Analysis of Arabic Language Textbooks (Naḥwu and Ṣaraf) for Grade X Islamic Senior High Schools with Religious Interests Published by the Ministry of Religion (A Study of Book Content Analysis Based on Mackey's Theory)

Helga Regita Safira[1], Siti Mumun Muniroh[2]
* Correspondence Author: *helgaregita2@gmail.com*
[1,2] Islamic University of KH. Abdurrahman Wahid, Pekalongan, Indonesia

I N D E X I N G	A B S T R A C T
Keywords: Keyword 1; Textbooks Keyword 2; Arabic Keyword 3; Mackey Theory Keyword 4; Madrasah Aliyah	This research is motivated by the problems found in the Arabic textbooks of madrasahs, such as language errors and not being by BSNP standards. This study aims to determine the quality of the Arabic textbooks (naḥwu and ṣaraf) of Madrasah Aliyah religious interests for class X. This research is included in literature or library research, while the researcher uses content analysis to analyze the data. The results of this study indicate that this book is suitable for learning for class X students. Based on this research, it can be concluded in general that the quality of the material in this textbook has met the principles of material selection, gradation, presentation, and repetition. However, from the presentation principle, it only uses one of the four aspects of the presentation process such as differential, ostensive, pictorial, and context procedures. The advantages of this book from the aspect of selection based on availability include the vocabulary نَظَر, ذَهَبَ, سَافِر, رِحْلَة whose use in this textbook is by the context or situation, the gradation aspect based on the rules of naḥwu and ṣaraf uses a straight gradation pattern and based on linguistic categories uses a grammatical gradation pattern, the presentation aspect based on the pictorial procedure of this textbook presents schematic images in the discussion of the rules of naḥwu and ṣaraf, and the repetition aspect based on the sharpening technique uses receptive and productive repetition and presents varied exercises. The shortcomings of this book in terms of selection based on the vocabulary range حَلِيْب are not often used in Indonesia, in terms of gradation, there are titles of naḥwu and ṣaraf rules that are presented that do not match the curriculum title, in terms of presentation, there are no ostensive procedures and several chapters do not present context and pictorial procedures, and in terms of repetition, there is a repetition of writing practice questions on page 78.

INTRODUCTION

Kurtubi (2013) thinks that the languages in the world are very diverse, one of which is Arabic. Arabic has many unique features that distinguish it from other languages, such as sound system, meaning system, formation system, arrangement system, and writing system. Andriani (2015) confirmed that Arabic is the oldest language in the world, since the Qur'an was revealed and Islam has developed until now, Arabic is well-maintained and does not change easily like other languages. Arabic is spoken by more than 200.000 people worldwide and is used officially by approximately 20 countries. Including Indonesia, which also makes

Arabic a foreign language by the national language policy. This is what causes several schools in Indonesia, both Islamic boarding schools and other institutions, to have Arabic subjects.

In the process of Arabic language learning activities, there are very important components to ensure the success or failure of the education process. Arifin (2016) stated that according to Moedjiono dan Dimyati the components of learning include students, teachers, learning objectives, teaching materials, methods, media, and evaluation. Among the various components of learning, learning objectives are components that can affect other components such as teaching materials, selection of methods, media, sources, and evaluation. If one of the components does not match the learning objectives, then the teaching and learning process will not be able to achieve the goals that have been set.

So teaching materials are one of the important components in the teaching and learning process. Because the essence of teaching materials is the content given to students during the learning process. Shafruddin Tajuddin (2020) stated that through these teaching materials, students are guided to learning objectives. Zain (2010) stated that according to Suharsimi Arikunto teaching materials are a core element in the teaching and learning process because teaching materials are what are attempted to be delivered and mastered by students. A teacher must select the right teaching materials to support the achievement of learning objectives. Syarifah (2020) also confirmed that in addition, teachers must also choose the right textbooks and adjust them to the conditions of students, because anything learned by students can shape their personality and benefit their development.

Language textbooks contain teaching materials that are arranged in a planned manner to improve the language skills of users. Wahab (2014) stated that compiling Arabic language textbooks is generally based on three interrelated things: First, Arabic language books are arranged by the educational objectives or curriculum - especially Islamic education - to be achieved. Second, the compilation of Arabic language books is also a response to the real needs of the community of users as well as the application of new methods that are considered effective by the author. Third, Arabic language textbooks are a basis for developing Arabic language sciences. So the existence of Arabic language textbooks is very much needed by teachers and students. Therefore, language textbooks used by teachers need to be analyzed, whether they meet the criteria as appropriate textbooks or not. The analysis is carried out about the content of the material presented.

