



ANALYSIS OF THE QUALIFICATIONS OF THE FIRST CLASS ELEMENTARY SCHOOL ARABIC TEACHING BOOK BY YUDHISTIRA

Primasti Nur Yusrin Hidayanti^{1*}, Faris Maturedy², Noor Zinatul Hamidah³

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia^{1,3}

Universitas Islam Negeri K.H. Achmad Siddiq Jember, Indonesia²

Email: asprimastii@gmail.com, farismatanae@gmail.com, zinatul1994@gmail.com

Abstrak

Penelitian ini bertujuan untuk menganalisis kelayakan buku ajar bahasa Arab tingkat Madrasah Ibtidaiyah kelas 1 terbitan Yudhistira tahun 2021 dengan tinjauan standar aturan yang telah ditetapkan oleh Badan Standar Nasional Pendidikan (BSNP). Penelitian ini adalah penelitian kualitatif dengan pendekatan quasi kualitatif. Adapun jenis penelitian ini adalah penelitian kepustakaan, sehingga penggunaan buku bahasa Arab terbitan Yudhistira sebagai sumber utama dalam menulis penelitian ini. Penelitian ini merupakan penelitian analisis konten sehingga dalam temuannya akan terfokuskan pada analisis kelayakan isi dan penyajian materi bahan ajar yang digunakan pada buku bahasa Arab. Hasil penelitian ini menunjukkan bahwasannya buku ajar bahasa Arab tingkat Madrasah Ibtidaiyah kelas 1 terbitan Yudhistira termasuk dalam kategori layak untuk digunakan. Akan tetapi dalam temuan ini ditemukan beberapa poin kekurangan yang perlu diperbaiki, sehingga buku ajar tersebut akan menjadi sempurna untuk digunakan dalam proses pembelajaran bahasa Arab. Kekurangan tersebut diantaranya yaitu materi disajikan tidak mengandung unsur budaya serta teknik penyajian buku yang tidak berurutan.

Kata Kunci: Buku Bahasa Arab, BSNP, Kelayakan Buku Ajar,

INTRODUCTION

A learning resource is a component that is deliberately designed so that it can be used to convey implied messages in a teaching material (Hidayanti & Bahy, 2021). In the world of education, teaching materials are one of the components that must be prepared by educators to achieve learning objectives. The development of teaching materials is very important in the world of education. Through teaching materials, the direction of learning achievement can be planned (Junaidi et al., 2024). Therefore, in the learning process, learning resources are one of the most

needed elements (Saputra & Musthofa, 2022). So the teaching learning process is more directed and easier to the desired learning goals (Cahyadi 2019, p.6).

The form of learning resources is complex and extensive, because learning resources are not just part of the learning media, but mean more than that. And what is the source of learning, that is, people, places, things and everything that is around the students (Wulandari, 2020). One form of learning resource that is widely used and used by teachers is the resource of learning is textbooks.

A textbook is a supporting component of learning activities for teachers and students (Syaifulah & Izzah, 2019). For a teacher the textbook is a guide in developing the learning activity. For students, teaching is a means of understanding the teaching of the teacher (Barkah Nur Fauziah et al., 2021). A variety of learning language topics are presented in textbooks, either in text or in images (Sabilar, 2018). Thus, the textbook has a significant influence on the learning outcome of students. Because with the presence of the textbooks in the learning process it can make it easier for students to absorb new information and can expand knowledge according to the field they are studying (Hidayanti & Taufiq, 2023). Indeed, in the context of foreign language learning the text book becomes the primary learning resource for students and teachers (Mohamed, 2023).

Dalam In the Ministry of Religion Regulation No. 02 of 2008 concerning textbooks it is stated that the use of textbooks in Arabic language learning is recommended to adjust between the purpose and role of the textbooks used by the students (KEMENAG, 2008). So the textbook will be useful. It is a means in developing the potential and ability of students in learning Arabic. Besides, the presence of teaching books can improve students' skills in learning and improving Arabic language skills. Starting from the ability to listen, speak, read to write. Next, the teaching book is able to introduce students to the Arabic culture and the importance of learning arabic. Especially the connection of Arabic with Islam (Hidayanti & Taufiq, 2023).

