbook for the elementary education level published by the Ministry of Religious Affairs of the Republic of Indonesia—was analyzed, as it contains the four language skills that constitute the central focus of the research.

In qualitative research, the researcher serves as the primary instrument who is directly involved in data collection, organization, and analysis, as only the researcher possesses the interpretive capacity to understand the context, meanings, and detailed nuances related to the object of the study, which in this case is the content of the four language skills in the textbook. The researcher employed content analysis as the method for data analysis. The analytical procedures followed in this study are based on Krippendorff's framework, which consists of six steps in textbook content analysis: data collection, sample reduction, data recording, data categorization, data analysis, and data presentation.

RESULTS AND DISCUSSION

Listening Skills Materials in the Arabic Language Textbook for Grade V Madrasah Ibtidaiyah

Listening skills (*mahārah al-istimāʿ*) constitute one of the fundamental language skills and serve as the initial ability in the process of language acquisition and learning. Through listening activities, learners receive, recognize, and comprehend linguistic sounds that form the foundation for other language skills, such as speaking, reading, and writing. In the context of language learning, listening skills occupy a highly strategic position, as they function as the primary source of language input, enabling learners to gradually construct linguistic understanding in terms of phonology, vocabulary, and sentence structure.

Listening skills in Arabic possess distinctive characteristics that differentiate them from other languages, particularly with regard to the sound system (*aṣwāt*), such as the presence of pharyngeal letters (*ḥalqiyyah*), emphatic sounds (*ḥurūf mufakhkhamah*), and meaning distinctions that are highly dependent on vowel length and accurate articulation (*makhraj al-ḥurūf*). These features require a higher level of phonetic sensitivity from learners. Therefore, listening skills materials in Arabic language textbooks should be presented in a gradual and systematic manner,

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

beginning with the introduction of sounds and simple words, followed by the comprehension of sentences and short discourses, and progressing toward exercises that involve understanding more complex spoken texts. This approach aims to develop learners' ability to accurately grasp meaning in accordance with the contextual use of the language.

According to Rasyid, listening skills in Arabic language textbooks for non-native speakers should present learning materials with correct pronunciation, including accurate intonation and appropriate distinctions between long and short sounds within words (Rusydi Ahmad Tu'aimah, 1985). In the Grade V Arabic language textbook for Madrasah Ibtidaiyah, listening skills materials are presented based on proper articulation of letters and the use of intonation that reflects correct vowel length distinctions. Based on the study conducted by Zaltz and Segal (2022), training in vowel length contrasts among learners whose first language does not possess long–short vowel distinctions (such as Hebrew) can enhance their proficiency to a level approaching that of native speakers and can be generalized to new vocabulary (Zaltz & Segal, 2022). This finding indicates that vowel duration is an aspect of listening skills that can be learned, but it is not simple and therefore requires careful attention in instructional materials.

An evaluation of an intermediate-level Arabic grammar textbook identified inconsistent use of *ḥarakāt* as one of the weaknesses that may hinder comprehension and reduce learning effectiveness (Srirehani & Yansah, 2025). This suggests that many printed instructional materials still do not systematically support accurate vowel perception. Moreover, an online Arabic course focused on listening and speaking skills emphasizes that listening skills are often marginalized (Srirehani & Yansah, 2025); therefore, effective instructional design should deliberately integrate phonological and pronunciation aspects into listening activities. These findings align with the need to highlight long–short vowel contrasts in Arabic language instruction.

Rasyid explains that listening skills materials in Arabic language textbooks for non-native speakers should introduce sounds based on meaningful distinctions (Rusydi Ahmad Tu'aimah, 1985, p. 169). This principle is reflected in the Grade V Arabic language textbook for Madrasah Ibtidaiyah, in which listening skills materials are presented by introducing sounds according to differences in meaning. This can be observed, for example, in Chapter 1 (parts of the body), where vocabulary related to body parts is delivered through audio and supported by visual images, demonstrating that each sound heard by learners carries a specific meaning corresponding to the images displayed.

Effective listening instruction begins with listening to letters, words, and simple sentences with accurate pronunciation, and then gradually develops toward meaning comprehension (Wahyuni et al., 2023). Sensitivity to phonemes and *makhārij al-ḥurūf* is crucial, as Arabic contains many sounds that do not exist in learners' first languages; intensive audio practice helps learners distinguish these sounds within meaningful language contexts (Sari & Sidik, 2025). Various studies on the teaching of *al-aṣwāt* indicate that mastery of language sounds constitutes the "most fundamental activity" in the development of listening skills (Imawan et al., 2023). At the introductory stage of listening activities, teachers are encouraged to introduce and compare similar sounds as well as minimal pairs, enabling learners to perceive and produce sound distinctions that result in changes in meaning.

Rasyid also explains that listening skills materials in Arabic language textbooks for non-native speakers should present learning materials that train learners' listening abilities in

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

understanding the main ideas of a narration or story delivered in audio form (Rusydi Ahmad Tu'aimah, 1985, p. 169). The Grade V Arabic language textbook for Madrasah Ibtidaiyah is consistent with this principle. Learners are provided with instructional materials that develop their listening skills in comprehending the main ideas of narrated texts or stories presented through audio. In addition, learners are given exercises that train their abilities to listen, comprehend, and identify the main ideas of what they hear.

Research on Arabic listening skills (*mahārah al-istimāʿ*) emphasizes that instructional materials should not focus solely on sounds and vocabulary, but should also train learners to understand the core meaning and main ideas of texts, including stories and conversations (WAHYUNI et al., 2023). Engaging and contextual audio texts—such as songs, audiobooks, podcasts, and stories—have been shown to enhance comprehension, vocabulary acquisition, and grammatical understanding when learners are guided to focus on the overall meaning of the text (Yudhiantara, 2023).

Context-based listening skills instructional materials and those grounded in "natural situations" built around themes and real-life stories have been validated as effective and highly engaging for students, and are capable of improving both listening comprehension and learning motivation (Sayyidaturrohimah et al., 2024). Extensive listening through audiobooks and narrative content allows learners to practice following storylines and grasping main messages, rather than focusing solely on isolated details (Rosyad et al., 2023).

Rasyid explains that in listening skills materials within Arabic language textbooks for non-native speakers, learners should be given the freedom to access listening materials according to their individual needs (Rusydi Ahmad Tu'aimah, 1985, p. 169). In the Grade V Arabic language textbook for Madrasah Ibtidaiyah, listening skills materials are available in all chapters, rather than being limited to specific ones. Furthermore, the textbook provides a Google Drive link containing a collection of listening skills materials that can be accessed at any time by learners and selected according to their needs.