Related to the analysis of Arabic textbooks, previous studies have been found that examine the suitability of Arabic textbooks, such as Faizah (2018) in a thesis entitled "The analysis of language errors (imla`, use of vocabulary, naḥwu, and ṣaraf) in Arabic textbooks for Madrasah Aliyah" and Azhari (2018) in the article entitled "Analysis of Arabic textbooks for Madrasah Ibtidaiah". From the results of these studies, problems were found in Arabic textbooks in Madrasahs, such as language errors in the use of vocabulary, imla`, naḥwu, and ṣaraf, and were less by BSNP standards.

Therefore, in this study, the author chose the Arabic language subject textbook (naḥwu and ṣaraf) for the 10th grade of the Religious Specialization Madrasah Aliyah published by the Ministry of Religion as the object of research with Mackey's theory as a reference for its analysis. It is hoped that it can identify the content of the material that is not yet appropriate and can be input for authors and publishers of books to publish good and quality textbooks.

There are several reasons for choosing this textbook. First, the Arabic textbook (naḥwu and ṣaraf) for the Religious Major of Madrasah Aliyah for Grade X published by the Ministry

of Religious Affairs is one of the first Arabic textbooks compiled based on KMA 183 of 2019 concerning the Islamic Religious Education Curriculum and Arabic in madrasahs. Second, it is published nationally both in print (books) and non-print (e-books). Third, it is used for religious majors of madrasah aliyah. Fourth, the re-checking of the writing of the Arabic textbook was carried out by the Central Institute for Research and Knowledge Intercommunication of the Kingdom of Saudi Arabia. Fifth, the book specifically discusses the material of ṣaraf and naḥwu.

According to Azhari (2018), William Francis Mackey in his book Language Teaching Analysis explains aspects of viewing the quality of language teaching materials, namely the selection aspect, the gradation aspect, the presentation aspect, and the repetition aspect. Mackey (1965) stated that from the selection aspect, teachers can't teach all areas of knowledge. Then the gradation aspect, because teachers can't teach everything that teachers have chosen, teachers are forced to put something before or after something else. Then the presentation aspect because teachers can't teach without communicating or trying to communicate something. And the repetition aspect, because teachers can't learn the skills from one example. All language teaching methods, by their nature, must consist of selection, gradation, presentation, and repetition of certain materials. Therefore, through these four inherent aspects, one can find how one method differs from another. Therefore, the researcher wants to study the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah for class X with Mackey's theory.

Based on this, the researcher intends to analyze the quality of Arabic language textbooks (naḥwu and ṣaraf) of Madrasah Aliyah Religious Specialization class X, whether the books present quality teaching materials when viewed from the principles of selection, gradation, presentation, and repetition.

LITERATURE REVIEW
Arabic Language Learning

Iswanto (2017) stated that learning Arabic can be interpreted as the process of making Arabic functional for students or learners of Arabic in linguistic, educational, social, religious, and state contexts. In Arabic language learning, there are several components referred to as Arabic language learning systems. Rohman (2015) stated that These components include learning objectives, learning materials/contents, learning methods, learning evaluations, students, teachers, and media.

Textbook

Muhaiban (2016) stated that according to Thu'aimah, textbooks in the narrow sense are "a traditional form of a book containing learning materials distributed to students". The broad sense states that in addition to containing learning materials, textbooks also include books and supporting devices such as cassette tapes, handouts, exercise books, and teacher's guides. Textbooks are part of teaching materials. Because textbooks contain learning materials used by teachers to support learning activities and have gone through a selection process based on certain objectives. Textbooks are also used as a reference for student learning. Textbooks have special strategic functions in Arabic language learning. Muhaibah (2016) stated that These functions of textbooks are as follows:
1. Arabic language textbooks present learning materials needed by students, so that they can develop their language skills such as listening, speaking, reading, and writing skills, all of which are needed for communication purposes in their community or society.

2. Arabic language textbooks provide students with exercises that make students familiar, comfortable, and accustomed to using Arabic as a tool for communicating and interacting.
3. Arabic language textbooks present the basics of Islamic and Arabic culture in honest linguistic content, highlighting its uniqueness, and explaining the close relationship between Islamic and Arabic culture.
4. Arabic textbooks reflect the philosophy of Arabic language learning and describe the main objectives of learning.