In view of the importance of the textbook in the learning process, the validity of a textbook is very important to be considered, both in terms of quality and potential contained in the textbooks. This is due to avoid the confusion that occurs in achieving the goal of learning (A.R. et al., 2022). The process of preparing a good textbook should take into account several factors. Thus, first, the difficulty level of the material; second, the order of presentation of the materials correctly, i.e. by pre-empting the material easier than the difficult; third, the introduction presented in the material according to the knowledge and ability of the student so that the material will be easier to understand (S, 2009, p. 246).

Thus analysing a textbook used in an educational institution is considered necessary. The action is aimed at determining the validity of a textbook used in the learning process. The standard of eligibility of textbooks has been mentioned in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No.

8 Year 2016 Article 3 paragraph 5 which states that the National Educational Standards Agency (BSNP) specifies the existence of four elements used to analyze the validity test of a textbook, among them the content of the textbooks, the presentation of the material, the qualification of teaching and graphics (Taufiq & Nashrullah, 2021).

There have been many studies related to the validity analysis of Arabic textbooks based on the provisions of the National Standards Board of Education, some of them are the first, Alfiannor Fathoni study (2023) which analyzes the Arabic language textbooks of the eleventh grade Madrasah Aliyah K-13 revision of KMA 183 edition of Toha Putra with the standard survey of BSNP, the results of the study show that Arabic books by Toha putra used for middle and upper levels overall have a presentation score of 86% with category worthy to use (Alfiannor Fathoni, 2023). Secondly, the study of Yusuf Muhtarom and his colleague (2022) who analyzed the Arabic textbook published by Erlangga at the SMIT Rabbi Radhiyyah Rejang Lebong with the standards of BSNP, the results of the study showed that Arabic language books published by Elangga are used for the first middle class in good category, but in their analysis the researchers found a little shortcoming in the book that does not provide additional explanation about the discussion of the grammatical structure so that the students have difficulty in understanding the material of the grammar (Muhtarom et al., 2022). Thirdly, the study of Muhammad Nur Asmawi and Ulfa Djahadi (2023) which analyzed the validity of the content of the textbook "I love Arabic language 4" in the fourth grade of the 2013 Madrasah Ibtidaiyah curriculum by Agus Wahyudi, the results of this study showed that some indicators in the content test of the book have been achieved, so that through the process of content analysis the researchers have produced a presentation of 88%. Based on this, then the Arabic book "I Love Arabic Language 4" Agus by Wahyudi that is used for the level of madrasah ibtidaiyyah in good or suitable for use category (Muhammad Nur Asmawi & Ulfa Djahadi, 2021). Based on the three studies, the researchers concluded that there is a study on the availability analysis of Arabic teaching books at the level of MI, MTs and MA based on the BSNP standards. However, in this case, researchers have not found the analysis of the Yudhistira textbooks used for the Ibtidaiyyah Madrasah.

Based on the above exposure, the study aims to analyze the validity of the content and the presentation of teaching materials in the Arabic language books of the Madrasah Ibtidaiyah class 1 edition of Yudhistira in 2021 based on the standards of the National Standards Board of Education (BSNP). This research is considered necessary, because through this it will be known that the Arabic language book is already in the category of qualified or not for use in the school institution. Thus the results of this research can be used as a material of consideration for teachers in choosing the textbook to be used in the learning of Arabic.