Language learning based on self-access can promote learners' autonomy in the process of language learning. Self-access language learning serves as a practical means of creating a comfortable and personalized learning environment in which learners can play a more active role in making decisions and determining choices throughout their language learning journey (Mai & Minh, 2023). In the domain of second language listening skills, self-access learning can accommodate learners' individual needs, as each learner's listening process should be acknowledged and supported in order to achieve equitable learning outcomes for all learners (KOBAYASHI, 2020).

Speaking Skills Materials in the Arabic Language Textbook for Grade V Madrasah Ibtidaiyah

Speaking skills (*mahārah al-kalām*) refer to language abilities related to the process of oral language production used to convey ideas, feelings, and information through utterances that can be understood by interlocutors (Mai & Minh, 2023). In the context of language learning, speaking skills occupy a very important position as an indicator of successful communicative language use, as this skill represents the active manifestation of mastery of other language skills, particularly listening, vocabulary, and language structure (Sigiro et al., 2024).

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

DOI: 10.18860 /ijazarabi.V9i4.40888
ISSN(print): 2620-5912 | ISSN(online):2620-5947
ejournal.uin-malang.ac.id/index.php/ijazarabi/index

Speaking skills in Arabic have distinctive characteristics that differentiate them from other languages, including the distinction between *fuṣḥā* and *ʿāmiyyah*, the use of relatively complex grammatical structures (*naḥw* and *ṣarf*), and the requirement for accurate pronunciation of *makhārij al-ḥurūf* and their phonetic features, which directly affect the clarity of meaning in spoken utterances (Sigiro et al., 2024). Therefore, speaking skills materials in Arabic language textbooks are designed in a gradual and contextual manner, beginning with pronunciation drills and simple dialogues, followed by practice of daily expressions, and progressing to more complex speaking activities such as discussions, presentations, and simulations of specific communicative situations. These activities aim to develop learners' ability to communicate orally in Arabic accurately and effectively (Fuadi et al., 2023).

In the Arabic language textbook for Grade V Madrasah Ibtidaiyah, speaking skills materials are presented in detail by introducing the vocabulary of objects one by one. This approach aims to help students distinguish the pronunciation of letters that are phonetically similar. This is consistent with Rasyid's explanation in his work, in which he states that speaking skills materials in Arabic textbooks for non-native speakers should include content that assists learners in pronouncing similar letters, such as ذ، ز، ض، و ظ (Rusydi Ahmad Tu'aimah, 1985, p. 170).

Research in Arabic phonetics indicates that even very slight differences in phoneme pronunciation can lead to significant changes in meaning; therefore, accurate sound production is a crucial aspect of Arabic language learning (Asif et al., 2022). Several studies focusing on the learning needs of *tajwīd* and mastery of the *ḥijāʾiyyah* letters have identified certain letters as consistently categorized as "difficult" or "moderately difficult" for learners, particularly those with distinctive phonetic characteristics (Rifain et al., 2024). These findings emphasize the need to develop more targeted instructional models that prioritize mastery of problematic sounds through the selection of teaching materials aligned with the phonological characteristics of Arabic and learners' needs.

For non-native learners of Arabic, consonant pairs that are articulatorily similar yet phonemically distinct, such as ت–ط, ض–د, ص–س, and ذ–ظ, require systematic and focused articulation practice. Research indicates that controlled articulation activities are effective in enhancing learners' perceptual ability to distinguish these sounds, while guided and communicative practice plays a crucial role in improving accurate sound production within authentic speech contexts (ALQASSAS, 2025). The integration of targeted phonetic training and communicative activities therefore represents a relevant strategy for enhancing the phonological competence of Arabic language learners.

Rasyid explains that speaking skills materials in Arabic textbooks for non-native speakers should be directed toward teaching accurate pronunciation of words or sentences (Rusydi Ahmad Tu'aimah, 1985, p. 170). This aligns with the Arabic language textbook for Grade V Madrasah Ibtidaiyah, in which speaking skills materials are presented after listening and reading skills materials. Through this sequence, students acquire preliminary understanding of correct word and sentence pronunciation in Arabic before practicing speaking skills.

A number of studies regard pronunciation as one of the main subskills of speaking, alongside fluency and discourse skills, and position it as an important objective in speaking instruction (Khaizal et al., 2021). Speaking instruction aims to help learners "master pronunciation, fluency, and the effective conveyance of meaning (Mufid et al., 2023)." Assessment rubrics for

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

Arabic speaking skills generally also include pronunciation as a core component of evaluation (Fitriasari et al., 2025).

Difficulties in speaking Arabic among non-native learners are often associated with phonological problems and a lack of practice in accurate articulation and intonation. This highlights the need for systematic pronunciation instruction within learning materials (Basrianto, 2025). Content analyses of Arabic language textbooks indicate that pronunciation is one of the four primary speaking subskills targeted in practice, in addition to fluency, discourse, and spontaneous speaking. Another analysis of a widely used textbook, *al-'Arabiyyah bayna Yadayk*, highlights the presence of specific techniques such as "letter pronunciation instruction" and its constituent elements, which are explicitly designed to ensure accurate articulation of letters and words (Khaizal et al., 2021).

Studies on textbook design emphasize that high-quality speaking skill materials, especially for beginner-level learners, should provide graded dialogues, sentence patterns, and practice tasks that integrate pronunciation with vocabulary and language structure, rather than merely presenting information in a theoretical manner (Saleh et al., 2025). In addition, technology-assisted learning systems—such as phonetic tools based on augmented reality (AR) and pronunciation feedback powered by artificial intelligence (AI)—demonstrate that focused pronunciation feedback can significantly improve learners' mastery of specific Arabic phonemes (Tolba et al., 2024).

In the Arabic language textbook for Grade V Madrasah Ibtidaiyah, speaking skill materials are presented with an emphasis on the accurate pronunciation of long and short vowel markers (ḥarakāt) as an essential aspect of learning. Each word or sentence is clearly explained in terms of its long–short vowel pronunciation to ensure alignment with the intended meaning. These explanations are intended to enable learners to distinguish and apply correct ḥarakāt pronunciation in Arabic speaking practice. In line with this, Rasyid explains that speaking skill materials in Arabic textbooks for non-native speakers should include explanations of the differences between long and short vowels in pronunciation (Rusydi Ahmad Tu'aimah, 1985, p. 170), as understanding this aspect supports semantic accuracy in the use of Arabic.