Textbooks in Mackey's Perspective

According to Mackey in the book written by Nurhadi, there are four important aspects in the analysis of language learning design, namely: selection, gradation, presentation, and repetition. Mackey (1965) explains these four aspects as follows:
1. Selection

Material selection is the selection or filtering of teaching materials. Material selection is important because it is impossible to teach all the materials in any field of science. Therefore, there are several criteria that form the basis of selection, namely frequency, range, availability, coverage, and learnability as follows:
   a. Frequency

   Selection based on frequency is obtained by taking samples of material that is most likely to be read or heard by students, frequently used words are counted and then arranged based on the frequency of use.
   b. Range

   Range is the area of use of a word. A word that is found everywhere is more important than a word that is found only in certain situations, even though its frequency is high.
   c. Availability

   Availability is the selection of a word because the word is needed and most appropriate for a particular situation.
   d. Coverage

   Coverage is the ability of a word to encompass several meanings. Words that have a broad coverage are usually chosen.
   e. Learnability

   The principle of learnability, namely a word is chosen because the word is easy to learn. One of the reasons is because it has similarities with the language of the learner.
2. Gradation

Gradation is the arrangement of selected material in stages because the selected material cannot possibly be taught all at once. Presentation
3. Presentation

Presentation is material that has gone through a selection and grading process so that it can be accepted and understood by students. In the process of presentation or presenting material there are four presentation models, namely:
   a. Differential procedure

   Differential procedure is a way of explaining a rule or the meaning of a word by translating the explanation into the language of the students.
   b. Ostensive procedures

   Ostensive procedures are language teaching procedures that use objects, actions, or gestures that can help students while learning.

c. Pictorial procedure

Pictorial procedure is a procedure for teaching language using pictures.

d. Context procedure

Contextual procedures are verbal explanations.

4. Repetition

Repetition teaching material is interpreted as reinforcement, training, or sharpening. The most commonly used sharpening techniques are receptive and productive exercises. Receptive exercises are listening (istimā') and reading (qirā`ah), while productive exercises are speaking (kalām) and writing (kitābah).

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RESEARCH METHOD

Types and Approaches

The research approach uses a qualitative research method with a library research type. The purpose of using Library research is to describe the suitability of Arabic language books (naḥwu and ṣaraf) of Madrasah Aliyah Religious Specialization class X published by the Ministry of Religion with the quality of teaching materials seen from the aspects of selection, gradation, presentation, and repetition.

Data Sources

Primary data sources, namely Arabic language textbooks (naḥwu and ṣaraf) of Madrasah Aliyah Religious Specialization class X, and documents related to the suitability of the quality of teaching materials seen from the aspects of selection, gradation, presentation, and repetition. Secondary data sources are various books and journals that are relevant to this study.

Data Collection Techniques

Collection of documentation data through relevant books needed by researchers and Arabic language textbooks (naḥwu and ṣaraf) for the 10th grade Islamic Senior High School Religious Interest published by the Ministry of Religion.

Data Analysis Techniques

After the data is collected using the data collection methods above, the researcher will process and analyze the data using content analysis.

RESULT AND DISCUSSION

A. The Quality Of Arabic Language Textbooks (Naḥwu And Ṣaraf) For Grade X Islamic Senior High Schools With Religious Interests Published By The Ministry Of Religion In Mackey's Perspective

Material Selection

The selection of materials in this study only focused on the vocabulary aspect (mufradāt). Based on the analysis of the results of the study, the selection of vocabulary materials from Arabic language textbooks (naḥwu and ṣaraf) for religious majors in grade X of the Islamic high school is as follows:

1. Frequency, Vocabulary (mufradāt) that frequently appears in Arabic language textbooks (naḥwu and ṣaraf) for grade X Islamic Senior High School Religious Specialization, can be found in discourse texts and in exercises in each chapter from chapter 1 to chapter 8, related to categories of words that are frequently used in everyday life.

2. Range, The vocabulary (mufradāt) in the Arabic language textbook (naḥwu and ṣaraf)

of the Religious Specialization Madrasah Aliyah for grade X has a wide area of use in the form of structure words, namely words that do not have lexical meaning but have an important function in the sentence structure and give a certain meaning grammatically. The vocabulary (mufradāt) in the book that has a range based on the structure word category is adjectives, adverbs (ظرف), verbs, اسم الموصُولة, حرف جر and اسم الإشارة.