METHOD

Based on the existing problems, then this research is structured using a quasi qualitative approach so that the results to be displayed will be representation and not related to the numbers (Thalha & Budur, 2019). Whereas the method used is content analysis with the type of library research, that is, by analyzing and studying the content of the source text of various documents used in this research. Books are important in supporting learning activities in the classroom (Ma'arif. 2021)

The Arabic book of the Madrasah Ibtidaiyah class 1 edition of Yudhistira in 2021 is the main source of data used in this study, which will then be studied with the standard aspect of the validity of textbooks according to the rules of the BSNP. As for the type of analysis used in the study is content analysis. Thus the results of the research will focus on the credibility of content and validity presentation of text materials in Arabic language books.

RESULT AND DISCUSSION

1. Teaching Books Definition

The textbook is the main component used in the learning process (Izzuddin et al., 2021). In the context of language learning, books are one of the most frequently used learning resources in the learning process (Al-Qatawneh et al., 2021). The books contain a wide range of information and insights that are useful for students during their education to the next stage of life (Alhawamdeh, 2023). It affirms that the books are an important component that supports the learning activity in the classroom (Oktafatricia et al., 2022).

In the Regulation of the Minister of National Education of the Republic of Indonesia No. 2 of 2008 in article 1, paragraph (3) it is mentioned that textbooks are textbooks with a load of learning material that is used as an important reference for educational institutions, both from the level of primary school to college (KEMENDIKBUDRISTEK, 2008). Therefore, the selection of textbooks should be in accordance with government regulations. Because it aims to enable students to comprehend the learning material in an integral way and the learning objectives with maximum (Bahy & Taufiq, 2022).

The function of textbooks in the learning process as a medium of tools to enhance the knowledge of students (Asrory et al., 2022). The elements in the textbook are learning materials, methods, boundaries and methods of evaluation that are designed systematically and attractively in order to the desired goal. That is, achieving competence and sub-competence with all its complexity (C. S. et al., 2008). The presence of the book also focuses on the cognitive, affective and psychomotor aspects of the students in order to the expected learning goals (Suaibah et al., 2022).

According to Iskandar and Dadar Sunendar in the study Nur Aini and Mirwan stated that the presentation of the teaching book should be completed with four

aspects. namely, (1) presenting teaching materials that are adapted to the curriculum applicable; (2) using teaching material that corresponds to the level of ability and condition of students, (3) the material is structured systematically and continuously with each other, presenting the material that is factual and conceptual (Mastutik & Taufiq, 2021).

The book of instruction is a component of learning that contains information, interpretation and evaluation that is structured systematically, thus will make it easier for students to understand the material and support the achievement of the learning objectives (Nadhif, 2019). Thus it can be known that with the presence of the book in the learning process is not only to provide material and access to learning, but also as a supporter of learning activities that involve intelligence in a comprehensive way.

2. Qualification Standards for Contents and Presentation of Teaching Books Based on the Rules of the National Educational Standards Body (BSNP)

The National Education Standards Agency is an independent, professional, independent institution with its own vision and mission in developing, managing and evaluating the implementation of the National Educational Standards. The institution operates under the auspices of the Ministry of Education and Culture. As for the role of BSNP in educational institutions as an evaluator of textbooks used in an educational institution (Asrory et al., 2022). In addition, the National Educational Standards Agency (BSNP) is also considered as a supervisor of the circulation of published books.

The validity of the content of a book is a key element that needs to be considered, because the validity discussion of the textbook content will be closely related to the presentation of the materials used in the textbooks, therefore, Muslich stated that the credibility of the contents of the book can be reviewed from three aspects, firstly, the suitability of the material with the core competence and the basic competence that is applicable. Second, the accuracy of the paperwork material. Third, the supporting material (Muslich, 2016, p.292). On the other hand, Muslich in his book also explains that changes in the curriculum of learning will also affect the validity of the textbook content (Muslich, 2010).

The National Educational Standards Agency (BSNP) explains that the validity of the content of a textbook can be reviewed from six indicators that must be met among them: compatibility of Basic Competence and Core Competence, accuracy of the text material, up-to-date text materials, compatibility with the existing culture, the presence of training and enrichment on the text (Asrory et al., 2022).