The distinction between long and short sounds in Arabic needs to be emphasized because it has significant linguistic implications for meaning, grammatical structure, and the effectiveness of message delivery (Asif et al., 2022). Errors in differentiating short vowel markers and long vowels not only have the potential to change word meanings but may also shift the intended meaning of an entire sentence, resulting in semantic distortion (mispronunciation). Research findings among students of Arabic language education indicate that nearly half of pronunciation errors (48.57%) involve reading long vowels as short vowels, particularly in positions near the end of words, which directly affects fluency in reading and speaking (Kudus & Ulum, 2024). In addition, an analysis of phonological errors among participants in Islamic preaching speech competitions revealed that errors in the length of madd sounds can alter grammatical forms (Maesaroh et al., 2025), such as shifts between imperative (amr) and narrative forms, thereby weakening the clarity and rhetorical force of the message conveyed.

Empirical evidence from Arabic learners with Indonesian or other non-Arab backgrounds shows a tendency toward systematic phonological errors, particularly in distinguishing vowel duration. Malay speakers generally do not consistently differentiate between long and short vowels, often shortening madd sounds or, conversely (Kudus & Ulum, 2024), lengthening short

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

vowels, which negatively affects pronunciation accuracy and meaning interpretation. In line with this, studies at the elementary and secondary school levels reveal high error rates in the pronunciation of articulatorily complex letters and vowels, such as qāf, ʿayn, and dhāl (Rifain et al., 2024), underscoring the need for targeted and systematic instructional interventions focusing on these sounds to enhance learners' phonological competence.

According to Rasyid, the speaking skills learning material in the Arabic textbook for non-Arabic speakers should direct students to use intonation or sound rhythms according to the habits of native Arabic speaker (Rusydi Ahmad Tu'aimah, 1985, p. 170). In line with this, in the Arabic textbook for class V of Madrasah Ibtidaiyah, speaking skills material is not only presented in the form of words, but also in the form of sentences, so that students are taught the intonation of pronunciation of statements, questions, and command sentences.

Intonation in Arabic serves to distinguish question sentences and statements and express the speaker's attitudes, such as approval, rejection, surprise, and admiration, so that mastery of intonation becomes an important aspect of speaking skills (Musthofa & Azizah, 2020). Errors in the use of intonation, especially interrogative intonation, often lead to miscommunication because learners tend to produce flat intonation patterns, in contrast to the up and down patterns used by native speakers, which can ultimately cause speech to lose its idioms and pronunciation characteristics and confuse listeners as to the speaker's intent (Utami et al., 2023).

Intonation and rhythm training is able to significantly improve the fluency, clarity, and accuracy of meaning in Arabic speech in non-native adult learners (Aditya et al., 2024). This shows that intonation and rhythm have a substantial role in supporting the quality of Arabic speaking skills, especially in conveying meaning precisely and easily understandable. A study showed that mastery of intonation affects about 51% of the achievement of Arabic learning outcomes in the classroom (Syamsuddin et al., 2024), thus emphasizing the position of intonation as one of the important factors in the success of Arabic language learning.

Reading Skills Materials in the Arabic Language Textbook for Grade V Madrasah Ibtidaiyah

Reading skills (mahārah al-qirā'ah) are language skills related to the process of understanding the meaning of written texts through the introduction of language symbols, linguistic structure, and the context of discourse (Wijaya & Hikmah, 2023). In language learning, reading skills occupy a strategic position as a means to expand vocabulary, deepen understanding of language structure, and develop students' critical thinking skills, because through reading activities learners obtain language input visually and systematically (Imran & Ikawati, 2025).

Reading skills in Arabic have characteristics that distinguish them from other languages, including the writing system from right to left, the existence of letters that change shape according to the position in the word, and the use of harakat which has a great influence on the pronunciation and meaning of the text (Sudrajat et al., 2025). Reading skills in Arabic textbooks generally start from the introduction of letters and harakat, reading simple words and sentences, to understanding more complex reading texts, accompanied by reading content comprehension exercises to help students read Arabic texts fluently and meaningfully (Hasbi, 2025).

In the Arabic textbook for class V of Madrasah Ibtidaiyah, reading learning materials and other language skills learning materials are presented with a writing system from right to left, as well as the rules of writing in Arabic. The presentation is intended so that students are familiar

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

with the direction of reading and writing Arabic from the beginning of learning, so that they are able to understand the text in its entirety in accordance with the characteristics of the Arabic writing system. In line with this, Rasyid emphasized that the reading skills material in Arabic textbooks for non-Arabic speakers must be delivered in accordance with the rules of Arabic writing, namely from right to left (Rusydi Ahmad Tu'aimah, 1985, p. 171). Adjustments to the direction of writing in the presentation of reading materials are not only technical, but also have pedagogical implications in building correct reading habits and supporting the understanding of Arabic texts more effectively.

Reading skills material in learning Arabic must be presented in accordance with the rules of Arabic writing, namely from right to left. Research in the field of Arabic language pedagogy in general emphasizes the importance of aligning teaching materials with the typical characteristics of Arabic script and orthography, especially related to the direction of writing (directionality) (Saputri et al., 2025). Consistent text preparation and reading tasks from right to left, including line arrangements, page layout, numbering, and margins, were considered to be able to support the learner's visual process, form appropriate eye movement patterns, and improve the fluency of reading Arabic texts more naturally.

The consistency of teaching materials with Arabic input in a real-world context is an important factor in the development of reading skills. The use of layouts that resemble the learner's first language (L1), particularly those written from left to right or are mixed, has the potential to inhibit the formation of the typical autocoding patterns in Arabic and increase the cognitive load of learners (Hasbi, 2025). In the context of early literacy, various studies emphasize the need to familiarize learners with the visual environment of Arabic as a whole, which includes right-to-left orientation, interconnection between letters, and integrated placement of punctuation marks and harakat, so that the process of acquiring reading skills can take place optimally.

According to Rasyid, the reading skills material in Arabic textbooks for non-Arabic speakers needs to train students in analyzing the text they read, understanding the parts, and recognizing the relationships between parts in the text (Maesaroh, 2024). In line with this view, the Arabic textbook for grade V of Madrasah Ibtidaiyah not only presents reading texts as the main learning material, but is also equipped with practice questions designed to develop students' ability to analyze the content of the text, understand the structure and parts of the reading, and capture the relationships between sentences in a complete and systematic manner.

Reading skills in Arabic textbooks have a very important role in training students to analyze the text systematically, understand its parts, and recognize the relationships between its parts. Reading skills are not only understood as the ability to recognize letters and words, but also as the process of interpreting texts that demand the involvement of higher cognitive abilities (HT et al., 2024). Through reading activities, students are directed to understand the content of the reading in its entirety, interpret explicit and implicit information, and connect ideas in the text so that a deep and meaningful understanding is achieved.