3. Availability, in Arabic language textbooks (naḥwu and ṣaraf) for grade X of the Religious Specialization Madrasah Aliyah has fulfilled this principle because the vocabulary (mufradāt) presented in the discourse text is adjusted to the context and situation of the conversation or story.

4. Coverage, is the ability of a word to cover several meanings. In the Arabic language textbook (naḥwu and ṣaraf) of Madrasah Aliyah Religious Interest class X, this principle has been fulfilled, because there are several vocabularies (mufradāt) that cover several meanings.

5. Learnability, In the Arabic language textbook (naḥwu and ṣaraf) of Madrasah Aliyah Religious Specialization class X, there is vocabulary (mufradāt) that has similarities with the language of students, namely Indonesian. Although the similarity is not 100%, because in terms of morphology, all the vocabulary (mufradāt) presented do not have any similarities at all. Syarifah (2020) confirmed that this is due to the difference in the types of letters used (namely between Arabic letters and Latin letters). However, the similarity will be clearly visible if viewed from the phonetic aspect. The point of similarity is seen if all the words are pronounced and listened to carefully.

Gradasi

The material presented in this Arabic textbook has implemented two main aspects of gradation, namely grouping; uniformity, contrast, and parallelism and sequencing; from general to specific, from simple to complex, and from the most useful for students to the least useful.

Presentation

The presentation in the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah class X has used one of the four aspects of this presentation process, namely differential procedures, ostensive procedures, pictorial procedures and contextual procedures. Seen from the material in chapters I to VIII.

Repetition

The evaluation contained in the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah for class X aims to improve the understanding of vocabulary (mufradāt) and sentences (tarkīb) contained in the subject matter and to be able to use them correctly according to the rules of naḥwu and ṣaraf. Several repetitions aim to apply the rules of naḥwu and ṣaraf. Based on the presentation of the research results of the contents of the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah for class X, the repetitions that are widely presented in each chapter are related to the type of repetition of changing (تَحْويْل) with a total of 36 repetitions.

B. Advantages And Disadvantages Of Arabic Language Textbooks (Naḥwu And Ṣaraf) Madrasah Aliyah Religious Specialization Class X Published By The Ministry Of Religion From Mackey's Perspective

1. Analysis of the Advantages of Arabic Language Textbooks (Naḥwu and Ṣaraf) for Class X Islamic Senior High Schools with Religious Interests from Mackey's Perspective

a. Material Selection

Based on availability, the words ذهب, سافر, and رحلة have different meanings according to the context of their use. The word ذهب means to travel a short distance, for example, page 11: ذهب المريض إلى الصيدلية which means "a sick person goes to the pharmacy". The meaning of the word سافر means traveling a long distance, for example, page 9: سافر علي بالطائرة which means "Ali went by plane". And while the meaning of the word رحلــة means traveling like a picnic or excursion aimed at having fun, for example, page 23: رحلــة بالقطار which means "traveling by train" meaning "traveling or sightseeing is done by taking a train". Based on availability, there is the vocabulary نظر which is a vocabulary whose use is according to the situation. Because the meaning of the word نَظَرَ means seeing something beautiful, as on page 125: نَظَرَتْ السّلَحَفَاة إِلَى الشَّجَرَةِ التي بِجَوَار النَّهْر which means "the turtle saw a tree beside the river" which means "a turtle saw something beautiful in the form of a tree beside the river".

b. Gradation

In terms of discourse text, based on input factors in compiling the gradation of learning content, in the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah for class X there is a discourse text that contains simple sentences in general. Because simple sentences will be easier than texts containing compound sentences. Simple sentences in Arabic are known as جُمْلَة الإِسْمِيَّة and جُمْلَة الفِعْلِيَّة. In terms of naḥwu and ṣaraf rules, based on the type of gradation used in the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah for class X is a straight gradation. Because the learning content is arranged straight one by one. This means that each learning material of naḥwu and ṣaraf is presented in detail to achieve completeness of the learning material. Before the learning material of naḥwu and ṣaraf is completely mastered by students, learning will not continue to the next learning material.