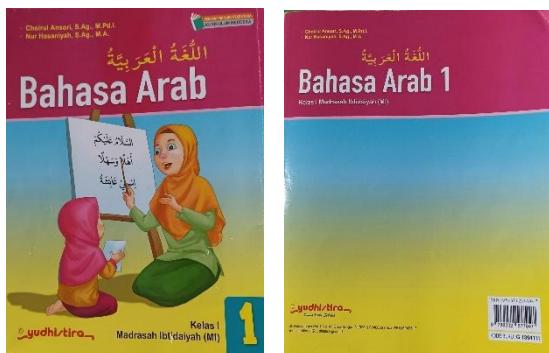
Based on the above exhibition, the validity of the content of the book is closely related to the way of presentation of teaching materials in the book, therefore the presentation of the teaching material is very necessary to pay attention, because with this will indicate the quality of a teaching book. BSNP explains that presentation of good teaching materials is that has met four indicators

of them, namely, presentation technique, supporting presentation, strategy of presentation, and the requirement of the course of thought (Hidayanti et al., 2021).

3. Specifications of the Arabic Book of Yudhistira

In this study, the textbook that will be analyzed is a handbook of students and teachers in Arabic subjects at the Madrasah Ibtidaiyah level of 1st grade. The Arabic book was written by Nur Hasaniyah, S.Ag., M.A. and Choirul Ansori, S.Ag. M.Pd.I. which was later published by the Yudhistira publisher in 2021. This book refers to the 2013 curriculum by presenting the various themes of the teaching material in it. The material consists of six chapters that are then loaded into a 103 page Arabic textbook so that the Arabic language textbook can be used for Arabic learning activities for two semesters.

Picture A.1 Cover Book



Thus, the teaching materials presented in Arabic books will be divided into two parts, namely for use in semester one and semester two. Each semester learning Arabic will include three chapters equipped with enrichment questions. The themes discussed in the six chapters presented in this Arabic book include the following:

Table A.1 Contents of Arabic Book Themes

Contents of Arabic Book Themes	
Semester 1	Chapter I: Introduction / ﴿
	Chapter II: My Family / ﴿
	Chapter III: My Dream / ﴿
Semester II	Chapter IV: My Home /
	Chapter V: The Name Of Fruits / ﴿
	Chapter VI: Colours / ﴿

4. The Qualification of Content and Presentation of Educational Materials on Arabic Language Books of Madrasah Ibtidaiyah Based on the Rules of the National Educational Standards Body (BSNP)

a. Accuracy Of Textbook Contents

The National Educational Standards Agency explains that the contents of the presented textbooks must be in accordance with the Curriculum in force, so that the material will refer to the existing Core Competences and Basic Competences (Muslich, 2010). The 1st-grade Madrasah Ibtidaiyah Arabic-level book refers to the 2013 curriculum or is often referred to as the K13 Curriculum. The content of the teaching material in the book has been packed into four basic skills of learning Arabic among them namely, speech skills, understanding skills, reading skills and writing skills. In this finding the content of teaching materials presented in the Arabic book of Yudhistira has been adapted to the applicable KI and KD, so the material presented will refer to three aspects, among them the affective, cognitive and psychomotor aspects (Putri et al., 2023).

The affective aspects of this textbook can be shown in Chapter 1 on pages 3, 4 with the introduction theme/Ta'aruf. In this chapter we have presented sentence fragments about self-introduction using Arabic. The sentence fragments presented are equipped with an introduction to good and correct greetings according to Islamic teachings, so that indirectly the teaching material presented in this chapter contains spiritual elements. As is known, the spiritual element in textbooks is part of KI 1 which is related to the meaning of acceptance, namely the attitude of accepting and implementing the teachings of the religion one adheres to (Handayani, 2018).