In the context of Arabic language learning, especially in Madrasah Aliyah and early childhood education institutions, reading skills function as the basis for Arabic literacy and mastery of Islamic knowledge (Albab, 2024). Reading activities include the process of word recognition, literal understanding, inference, to critical and creative reading of texts, especially Islamic texts (Sa'ada & Umroh, 2025). This process not only trains the ability to analyze the

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

relationships between its parts, but also contributes to the development of students' creative and reflective thinking competencies, both in the cognitive and affective domains, so that learning Arabic is able to form a deep understanding of the language.

According to Rasyid, the reading skills material in Arabic textbooks for non-Arabic speakers needs to be directed to train students in deducing the general meaning or main idea of the reading text (Maesaroh, 2024). However, in the Arabic textbook for class V of Madrasah Ibtidaiyah, the reading skills material has not fully emphasized learning about the determination of the main idea of the text, because most reading activities focus more on finding one or some specific information from the text presented, so that students' ability to understand the main idea of reading has not been optimally developed.

Reading skills materials need to be directed systematically to train students in deducing the general meaning or main idea of the reading text. Research findings show that effective reading learning is not enough to train students to recognize words or answer separate questions, but rather to explicitly develop the ability to identify key ideas and understand the overall meaning of the text (Stevens et al., 2020; Wijekumar et al., 2020). Training focused on this aspect allows students to build a more complete understanding of the structure and content of reading, so that the reading process is not mechanical, but meaningful.

Students who have difficulty reading systematically generally show lower performance in this aspect compared to other types of comprehension questions (Yunita et al., 2023). The results of large-scale meta-analysis revealed that learning interventions that emphasized the determination of main ideas and summaries resulted in significant improvements in reading comprehension in grades 3 to 12, with a high average effect size (Yunita et al., 2023).

According to Rasyid, the reading skills material in Arabic textbooks for non-Arabic speakers needs to teach students to distinguish between the main ideas and supporting ideas in the reading text as an important part of the text understanding process (Rusydi Ahmad Tu‘aimah, 1985, p. 171). However, in the Arabic textbook for grade V of Madrasah Ibtidaiyah, the reading skills material presented has not conveyed a discussion about the ability to distinguish between the subject matter and the information that supports it, so this aspect has not been covered in the presentation of learning materials.

Reading skills (mahārah al-qirā'ah) in learning Arabic are seen as a very important basic competency because they serve as a means to acquire knowledge and understand Arabic texts more broadly (Rahmayanti et al., 2023). Text comprehension includes the ability to grasp the meaning of words, sentences, and the main points of paragraphs, then test and criticize those meanings (Sudirman et al., 2021). The reading material in the Arabic textbook should train students to distinguish between the main idea and the supporting idea. This is in line with the advanced stage described by 'Abdurrahman al-Fauzān in the book al-Idhāāt, which requires the student to be able to limit the general meaning and main idea of the paragraph, which is practically identical to the ability to distinguish the main idea and the supporting idea (Sudirman et al., 2021).

The thematic approach to reading learning advocates the presentation of various types of texts (articles, stories, dialogues) that are connected to a single theme, followed by discussion, summary, and presentation activities; these activities help deepen the understanding of the content of the reading and practice critical thinking about the content of the text (Albab, 2024). The study of the ideality of Arabic teaching materials emphasizes that texts and exercises must be presented

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

systematically and intact: there are reading materials, new vocabulary, practice questions, and assignments that lead to mastering the competence to understand the text, not just the rules. In learning to read, the objectives of the curriculum include understanding social functions, text structure, and language elements (Rahmayanti et al., 2023).

Writing Skill Materials in the Arabic Language Textbook for Grade 5 Madrasah Ibtidaiyah

According to Rasyid, the learning material for writing in Arabic textbooks for non-Arab teachers needs to train students to write Arabic hijaiyah letters in various forms according to their position in the word, both at the beginning, middle, and end. In the Arabic learning book for grade V of Madrasah Ibtidaiyah, writing skills material is delivered through the provision of hijaiyah writing exercises that vary based on their position in a sentence, so that students are taught how to write letters so that they can be assembled into a perfect and understandable word.

Writing Arabic requires mastery of the shape of the letter that changes according to its position (beginning, middle, end, separate) and the interconnectedness between the letters. Studies on the Arabic literacy curriculum for beginners show that learning to write in the early stages is focused on the correct transcription of letters, and in most students it is expected to be able to form all Arabic letters and write simple syllables and words correctly (Salameh-Matar et al., 2024). Ability to write is highly dependent on orthographic knowledge (knowledge of the shape and manner of its writing), which has been shown to be the most powerful contributor to the early writing performance of Arab children, exceeding phonological awareness. This shows that the practice of writing letter shapes correctly, including variations in shapes according to the position of the letters, is an important foundation.

According to Rasyid, writing skills material in Arabic textbooks for non-Arabic speakers is important to teach students to be able to write from right to left in accordance with the rules of Arabic writing. In line with this, in the Arabic textbook for grade V of Madrasah Ibtidaiyah, students have been taught to write words or sentences in Arabic from right to left as part of the presentation of the writing skills material given.

The right-left reading/writing direction is the main characteristic of the Arabic writing system and affects spatial thinking, text processing, and visual information arrangement (Park et al., 2024). Research on learning math in Arabic also shows that students have to make a "directional shift" when switching from Arabic numerals (right–left) to numbers written left–right, and this directional conflict can lead to cognitive confusion (Hayek et al., 2025). This confirms that the consistency of writing direction training in the early stages of Arabic literacy is very crucial.

Although in the context of certain universities, writing skills are sometimes not prioritized, research evidence shows that in order to build strong Arabic literacy, right-left writing forms the way of processing texts and spatial concepts in Arabic speakers, writing skills material in Arabic books is indeed important designed to train students to write from right to left according to Arabic writing rules (Ritonga et al., 2020).

According to Rasyid, the writing skills material in Arabic textbooks for non-Arabic speakers needs to teach writing Arabic words with separate and connected letters, as well as distinguish the forms of letters correctly. This is in line with the writing skills material in the Arabic textbook for class V of Madrasah Ibtidaiyah which teaches students how to write Arabic letters in various forms, both when the letters are combined and when they are separated.

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

Writing skills material in Arabic textbooks need to teach how to write Arabic words using separate and connected letters, as well as the ability to distinguish different letter shapes precisely. This is in line with research findings that show that Arabic writing materials need to explicitly train separate and connected letter forms and the ability to systematically distinguish letter forms, as these aspects are the main source of error for beginner learners.