Based on the linguistic aspect, the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah for class X uses grammatical gradation, namely learning materials are sorted based on structural characteristics. Learning materials are presented to students based on certain grammatical aspects. This is evident because this Arabic language textbook discusses the science of Arabic grammar rules, namely naḥwu and ṣaraf.

c. Presentation

In terms of pictorial procedures, the Arabic language textbook (naḥwu and ṣaraf) for grade X of the Religious Specialization Madrasah Aliyah presents schematic images in several discussions of naḥwu and ṣaraf.

d. Repetition

The practice sharpening techniques presented in the Arabic language textbook (naḥwu and ṣaraf) for the 10th grade of the Religious Specialization

Madrasah Aliyah are receptive and productive.

2. **Analysis Of The Disadvantages Of Arabic Language Textbooks (Naḥwu And Ṣaraf) For Class X Islamic Senior High Schools With Religious Interests Published by the Ministry of Religion in Mackey's Perspective**
   a. **Material Selection**

   Based on range, the vocabulary حَلِيْب is not often used in Indonesia. Because the word حليب is more often used in Arab countries which means 'fresh milk'. While Indonesia more often uses the word لبن which means 'milk' and in Arab countries, the word لبن means 'yogurt/fermented milk'.

   b. **Material Gradation**

   In Chapter 2, part II, the title of the naḥwu and ṣaraf rules presented in the Arabic language textbook (naḥwu and ṣaraf) for Class X Religious Specialization Madrasah does not match the title of the curriculum. Because the title of the naḥwu and ṣaraf rules, namely فِعْل الأمر مِن الفِعْل الماضي و المضَارع الثَّلَاثِي while the title of the curriculum is ال However, things like this show that there is a discrepancy between the titles presented in the books and the curriculum set by the Ministry of Religion.

   c. **Presentation**

   Based on the pictorial procedure, there are several chapters in the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah for grade X that do not present pictures to explain the contents of the discourse text. Based on the context procedure, chapter 7 part I of the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah for grade X, does not take an example of a sentence to be analyzed for the rules of naḥwu and ṣaraf from a discourse text entitled جوهرة ثمينة. so it is not like the previous chapters that took an example of a sentence to be analyzed from the discourse text. Based on the ostensive procedure aspect, the textbook does not apply this procedure enough in teaching language using objects or actions, but teachers can deliver language materials with the help of media.

   d. **Repetition**

   In the Arabic language textbook (naḥwu and ṣaraf) for the 10th grade of the Islamic Senior High School for Religious Studies, there is a repetition of the writing of the practice questions on pages 78 and 77. And in chapter 7, part I, entitled المعْرب مِن الأسْمَاع وَ الأَفْعَال وَ المبِني مِن الأسْمَا ع وَ الأَفْعَال no practice questions are presented

CONCLUSION

Analysis of the quality of Arabic textbooks (naḥwu and ṣaraf) of Madrasah Aliyah Religious Interest class X published by the Ministry of Religion with Mackey's perspective is appropriate in terms of selection, gradation, presentation, and repetition. Although in terms of presentation, this Arabic textbook does not teach the language with ostensive procedures whose teaching is assisted by objects and actions, a teacher can teach language such as abstract vocabulary with the help of media or gestures.

The advantages of the Arabic language textbook (naḥwu and ṣaraf) of the Religious Specialization Madrasah Aliyah for grade X published by the Ministry of Religion with Mackey's perspective, namely the selection aspect, based on availability, has presented

vocabulary such as ذهب, سافر, رحلة, نظر which have meanings according to the context of their use. the gradation aspect has presented discourse texts containing simple sentences in general and the types of gradations used are straight gradations and grammatical gradations in terms of naḥwu and ṣaraf rules. the presentation aspect based on the pictorial procedure has presented schematic images in the discussion of naḥwu and ṣaraf. The repetition aspect presents varied exercises and exercises that are receptive and productive.

The Disadvantages of Arabic textbooks (naḥwu and ṣaraf) for Madrasah Aliyah Religious Interest class X published by the Ministry of Religion with Mackey's perspective, the selection aspect has presented vocabulary that is rarely used in Indonesia such as the word حَلِيْب. the gradation aspect of the title of the rules of naḥwu and ṣaraf in chapter 2 part II which is presented does not comply with the curriculum. The presentation aspect of several chapters does not present context and pictorial procedures and does not present ostensive procedures. The repetition aspect occurs repetition of writing questions on page 78 and chapter 7 does not present practice questions.

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