As for the indicator that KD supports, it is stated that it is aware that the Arabic language is a gift from Allah SWT as a language of communication and believes that Arabic is the language of guidance in understanding the teachings of Islam. On the other hand, the dialogue material on acquaintance also directs to the affective aspect with the social meaning that refers to KI 2, that is to teach a student that the human being is a social being, so that in his life will be interdependent (Hayati, 2020).

The Arabic book of Yudhistira has been supplemented with teaching materials that encourage students to be more active in learning. This can be demonstrated by the presence of writing, reading and reading materials in Arabic, so that through these materials students will experience cognitive development. The model of the material has been presented in each chapter, some examples of the findings are on pages 65, 88, 90. Thus the teaching material presented has followed KI 3.

Besides KI 1, KI 2, KI 3 in this book has also covered KI 4 which is the psychomotor aspect. These aspects will direct the student to perform practical actions or demonstrate something related to the material that has been provided

(Rachmawati, 2018). In this book the psychomotor aspects can be reviewed from the sub-chapters of dialogue or practice of speaking in Arabic. As for the sub chapters, they have been presented in the entire chapters of the Arabic book of the edition of Yudhistira, in which way the dialogue is adapted to each topic of the material of the teaching material.

The up-to-date and depth of the teaching material in the Arabic book can be reviewed from the themes presented in each chapter, which has themes adapted to the student's conditions, namely the use of Arabic books for first-class students. Therefore, the book raises themes related to everyday activities or the surrounding environment, so that the material presented in the book will be easier to understand by the students, some examples of themes used such as self-identification, recognizing family members' names, identifying objects at home or at school and colours in Arabic. However, a few shortcomings were found in the themes presented in the book, namely that there were no themes in the teaching materials that contained cultural elements, whereas if we look at the appropriateness of the content of the teaching materials based on BSNP regulations, the teaching materials presented should contain cultural elements. Because the presence of cultural elements in teaching materials will encourage and instill a sense of love for the country in students.

In addition to the themes used in the teaching material, the presentation of practice and enrichment in the Arabic book should also be noted. As for training in this book, it is presented in each sub-chapter, so that each language skill has its own training issues that have been tailored to the desired needs. As for enrichment issues provided at the end of each semester, so the enrichments will relate to three chapters that have already been studied. As to the training or enriching issues presented have been adapted to cognitive conditions of the students, i.e. not too easy and not too difficult, it can be seen in the forms provided. Some examples are: matching images and vocabulary, composing letters, supplementing sentences with double selection and so on.

b. Qualification of Presentation of Educational Material

Procedures for presentation of Arabic language books at the Madrasah Ibtidaiyah level in the first grade are still inadequate. This is because there are some supporting templates that are not presented in each chapter, for example to start a theme in a new chapter. The Arabic book does not present the KI, KD, Achievement Indicators, learning objectives and KD descriptions in the chapters. This book only presents the KI and KD on the front page only, which is contained on pages V and VI. Although the presentation of KI and the KD has covered learning for two semesters, however, the presentation of KI, KD, the purpose of learning, the scope of learning in each chapter is considered important, so the teaching material presented in every chapter will be directed and the goal of learning will be easily achieved.

The presentation of each chapter in the book begins with the presentation of a concept map, the introduction of vocabulary by applying spelling skills, the dialogue of short conversations through speech and speech skills through short dialogue conversations, the reading of short readings with the application of reading skills, subjects, summaries and pearls.

This Arabic book has been equipped with a presentation support indicator. Supporters of the presentation are: introductory words, lists of letters and transliteration Arabic-Latin, Core Competence (KI), Basic competence (KD), summary, motivation words by presenting excavations mahfudzot, list of contents and list of libraries.

The strategy for preparing the presentation of teaching materials in this book has been structured systematically and balanced. This can be demonstrated by reviewing the arrangement of themes used in the book. To begin learning Arabic, this book presents Arabic themes with the lowest category, namely by providing themes related to familiarization with using Arabic. Themes are in the most basic and easy category that is suitable for beginners, especially for first grade students. Then the level of difficulty in the next topic will increase slowly. With such a presentation strategy students can adapt to the teaching material presented.