Arabic writing learning materials do need to explicitly train separate and connected letter forms and the ability to systematically distinguish letter shapes, as these aspects are the main source of errors for beginner learners (Yassin et al., 2020). Arabic writing is essentially cursive; words can be written in a fully connected, partially connected, or non-connected form, and there are six letters that can only be connected from one side.

In the context of learning in schools and colleges, difficulties in distinguishing letter forms, the use of separate and connected letters, and variations in letter shapes based on position are the main obstacles in Arabic writing skills (Nuraini et al., 2022). Effective textbooks need to present explicit and gradual learning of separate and connected letters, as well as training that emphasizes the precision of distinguishing all letter forms in the context of a real word (Huda et al., 2024).

In the Arabic textbook for grade V of Madrasah Ibtidaiyah, writing skills material conveys a good and correct way of writing through the presentation of questions, so that if there are writing mistakes or students writing is not clear in working on the questions, the teacher can make corrections. This is in line with Rashid's opinion that writing skills material in Arabic textbooks for non-Arabic speakers must emphasize the importance of writing Arabic letters clearly and regularly so that there are no mistakes in the form of letters.

Arabic learners often make mistakes in the formation of basic letters, the confluence of letters, and the differentiation of similar letter shapes (Pimada et al., 2020). These errors generally stem from weak teaching that focuses on the form of letters and limited writing practice. Research in schools and the environment of TPQ/Qur'an shows that when teaching emphasizes the correct letter shape (khat rule), letter position (beginning–middle–end–separate), and spacing between letters, most children are able to write separate and connected letters correctly (Makhisoh et al., 2022).

Error analysis confirms that confusion between similar letterforms—such as *tā'* and *tā' marbūṭah*, the position of hamzah, and the variation of dotted letters—is common and has to do with the lack of explicit teaching on correct letter forms and the rules of imlā' (Khasawneh, 2021). Textbooks that combine examples (models) with repetitive copying exercises, imlā' exercises, and game-based activities (e.g., arranging letters to form word connections), have been shown to improve writing accuracy and learning motivation (Huda et al., 2024).

CONCLUSION

Rasyid explains that listening skill materials in Arabic textbooks for non-native speakers should teach correct word pronunciation, sound differences and their effects on meaning, comprehension of the main ideas of narratives, and provide learners with freedom of access to listening materials. These principles have been applied in the Grade V Arabic textbook for Madrasah Ibtidaiyah. In addition, for speaking skills, the materials should teach pronunciation in detail, starting from individual letters, accuracy of articulation, the distinction between short and

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

long vowels (ḥarakāt), and the use of appropriate intonation, which is also in line with the Grade V Arabic textbook for Madrasah Ibtidaiyah.

According to Rasyid, reading skill materials should teach how to read Arabic text from right to left, analyze texts, distinguish between general and specific information, and identify main and supporting ideas. However, the Grade V Arabic textbook for Madrasah Ibtidaiyah has not fully met these criteria, particularly in teaching the distinction between general–specific information and main–supporting ideas. Meanwhile, the writing skill materials in the textbook are consistent with Rasyid's principles, including writing from right to left, recognizing the different forms of Arabic letters in various positions, writing letters clearly, and providing exercises to develop writing skills.

ETHICAL APPROVAL

All participants received a comprehensive explanation regarding the research objectives and procedures, including their right to participate voluntarily. Participants were assured that participation was not mandatory and that they had the right to withdraw at any time during the study without negative consequences. To ensure the confidentiality of identities, all data obtained in this study underwent an anonymization process.

FUNDING STATEMENT

This research received no external funding.

CONFLICT OF INTEREST

The author(s) declare that there is no conflict of interest related to the research, authorship, or publication of this article.

REFERENCES/ المصادر والمراجع

Abidin, M. Z., Ilmiyah, D. F., Naja, M. Z. B., & Taufiq, M. A. (2023). Analisis Kesalahan Morfologi dan Sintaksis pada Teks Buku Pembelajaran Bahasa Arab Prespektif Rusydi Ahmad Thu'aimah. *Jurnal Keislaman*, *6*(2), 558–569.

Aceh, I. R., & Nasution, S. (2023). Analisis Buku Ajar Durusullughah Al-Arabiyah Menurut Perspektif Rusydi Ahmad Thu'aimah. *Ta'allum: Jurnal Pendidikan Islam*, *11*(1), 1–27. https://doi.org/10.21274/taalum.2023.11.1.1-27

Aditya, V., Naufal, A., Rafli, Z., & Erlina, E. (2024). Intonasi Dan Ritme Dalam Produksi Ujaran Bahasa Arab: Studi Eksperimen Pada Pembelajar Dewasa. *AL-WARAQAH Jurnal Pendidikan Bahasa Arab*, *5*(2), 45–52. https://doi.org/https://doi.org/10.30863/awrq.v5i2.7804

Akhiryani, A., Cahyani, A. N. R., & Asse, A. (2024). Analisis Buku Ajar Bahasa Arab Madrasah Tsanawiyah: Tinjauan Mufradāt Dalam Perspektif Rusydi Ahmad Thu'aimah. *Albariq: Jurnal Pendidikan Bahasa Arab*, *5*(1), 45–60. https://doi.org/https://doi.org/10.24239/albariq.v5i1.79

Albab, U. (2024). Strategi Peningkatan Keterampilan Membaca Bahasa Arab Di Madrasah Aliyah Melalui Pendekatan Tematik. *Jurnal El-Hamra : Kependidikan Dan Kemasyarakatan*, *9*(3), 129–136. https://doi.org/https://doi.org/10.62630/elhamra.v9i3.328

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

Al-Baṣmān, Ḥ., Aḥmad, N. ʿA. A., & Muḥammad, Th. Ḥ. Th. (2025). Dawr al-riqābah al-dākhiliyyah fī taqlīl al-hadr al-tarbawī fī muʾassasāt al-taʿlīm qabl al-jāmiʿī bi-Dawlat al-Kuwayt (dirāsah taḥlīliyyah). Majallat Kulliyyat al-Tarbiyah (Asyūṭ), 41(4.2), 60–103. https://doi.org/10.21608/mfes.2025.436175

Alqassas, A. (2025). Acquisition And Pedagogy Of The Arabic Emphatic Consonants. *Teaching Arabic Language And Culture In Today's Academia*, *24*(1), 21–39. https://doi.org/https://doi.org/10.62229/roar_xxiv/2

Amrulloh, M. A. (2015). Pada Buku Ajar Bahasa Arab. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, *6*, 46–65.

