

Analysis of Arabic Textbooks Grade X Scientific Approach Curriculum 2013 Perspectives Rusydi Ahmad Thu'aimah

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ABSTRACT

This article discusses the analysis of grade X Arabic language books based on the 2013 Curriculum's scientific approach. The main purpose of this research is to find out the extent to which the book implements the five steps of the scientific approach, namely observing, questioning, trying, reasoning, and communicating. This research uses descriptive qualitative method with content analysis technique as the research technique, focusing on Rusydi Ahmad Thu'aimah's theory as a guideline in data processing and presentation. Data were obtained through documentation study of textbooks used in senior high schools (SMA) and madrasah aliyah (MA). The results of the analysis show that the book has accommodated most of the elements of the scientific approach, especially in the activities of observing and trying. However, the aspects of questioning and communicating still need strengthening to make the learning process more active and meaningful. These findings are expected to be input for book writers and curriculum developers in improving the quality of Arabic teaching materials in accordance with the characteristics of the 2013 Curriculum.

Keywords: Analysis; Curriculum 2013; Thu'aimah.

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INTRODUCTION

Students' low literacy skills are influenced by various factors, such as the curriculum and education system, teaching methods and models used by teachers, the availability of educational facilities and infrastructure, learning resources, textbooks and others (Jufrida & Putri, 2022). Among these factors, the existence of learning resources is one of the most directly related to the student learning process and contributes to their low literacy skills. Textbooks are one of the crucial components in education. (Aceh & Nasution, 2023) Whether in printed form such as physical books or non-printed such as e-books, the internet, videos, or recordings, textbooks have a significant role in supporting the achievement of learning objectives. (Agustina, 2021) The suitability of textbooks with the content standards set by the government is something that must be met, in addition to various other factors such as learning media, availability of facilities and infrastructure, and the creation of a conducive learning climate. (Nazilah & Afia, 2023)

Textbooks are one of the important components in the learning process and act as the main material in teaching and learning activities. This is in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 concerning books used in educational units Article 1 states that: "Textbooks are the main source of learning used to achieve basic competencies and core competencies and have been declared appropriate by the Ministry of Education and Culture for use in educational units." (Mastutik & Taufiq, 2021)

The existence of textbooks is very helpful for teachers in delivering material to students. Among the various sources available, textbooks are the most common and most popular learning resources in learning practices. (Warisno, 2022) Textbooks assist teachers in completing the curriculum, facilitate the preparation of materials on an ongoing basis, and support the delivery of learning materials more structured and efficient. (Rohani, 2020) Books used in the learning process should meet a number of references or criteria so that they can be categorized as textbooks that are suitable for use. Several researchers have expressed their views on the characteristics of good textbooks. In Indonesia, the criteria generally used nationally in assessing the feasibility of textbooks are the criteria set by the National Education Standards Agency (BSNP). (Harefa dkk., 2024)

Based on the results of observations, the author found that the Arabic textbook for Class X published by the Ministry of Religion in 2014, has several irregularities in the textbook, one of which is the existence of instructions that contain words that are difficult for students to understand. In fact, textbooks should convey messages communicatively, namely using simple language and according to the level of understanding of students so as not to cause confusion. In addition, another problem is that many students do not have a basis in Arabic because they come from junior high schools (SMP) which generally do not include Arabic lessons in their curriculum.

In addition, some errors were found in writing the final harakat in a number of sentences. Considering that the majority of students come from junior high schools (SMP) who have never studied Arabic, this is a challenge for teachers in teaching Arabic at the Madrasah Aliyah level. Based on the background of these problems, the author feels interested in conducting research on the 2013 Curriculum Arabic Language Textbook for Grade X Madrasah Aliyah to examine how the material is presented in the textbook.

METHODS

The method used in this research is a qualitative method, which is a form of research based on a natural paradigm that is focused on trying to find new elements of knowledge that have not existed in previous theories.(Rohayati dkk., 2024) Researchers use Content Analysis as a technique in research, focusing on the theory of Rusydi Ahmad Thu'aimah as a guide in processing and presenting data. (Sari dkk., 2022)

The main data contained in this study are Arabic textbooks with a scientific approach to class X curriculum 2013. While the secondary data used is the entire context contained in the book. The steps used in this research are first, observing the Arabic textbook of the scientific approach of class X curriculum 2013. Second, sorting and selecting data. Third, mapping the data according to the predetermined basics, these basics are the rules for using mufradat in Arabic textbooks that have been determined or created by Rusydi Ahmad Thu'aimah. Fourth, analyzing the data obtained from the mapping that has been done.(Musianto, 2002)