The presentation of practice in this book has been adapted to the learning access of the K13 curriculum, so the presentation of exercise contains elements of bloom taxonomy that is to know, understand, apply, analyze, evaluate and create (Handayani, 2018). Based on this, indirectly students will be encouraged to participate more actively in learning.

CONCLUSION

The textbook is one of the main components that has an important role in the learning process. So the validity of a book needs attention. The Arabic language teaching book of the Madrasah Ibtidaiyah Class 1 edition of Yudhistira is an Arabic-language textbook with the reference of the curriculum k13. It belongs to a category worthy to be used in the process of learning Arabic. However, in the qualification test based on the rules of the National Standards Board of Education (BSNP), the Arabic language book issued by Yudhistira has some shortcomings that should be noted for the authors, among them: First, in content validity test, the material presented does not contain cultural elements. Second, in presentation validity tests, the materials and supporting components of the material are not presented in sequence.

In the sense of not presenting the KI, the KD, the scope of the theme, the purpose of learning on the front page of each chapter. Based on the validity analysis of the Arabic language books, the shortcomings in the textbooks did not affect the teachers in achieving their learning goals. However, the researchers recommended

that the authors do a little revision, as it was intended to create a perfect textbook that could be used and used well by teachers and students in Arabic language learning.

REFERENCES

A.R., H. B., Muhammad Alfan, & Bambang Irawan. (2022). Analisis Buku Ajar Bahasa Arab Untuk MTs Kelas 7 Karya Hasan Saefullah. *Shaut Al Arabiyyah*, 10(1), 115–121. <https://doi.org/10.24252/saa.v10i1.26015>

Al-Qatawneh, S. S., Alsalhi, N. R., Eltahir, M. E., & Siddig, O. A. (2021). The representation of multiple intelligences in an intermediate Arabic-language textbook, and teachers' awareness of them in Jordanian schools. *Heliyon*, 7(5), e07004. <https://doi.org/10.1016/j.heliyon.2021.e07004>

Alfiannor Fathoni. (2023). Analisis Buku Ajar Bahasa Arab Kelas XI Madrasah Aliyah K-13 Revisi KMA 183 Terbitan Karya Toha Putra. *Kilmatuna: Journal Of Arabic Education*, 3(1), 12–20. <https://doi.org/10.55352/pba.v3i1.84>

ALhawamdeh, H. A. (2023). Inclusion of human rights concepts in arabic textbooks for the secondary stage in saudi arabia: teachers' perspective. *Journal of Southwest Jiaotong University*, 58(1), 368–377. <https://doi.org/10.35741/issn.0258-2724.58.1.28>

Asrory, A. F., Zamani, A. F., & Daroini, S. (2022). Studi Kelayakan Buku Ajar Bahasa Arab Berdasarkan Standar BSNP. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 7(2), 103–116. <https://doi.org/10.55187/tarjpi.v7i2.4870>

Bahy, M. B. A., & Taufiq, M. A. (2022). Analisis Buku Ajar Bahasa Arab Tingkat Madrasah Ibtidaiyah Perspektif Amani dan Awatif. *Taqdir*, 7(2), 245–256. <https://doi.org/10.19109/taqdir.v7i2.10175>

Barkah Nur Fauziah, S. A., Zaid, A. H., Zarkasyi, A. H., Mahmudi, I., & Yasin, A. (2021). Analysis Of Textbook “Aku Cinta Bahasa Arab”: Cognitive of Taxonomy's Bloom. *Ijaz Arabi Journal of Arabic Learning*, 4(2), 228–241. <https://doi.org/10.18860/ijazarabi.v4i2.10826>

Cahyadi, A. (2019). *Pengembangan Media Dan Sumber Belajar (Teori dan Prosedur)* (1st ed., Issue Januari). Penerbit Laksita Indonesia.