Asif, A., Mukhtar, H., Alqadheeb, F., Ahmad, H. F., & Alhumam, A. (2022). An Approach for Pronunciation Classification of Classical Arabic Phonemes Using Deep Learning. *Applied Sciences*, *12*(1), 238. https://doi.org/https://doi.org/10.3390/app12010238

Basrianto, M. F. (2025). Analyzing Difficulties in Speaking Arabic and Their Solutions Based on the Book Standards of Arabic Language Skills for Non-Native Speakers. *Jurnal Pendidikan Indonesia*, *6*(5), 2372–2386. https://doi.org/https://doi.org/10.59141/japendi.v6i5.7795

Fitriasari, R. N., Nurhidayati, Alfan, M., Maknuna, S. L., & Ibrahim, A. (2025). Analysis of Arabic Language Textbooks Published by Quadra in 2022 for Class XI of Islamic High School Based on Common European Framework of Reference for Languages. *Mantiqu Tayr: Journal of Arabic Language*, *5*(2), 312–327. https://doi.org/https://doi.org/10.25217/mantiqutayr.v5i2.6240

Fuadi, A. H. N., Ulum, M., & Sunnah, M. L. (2023). Development of Arabic Dialogue Teaching Materials Based on A Contextual Approach for Developing Speaking Skills. *An-Nahdloh : Journal of Arabic Teaching*, *1*(2), 57–78.

Hasbi, A. F. (2025). Metode , Tantangan , dan Strategi Pembelajaran Keterampilan Membaca Bahasa Arab : Tinjauan Literatur Sistematis Methods , Challenges , and Strategies for Learning Arabic Reading Skill : A signifikan dalam berbagai aspek kehidupan , baik sebagai alat komun. *Madah: Jurnal Bahasa Dan Sastra*, *16*(1), 110–125. https://doi.org/https://doi.org/10.31503/madah.v16i1.993

Hayek, M., Dorfberger, S., Eviatar, Z., & Karni, A. (2025). Transcoding number words to typed multi-digit numerals: revisiting the strange case in Arabic bilinguals. *Psychological Research*, *89*(70). https://doi.org/https://doi.org/10.1007/s00426-025-02097-1

HT, R. A., Hamzah, R. A., Nurlinda, & Aryanti, R. D. (2024). Kajian Literatur terhadap Mengembangkan Keterampilan Membaca di Sekolah Dasar. *JURNAL PENDIDIKAN BAHASA*, *14*(2), 42–48. https://doi.org/https://doi.org/10.37630/jpb.v14i2.2097

Huda, N., Annisa, I. M., & Syam, M. N. (2024). Writing Skills Teaching Methods for Elementary School Students: Scramble in Connecting Arabic Letters. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, *5*(2), 268–287. https://doi.org/https://doi.org/10.19105/ajpba.v5i2.15084

Imawan, Y., Rahmatan, M., & Hania, I. (2023). Aswat ' s Teaching Strategies and Their Implications In The Learning of Maharah Istima '. *International Journal of Education and Teaching Zone*, *2*(1), 13–24. https://doi.org/https://doi.org/10.57092/ijetz.v2i1.55

Imran, A., & Ikawati, E. (2025). Keterampilan Membaca Sebagai Bagian Dari Keterampilan Berbahasa Pada Siswa Sekolah Dasar. *Jurnal Penelitian Ilmiah Multidisiplin*, *9*(12), 437–443.

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

Īrāndūst, F., Jalāʾī, M., & Najād, R. A. Ṣ. (2022). Taḥlīl muḥtawā kutub al-ʿArabiyyah li-al-marḥalah al-thānawiyyah al-ūlā bināʾan ʿalā namūdhaj Blīsk lil-ibdāʿ. Majallat al-Buḥūth fī al-Lughah al-ʿArabiyyah, 14(49), 171–194. https://doi.org/10.22108/RALL.2020.106271.1065

Isma'il, T. (2023). Taḥlīl muḥtawā kitāb taʿlīm al-lughah al-ʿArabiyyah li-al-marḥalah al-thānawiyyah al-faṣl al-ʿāshir li-Wizārat al-Shuʾūn al-Dīniyyah fī manẓūr Rushdī Aḥmad Ṭuʿaymah (dirāsah taqwīmiyyah). Jāmiʿat Mawlānā Mālik Ibrāhīm al-Islāmiyyah al-Ḥukūmiyyah Mālāng.

Khaizal, N. F. M., Nasir, M. K. M., Rahimi, N. M., & A-Rahman, F. (2021). Speaking Sub-Skills Exercise and Its Teaching Techniques: Document Analysis of Arabic Textbooks. *Creative Education*, *12*(09), 2159–2166. https://doi.org/https://doi.org/10.4236/ce.2021.129165

Khalūṣī, ʿA. (2024). Usus wa-maʿāyīr bināʾ manhaj taʿlīm al-lughah al-ʿArabiyyah li-al-nāṭiqīn bi-lughāt ukhrā. Majallat al-ʿUlūm al-Insāniyyah wa-al-Ṭabīʿiyyah, 5(6). https://doi.org/10.53796/hnsj56/11

Khasawneh, N. A. S. (2021). The effect of letter (c) modelling on developing the skills of handwriting performance among learners of Arabic speaking other languages. *Cypriot Journal of Educational Sciences*, *16*(5), 2223–2235. https://doi.org/https://doi.org/10.18844/cjes.v16i5.6304

Khizanatul Hikmah, Anis Farikha, Muhlasin Amrullah, & Bachtiar Adi Saputra. (2020). Kitabah Error Analysis Based on Theory of Rusydi Ahmad Thuaimah. *Halaqa: Islamic Education Journal*, *4*(1), 45–59. https://doi.org/10.21070/halaqa.v4i1.174

Kobayashi, A. (2020). Fostering Learner Autonomy in an EFL Classroom Through an Action Research by Adapting Extensive Listening Activities. *Language Education & Technology*, *57*, 91–120. https://doi.org/https://doi.org/10.24539/let.57.0_91

Kudus, R., & Ulum, F. (2024). Analysis of Long and Short Vowel Mispronunciations by Arabic Education Students at Makassar State University. *Alsuna: Journal of Arabic and English Language*, *7*(2), 172–190. https://doi.org/https://doi.org/10.31538/alsuna.v7i2.5919

Kurniawan, O. (2024). Analisis Pemilihan Konten Buku Silsilah Al-Ta'lim Al-Lughah Al-'Arabiyah Al-Mustawa Al-Awwal At-Ta'bir Kriteria Rusydi Ahmad Thu'aimah. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, *5*(1), 49–61. https://doi.org/10.30997/tjpba.v5i1.11500

Maesaroh, S. (2024). An Analytical Study of The Content of The Arabic Textbook for Students at the State Islamic High School by Categories of Analysis by Rushdi Ahmad Taima. *IJ-ATL (International Journal of Arabic Teaching and Learning)*, *8*(1). https://doi.org/10.33650/ijatl.v8i1.9630

Maesaroh, S., Tatang, & Saleh, N. (2025). *PHONOLOGICAL ERRORS IN ARABIC PRONUNCIATION AMONG ISLAMIC SPEECH CONTEST PARTICIPANTS*. Universitas Pendidikan Indonesia.