RESULTS

Textbooks, also known as textbooks, come from the English term textbook and in Arabic it is called al-kitābu al-madārisy.(Nurhayati dkk., 2024)This book serves as a guide for students in the learning process, including subject matter, concept-based investigative activities, Arabic language exercises, as well as information and examples of the application of Arabic in everyday life.(SAFITRI, 2022) According to Muslich (2010:37), textbooks are defined as books that present material on a particular subject or field of study, structured and selected based on specific objectives, learning approaches, and the stage of learner development, so that it can be easily understood and absorbed.(Ayu Pratiwi, 2023)

In addition, Regulation of the Minister of Education and Culture (MoEC) No. 8/2016 states that textbooks are the main operational component in the implementation of the curriculum, while non-textbooks function as supporting tools that assist the implementation of learning, the assessment process, and material development for teachers and students. Both must meet eligibility standards in order to be officially used in an educational environment.(Akhiryani dkk., 2024)

In the world of education, textbooks have a very important role because they are one of the main references for schools or educational institutions. Therefore, it is natural that textbooks continue to undergo updates to adjust to the curriculum that is being implemented. (Zaki, 2021)

Textbooks have a number of characteristics as follows:

1. Used by students as school books.
2. Contains material that has gone through a selection process.
3. Focuses on one particular subject.
4. Compiled by a team of experts in the field.
5. Designed to achieve specific instructional objectives.
6. Equipped with tools or means of supporting learning.
7. Used as part of the learning process to aid understanding.
8. Compiled as the main support in the implementation of the learning program.

In general, a textbook consists of several main parts, namely:

1. The Beginning

- a. Cover and Title Page: Contains the title of the book, the author's name, the cover image, the name of the relevant agency or department, the year of publication, and the intended use of the book.
- b. Copyright Page: Contains information on the author's identity and copyright information.
- c. Foreword: Contains an introductory statement from the author and/or publisher explaining the purpose and background of the book.
- d. Table of Contents: Presents a list of chapters, subchapters, and other parts of the book along with their page numbers.

2. Table of Contents

This section contains the main chapters of the book, where each chapter consists of a number of subchapters that explain the learning material in detail and are equipped with exercise questions contained in student worksheets.

3. End Section

- a. Index is a list of words or terms in the textbook material, arranged alphabetically to facilitate students in finding pages of words or terms written in the textbook.
- b. Glossary is a brief explanation of terms or words related to the material in the textbook.
- c. Bibliography contains a list of references that are relevant in the preparation of a textbook.
- d. Overview is a summary or brief explanation of the contents of the book

Characteristics of textbooks

In general, textbooks are included in the category of scientific papers because they have a structure and form similar to scientific papers in general. These similarities can be seen from the following aspects:

- a. In terms of content, textbooks present a collection of knowledge that can be scientifically accounted for.
- b. In terms of presentation, the material is organized following certain reasoning patterns, such as inductive, deductive, or a combination of both (inductive-deductive) reasoning.
- c. In terms of format, textbooks are prepared in accordance with the rules of scientific writing, including in terms of writing systematics, citation methods, division of chapters, and discussion of material. (Shaputra dkk., 2021)

Components of textbooks

Well-designed teaching materials must include various components that support the learning process at school. The important components in textbooks are:

- a. The coursebook should present steps that are easy for students to understand to help them understand the material during the learning process...
- b. Before the material is presented, it is necessary to first explain the learning objectives so that teachers and students can assess the extent to which the material has been mastered.

- c. To support the understanding of the content of the material, it is necessary to present the content outline in the form of a diagram, so that students can know the structure and scope of the subject matter.
- d. The presentation of the subject matter to sub subject matter is described clearly, complete with the help of pictures (illustrations), tables, and diagrams to strengthen the explanation.
- e. The inclusion of pictures and other visual examples is necessary to support and clarify the material on each subject matter.
- f. Providing a summary is needed to help students easily remember and understand the core concepts that have been learned.
- g. Containing exercise questions, answer keys, and student mastery levels is a form of evaluation that aims to measure the success of achieving learning objectives.
- h. The tasks given at the end of the lesson aim to train students' critical thinking and skills after understanding the material. h. The tasks given at the end of the lesson aim to train students' critical thinking and skills after understanding the material. (Ahmad Thu'aimah, 1985)

Overview of Arabic Language Textbook Curriculum 2013 Class X Madrasah Aliyah This Arabic language textbook consists of the following sections:

- a. The initial part includes the cover, book identity, preface, and table of contents spread on pages i to viii.
- b. The body of the book is found on pages 1 to 107 and consists of six chapters. Each chapter consists of five subsections, namely mufradat, istima', hiwar, tarkib, qira'ah, and kitabah. At the beginning of each chapter is also equipped with Core Competencies (KI), Basic Competencies (KD), indicators, and learning objectives.
- c. The last section contains a scientific approach, with the "observe" activity sheet on pages 3-4 which aims to stimulate students to think critically about the material through illustrations. In this section, students are also directed to observe and imitate the proper pronunciation of words.