Handayani, R. A. (2018). Kesesuaian Materi Terhadap Kompetensi Inti dan Kompetensi Dasar pada Buku Ajar Bahasa Arab. *LISANIA: Journal of Arabic Education and Literature*, 2(1), 28. <https://doi.org/10.18326/lisania.v2i1.28-43>

Hayati, S. (2020). Nilai Sosial Dalam Sosial Antologi Cerita Pendek “Juragan Haji” Karya Helvy Tiana Rosa Dan Pemanfaatannya Sebagai Bahan Ajar Sastra Di SMA. *Jurnal Tuturan*, 9(2), 89. <https://doi.org/10.33603/jt.v9i2.5137>

Hidayanti, P. N. Y., & Bahy, B. A. (2021). Implementasi Buku Muhawarah dalam Melatih Penguasaan Keterampilan Berbicara Bahasa Arab Mahasantri Ma'had Al-Jami'ah IAIN Jember. *MUHIBBUL ARABIYAH: Jurnal Pendidikan Bahasa Arab*, 1(2), 95–117. <https://doi.org/10.35719/pba.v1i2.10>

Hidayanti, P. N. Y., & Taufiq, M. A. (2023). Eckehard Schulz's Modern Arabic Book Evaluation According To The Rusydi Ahmad Thu'aimah Concept. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 7(1), 46–59. <https://doi.org/10.32699/liar.v7i1.4362> ECKEHARD

Hidayanti, P. N. Y., Taufiq, M. A., & Maturedy, F. (2021). Analisis Buku Bahasa Arab Tingkat MPDM Muhammadiyah. *Al-Ittijah: Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, 13(2), 153–169. <https://doi.org/https://doi.org/10.32678/al-ittijah.v13i2.4614>

Izzuddin, Dalimunthe, R. P., & Susilo, S. (2021). The Portrayal of Women in Arabic Textbooks for Non-Arabic Speakers. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211014184>

Junaidi, M. R., Syarif, S., Idris, M., & Naftali, S. R. (2024). Bahan Ajar Maharah Qiro'ah berbasis Aktifitas I'rob di Prodi Pendidikan Bahasa Arab UNISMA. *Lugawiyyat*, 6(2), 55–66. <https://doi.org/10.18860/lg.v6i2.29507>

KEMENAG. (2008). *PERATURAN MENTERI AGAMA REPUBLIK INDONESIA NOMOR 2 TAHUN 2008*.

KEMENDIKBUDRISTEK. (2008). *PERATURAN MENTERI PENDIDIKAN NASIONAL REPUBLIK INDONESIA NOMOR 2 TAHUN 2008*.

Ma'arif, A. Samsul dan Qurroti A'yun. (2021). *Desain Buku Ajar Maharah Qiroah Berbasis Budaya Islam Di Sekolah Tinggi Ilmu Tarbiyah (STIT) Ibnu Sina Kepanjen Malang*. Jurnal Fashohah Universitas Islam Malang Vol. 1 No. 2. DOI : <https://doi.org/10.33474/fsh.v1i2.12604>

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

Mohamed, S. (2023). Text classification and gradation in Arabic textbooks. *Language Learning Journal*, May, 1–21. <https://doi.org/10.1080/09571736.2023.2213695>

Muhammad Nur Asmawi, & Ulfa Djahadi. (2021). ANALISIS BUKU TEKS "AKU CINTA BAHASA ARAB 4" KELAS IV KURIKULUM 2013 MADRASAH IBTIDAIYAH KARYA AGUS WAHYUDI (TINJAUAN SEGI KELAYAKAN ISI). *Albariq: Jurnal Pendidikan Bahasa Arab*, 2(2), 1–20. <https://doi.org/10.24239/albariq.v2i2.20>

Muhtarom, Y., Suharsono, S., & Syaefudin, F. (2022). Analisis Materi Buku Ajar Bahasa Arab Sekolah Menengah Pertama Terpadu Rabbi Radiyyah Rejang Lebong. *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 3(1), 55–61. <https://doi.org/10.35316/lahjah.v3i1.55-61>

Muslich, M. (2010). Text Book Writing: Dasar-Dasar Pemahaman, Penelitian, dan Pemakaian Buku Teks. In *Ar-Ruzz Media* (1st ed.). Ar-Ruzz media.