Mai, V. L. T., & Minh, H. C. (2023). Autonomy-Based Listening: Vietnamese University Students' Perceptions of Self-Access Web-Based Listening Practices. *Studies in Self-Access Learning Journal*, *14*(3), 267–286. https://doi.org/https://doi.org/10.37237/140303

Makhisoh, I., Mas'ud Lutfi, I., & Suroiyah, E. N. (2022). Application of The Kitabaty Book Series for Arabic Writing Skills for TPQ Students. *Communautaire: Journal of Community Service*, *1*(2), 139–148. https://doi.org/https://doi.org/10.61987/communautaire.v1i2.21

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

Mastutik, N. A. P., & Taufiq, M. A. (2021). Analisis Pemelihan Kosakata dalam Buku Ajar Perspektif Rusydi Ahmad Thu'aimah. *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, *13*(2), 119–132. https://doi.org/http://dx.doi.org/10.32678/al-ittijah.v13i2.5042

Mufid, M., Isnainiyah, & Ainiy, N. (2023). Contextual Teaching and Learning Model in the Speaking Skill Textbook for the Arabic Language Education Department. *Journal of Advanced Research in Social Sciences and Humanities*, *8*(4), 50–56. https://doi.org/https://doi.org/10.26500/JARSSH-08-2023-0405

Musthofa, T., & Azizah, S. (2020). The Intonation Pattern Of Interrogative Sentences And Its Implications On The Learning Of Mahārah Al-Kalām Among Arabic Language Education Students. *Humanities & Social Sciences Reviews*, *8*(3), 1004–1010. https://doi.org/10.18510/hssr.2020.83103

Nuraini, N., Asrori, I., & Hasanah, M. (2022). Material Development for Arabic Writing Skills Based on International Standards l Tathwir al-Mawad al-Dirasiyyah li Maharah al-Kitabah fi Dhau'i al-Ma'ayir al-'Alamiyyah. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, *14*(2). https://doi.org/https://doi.org/10.24042/albayan.v14i2.13901

Park, J., Gagné, C. L., & Spalding, T. L. (2024). Writing direction and language activation affect how Arabic-English bilingual speakers map time onto space. *Front Psychol*, *24*(14). https://doi.org/https://doi.org/10.3389/fpsyg.2023.1356039

Pimada, L. H., Amrulloh, M. A., & Syahid, A. H. (2020). The Errors In Writing Hamzah: What Should Students Do? *Ijaz Arabi Journal of Arabic Learning*, *4*(1). https://doi.org/https://doi.org/10.18860/ijazarabi.v4i1.9870

Rahmayanti, I., Anshory, A. M. Al, Taufiqurrochman, R., & Muhamad, S. (2023). Penggunaan Canva Sebagai Media Pembelajaran Ketrampilan Membaca Bahasa Arab Siswa Kelas X Di Man Kota Batu. *Palapa: Jurnal Studi Keislaman Dan Ilmu Pendidikan p-ISSN*, *11*(2), 648–664. https://doi.org/https://doi.org/10.36088/palapa.v11i2.3612

Ramah, S., & Rohman, M. (2018). Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013. *Arabiyatuna : Jurnal Bahasa Arab*, *2*(2), 141. https://doi.org/10.29240/jba.v2i2.552

Rifain, S., Arifin Sapar, A., Hussin, M., & A.H., S. (2024). A Need Analysis for Developing Arabic Phonetics: A Strategy for Mastering the Pronunciation of Arabic Letters. *Forum for Linguistic Studies*, *6*(6), 742–752. https://doi.org/https://doi.org/10.30564/fls.v6i6.7412

Ritonga, M., Widodo, H., Munirah, M., & Nurdianto, T. (2020). Arabic language learning reconstruction as a response to strengthen Al-Islam studies at higher education. *International Journal of Evaluation and Research in Education (IJERE)*, *10*(1). https://doi.org/http://doi.org/10.11591/ijere.v10i1.20747

Rosyad, M. S., Mahmoud, F., Ibrahim, A., & Bahruddin, U. (2023). The Natural Situation and Its Effective Role in Designing Arabic Listening Skills Teaching Materials for Non-Native Speakers. *Ijaz Arabi Journal of Arabic Learning*, *6*(3), 586–604. https://doi.org/https://doi.org/10.18860/ijazarabi.v6i3.19531

Rusydi Ahmad Tu'aimah. (1985). Dalīl 'amal fī i'dād al-mawād al-ta'līmiyyah. In *al-Qura*.

Sa'ada, N., & Umroh, I. L. (2025). Pengaruh Penggunaan Media Roda Putar Untuk Meningkatkan Keterampilan Membaca Bahasa Arab Siswa Kelas Viii Mts Islamiyah Kembangbahu

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

Lamongan. *Al-Fakkaar*, *6*(1), 162–174. https://doi.org/https://doi.org/10.52166/alf.v6i1.6081

Salameh-Matar, A., Metanis, A. K., & Khateb, A. (2024). Early handwriting performance among Arabic kindergarten children: The effects of phonological awareness, orthographic knowledge, graphomotor skills, and fine-motor skills. *Journal of Writing Research*, *16*(1), 79–103. https://doi.org/https://doi.org/10.17239/jowr-2024.16.01.03

Saleh, S. R., Sholihah, A., Hula, I. R. N., & Doni, C. P. (2025). Design and Development of Arabic Language Style for the Needs of Beginner-Level Speaking Proficiency Materials. *Arabiyatuna: Jurnal Bahasa Arab*, *9*(1), 205–226. https://doi.org/https://doi.org/10.29240/jba.v9i1.11618