DISCUSSION

Analysis of Scientific Arabic Textbook class X Curriculum 2013

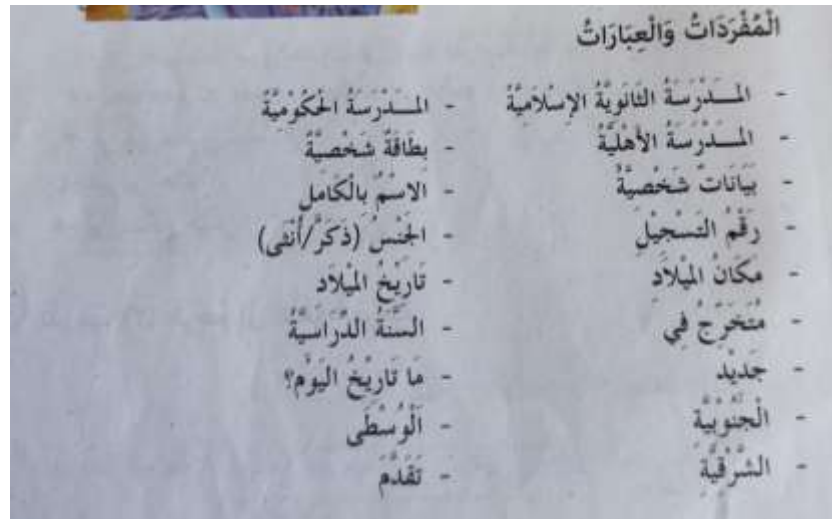
As has been described, there are several things that need to be considered in compiling the book:

1. The content of the textbook

This Arabic Language Textbook has included Core Competencies (KI), Basic Competencies (KD), indicators, and learning objectives, and is used as a research instrument on pages 1 to 107. This book consists of six chapters of material divided into two semesters. Each chapter includes six subchapters, namely mufradat, istima', hiwar, tarkib, qira'ah, and kitabah. Referring to the 2013 Curriculum, this book is organized based on four Core Competencies, namely: KI-1 which includes aspects of spiritual attitudes, KI-2 regarding social attitudes, KI-3 related to mastery of knowledge, and KI-4 related to the skills and abilities of students.

The things that have been mentioned previously have a connection between the themes

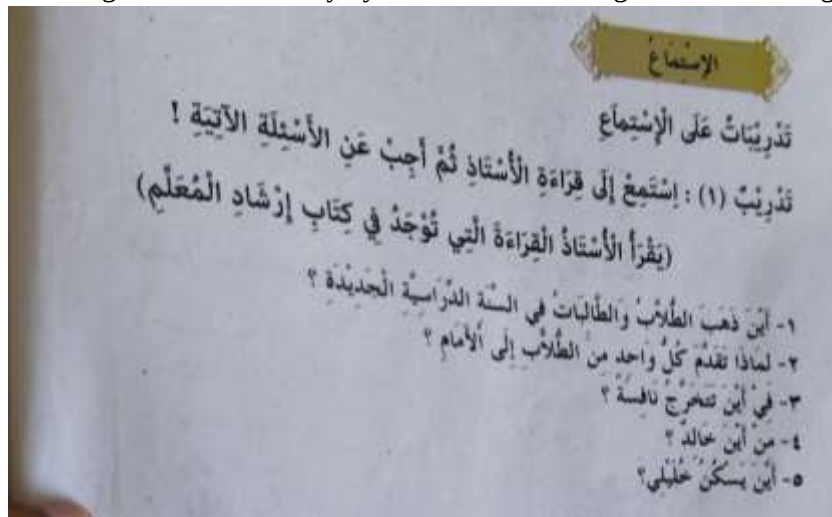
1. Mufradat



Mufradat is a collection of vocabulary arranged according to a theme

2. Istima'

That is listening to readings delivered directly by the teacher or through audio recordings.



Students first listen to the reading delivered by the teacher, then answer the questions found on the istima' sheet in the textbook.

3. Hiwar

is a conversation or muhadatsah text that is practiced directly by students in pairs.