Muslich, M. (2016). *Text Book Writing*. Ar-Ruzz media.

الكتاب التعليمي لمادة اللغة العربية على أساس نظرية الوحدة لطلبة معهد الحكم الإسلامي. Nadhif, M. (2019). *LUGAWIYYAT*, 1(1), 17–36. <https://doi.org/10.18860/lg.v1i1.7879> مالانج

Oktafatria, E., Aslamiyah, S., Syahrir, S., & Amiruddin, A. (2022). A Study of Arabic Textbooks for Madrasah Tsanawiyah. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 14(2), 421–437. <https://doi.org/10.24042/albayan.v14i2.9671>

Putri, N., Febriani, S. R., Mustika, D., Yassirli, U., & Bedra, K. G. (2023). Feasibility Study of Integrated Arabic Bilingual Book at Islamic Elementary School. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 10(1), 1–14. <https://doi.org/10.15408/a.v1i1.31814>

Rachmawati, R. (2018). Analisis Keterkaitan Standar Kompetensi Lulusan (Skl), Kompetensi Inti (Ki), Dan Kompetensi Dasar (Kd) Dalam Implementasi Kurikulum 2013. *Tatar Pasundan: Jurnal Diklat Keagamaan*, 12(34), 231–239. <https://doi.org/10.38075/tp.v12i34.73>

S., C., Widodo, & Jasmadi. (2008). *Panduan Menyusun Bahan Ajar berbasis Kompetensi*. Gramedia ,40.

S, N. (2009). *Asas-Asas Kurikulum*. Bumi Aksara.

Sabilar, R. (2018). Analisis Buku Ajar Bahasa Arab Siswa Kelas VIII MTs/SMP ISlam Dalam Prespektif Gender. *JALIE*, 02(September), 2018. <https://doi.org/https://doi.org/10.33754/jalie.v2i2.188>

Saputra, S., & Musthofa, T. (2022). Analisis Buku Teks Pelajaran Bahasa Arab SMA/SMK Muhammadiyah Pada Maharah Al-Kalam Sesuai Standar Common European Framework Of Reference (CEFR). *Lugawiyyat*, 4(2), 81–97. <https://doi.org/10.18860/lg.v4i2.17393>

Suaibah, L., Asrori, I., & Abdul Wahab Rosyidi. (2022). Content Analysis Of Books In Learning Arabic For Primary School On The Basis Of The Common European Framework Of Reference (CEFR). *Ijaz Arabi Journal of Arabic Learning*, 5(3), 647–659. <https://doi.org/10.18860 /ijazarabi.v5i3.16691>

Syaifulah, M., & Izzah, N. (2019). Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab. *Arabiyatuna : Jurnal Bahasa Arab*, 3(1), 127. <https://doi.org/10.29240/jba.v3i1.764>

Taufiq, M. A., & Nashrullah, M. (2021). Analisis Buku Bahasa Arab Pegangan Guru dan Siswa Kelas XI Kurikulum 2013 Cetakan Kementerian Agama. *TSAQOFIYA: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 3(1), 16–25. <https://doi.org/10.21154/tsaqofiya.v3i1.51>

Thalha, A., & Budur, A. (2019). Instrumen Pengumpulan Data. *Sekolah Tinggi Agama Islam Negeri Sorong*, 1–20.

Wulandari, F. (2020). Pemanfaatan Lingkungan Sebagai Sumber Belajar Anak Sekolah Dasar. *Journal of Educational Review and Research*, 3(2), 105–110. <https://doi.org/10.26737/jerr.v3i2.2158>