Saputri, M., Rizki, A. ., & Nurfaizah, D. . (2025). Cognitive And Affective Factors In Arabic As A Second Language Acquisition: A Psychological Perspective On Indonesian Learners. *Baraya : International Journal of Arabic and World Languages Education*, *1*(1), 13–27. https://doi.org/https://ejournal.stairaya.ac.id/index.php/baraya/article/view/62

Sari, R., & Sidik, A. (2025). Digital Media Innovation For Istima ' Teaching In Arabic Language Education : Literature Study. *AL HIMAM: Jurnal Ilmu-Ilmu Pendidikan & Bahasa Arab*, *IV*(2), 40–66. https://doi.org/https://doi.org/10.51590/alhimam.v4i2.1069

Sayyidaturrohimah, Hilmi, D., & Basid, A. (2024). IntegratingReal-Life Contexts inTheDevelopment of Teaching Materials for Arabic Listening Skills. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, *8*(2), 204–218. https://doi.org/https://doi.org/10.32699/liar.v8i2.8159

Sigiro, L., Sofyanti, S., Safinatul, S., & Harahap, H. (2024). Meningkatkan Keterampilan Bahasa Produktif : Berbicara Sebagai Kunci Sukses Komuikasi. *IJEDR: Indonesian Journal of Education and Development Research*, *2*(1), 268–271.

Srirehani, M. D., & Yansah, W. F. (2025). Analysis Of Arabic Language Textbooks For Nahwu And Sharaf In Madrasah Aliyah Religious Specialization Class XI. *Abjadia : International Journal of Education*, *10*(3), 516–527. https://doi.org/10.18860/abj.v10i3.32871

Stevens, E. A., Vaughn, S., House, L., & Stillman-Spisak, S. (2020). The Effects of a Paraphrasing and Text Structure Intervention on the Main Idea Generation and Reading Comprehension of Students with Reading Disabilities in Grades 4 and 5. *Sci Stud Read*, *24*(5), 365–379. https://doi.org/https://doi.org/10.1080/10888438.2019.1684925

Sudirman, S., Al-Kattanie, A. H., & Al-Hamat, A. (2021). Strategi Penerapan Keterampilan Pengajaran Bahasa Arab Perspektif. *Rayyah Islam*, *5*(1), 205–218. https://doi.org/10.37274/rais.v5i1.402

Sudrajat, A. E., Salamah, U., & Ridlo, U. (2025). Bahasa Arab yang Dipelajari : (Ciri Khusus Bahasa Arab, Gaya Bahasa Lisan dan Tulisan, Fungsi dan Manfaat Komunikasi Bahasa Arab di Indonesia). *Jejak Digital: Jurnal Ilmiah Multidisiplin*, *2*(1), 455–466. https://doi.org/https://doi.org/10.63822/wh0a9a65

Sugirma, S., Amalia, D. R., Nurhadi, N., Wargadinata, W., & Sulaikho, S. (2024). The concept of Rusydi Ahmad Thu'aimah in the Arabic Textbook MI Ministry of Religious Affairs / Konsep Rusydi Ahmad Thu'aimah dalam Buku Teks Bahasa Arab MI Kementerian Agama. *Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, *5*(1), 21. https://doi.org/10.36915/la.v5i1.106

Susanti, R. D. (2013). Studi Analisis Materi Ajar "Buku Teks Pelajaran" Pada Mata Pelajaran

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

Bahasa Arab Di Kelas Tinggi Madrasah Ibtidaiyah. *Arabia*, *5*(2).

Syamsuddin, N., Takwim, M., & Alkahfi. (2024). Ta'sir Itqan al Tajwid 'ala Nata'ij al Ta'lim fi Ta'lim al Lughah al "Arabiyyah fi al Fasl al Sabi" fi al Madrasah al Thaanawiyyah al Mawasir Lamasi Luwu. *Al Ibrah: Journal of Arabic Language Education*, *6*(1), 58–71. https://doi.org/https://doi.org/10.24256/jale.v6i1.5168

Tolba, R. M., Elarif, T., Taha, Z., & Hammady, R. (2024). Interactive Augmented Reality System for Learning Phonetics Using Artificial Intelligence. *IEEE Access*, *12*, 78219–78231. https://doi.org/10.1109/ACCESS.2024.3406494

Utami, S., Hania, I., Imawan, Y., Syafiqoh, N. N., Suteja, & Faiqotussana. (2023). Intonation of Interrogative Sentences in Learning Arabic for Mahārat al-Kalām. *Al-Ma'rifah: Jurnal Budaya, Bahasa, Dan Sastra Arab*, *20*(1), 49–60. https://doi.org/https://doi.org/10.21009/almakrifah.20.01.04

Wahyuni, S., Ritonga, M., & Afrianti, W. (2023). Systematic Review of Learning Method for Teaching Arabic Listening and Speaking Skills. *Al-Hayat: Journal of Islamic Education*, *7*(1), 30–41.

Wijaya, M., & Hikmah, F. (2023). Problematika Pembelajaran Maharah Qiro'ah Dalam Pembelajaran Bahasa Arab Pada Siswa Madrasah Ibtidaiyah. *Jurnal Educatio FKIP UNMA*, *9*(2), 858–864. https://doi.org/https://doi.org/10.31949/educatio.v9i2.4880

Wijekumar, K., Beerwinkle, A., McKeown, D., Zhang, S., & Joshi, R. M. (2020). The "GIST" of the reading comprehension problem in grades 4 and 5. *Dyslexia*, *26*(3), 323–340. https://doi.org/https://doi.org/10.1002/dys.1647

Yassin, R., Share, D. L., & Shalhoub-Awwad, Y. (2020). Learning to Spell in Arabic: The Impact of Script-Specific Visual-Orthographic Features. *Educational Psychology*, *11*. https://doi.org/https://doi.org/10.3389/fpsyg.2020.02059

Yudhiantara, R. A. (2023). Arabic Extensive Listening and its Language Learning Benefits. *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *4*(2), 233–247. https://doi.org/https://doi.org/10.52593/klm.04.2.08

Yunita, R., Safrizal, & Komalasari, E. (2023). Analysis of Students ' Difficulties in Determining Main Idea in Reading Text in Grade V. *Al-Hijr: Journal of Adulearn World*, *2*(June), 83–97. https://doi.org/https://doi.org/10.55849/alhijr.v2i2.538

Zaltz, Y., & Segal, O. (2022). The perception of Arabic vowel duration by L1 Hebrew speakers: Can a short training remold the effect of the native phonological system? Studies in Second Language Acquisition. *Tel Aviv University*, *44*(1), 143–163. https://doi.org/https://psycnet.apa.org/doi/10.1017/S0272263120000728

Copyright © 2026, This is an open access article under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)