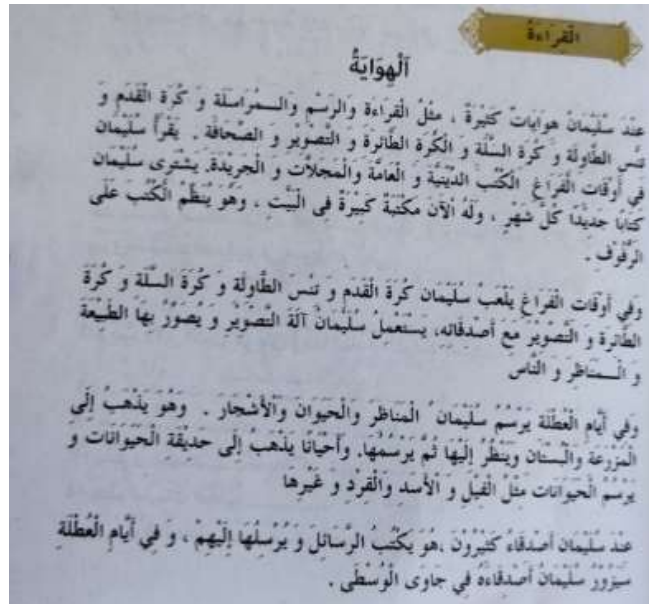
4. Tarkib

مؤنث			مذكر		
المتدا	الخبر		المتدا	الخبر	
هي	تذهب	إلى المدرسة	هو	يذهب	إلى المدرسة
هما	تذهبان	إلى المدرسة	هما	يذهبان	إلى المدرسة
أنت	تجتهدين	في أعمالك	أنت	تجتهد	في أعمالك
أنتما	تجتهدان	في أعمالكما	أنتما	تجتهدان	في أعمالكما
أنا	أشاهد	التلفزيون	أنا	أشاهد	التلفزيون

Is Each theme of discussion is accompanied by the teaching of Arabic rules to students

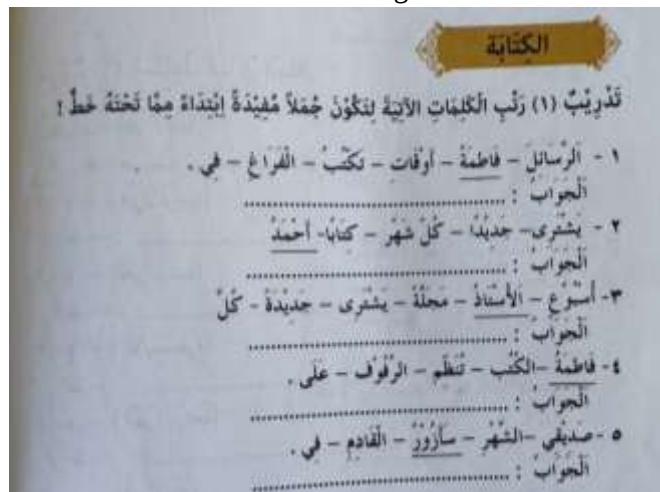
5. Qiraah

is a reading activity by students guided by the teacher.



6. Kitabah

where students are trained to write Arabic according to the correct rules.



2. Suitability of Coverage

The suitability of material coverage is reflected in its preparation which has referred to the Core Competencies (KI) and Basic Competencies (KD) that have been determined. The material presented in the 2013 Curriculum Arabic Language book with a scientific approach for class X odd semester includes:

1. البيانات الشخصية which is a discussion of students' personal identity using Arabic.
2. المرافق العامة في المدرسة which is a discussion about public facilities at school
3. الحياة في الأسرة و في السكان discusses family life and student dormitories.

While the theme for semester 2 is

1. هواية الطلاب و المعرض discusses students' hobbies and expertise
2. المهنة و الحياة discusses professions and life
3. المهنة و النظام professions and rules

Based on the scope of the material described above, it can be concluded that the themes in this Arabic textbook are in line with the 2013 Curriculum and in line with the philosophy of national education, namely Pancasila. This is because character education ideally derives from the values of Pancasila which are reflected in the Core Competencies (KI) and Basic Competencies (KD).

3. Digestibility of material

Digestibility of material refers to the extent to which the material in the textbook can be easily understood and absorbed by users, namely students. According to Setiawan (2009), the content of the material must be organized systematically and logically in order to support the understanding process. Therefore, the presentation of language skills must also follow a coherent and reasonable sequence. As explained earlier, there are six aspects that support the achievement of this goal, namely:

a. Logical explanation

In the preparation of this Arabic textbook, it consists of six main sections that function as learning steps. Each step is adjusted to the 2013 Curriculum which uses a scientific approach, which is as follows:

- 1) Mufradat, Each chapter is equipped with pictures and a varied vocabulary arrangement, consisting of 10 to 20 vocabulary words, which are closely related to the learning theme to be discussed.
- 2) Istima' There is a conversation text read by the teacher using the teacher's handbook, while students listen carefully, then answer the questions provided in the student handbook.
- 3) Hiwar The material presented has been adapted to the themes in each chapter of this Arabic language book. The conversation texts are designed to be practiced by students in pairs, with the aim of practicing speaking skills in Arabic.
- 4) Tarkib This book presents the rules of Arabic grammar which are studied sequentially from chapter 1 to chapter 6.

The material in the tarkib subchapter is organized to discuss the rules in Arabic, starting from the basic rules to the stage of composing sentences in Arabic.

- a) Qira'ah
- b) Kitabah,

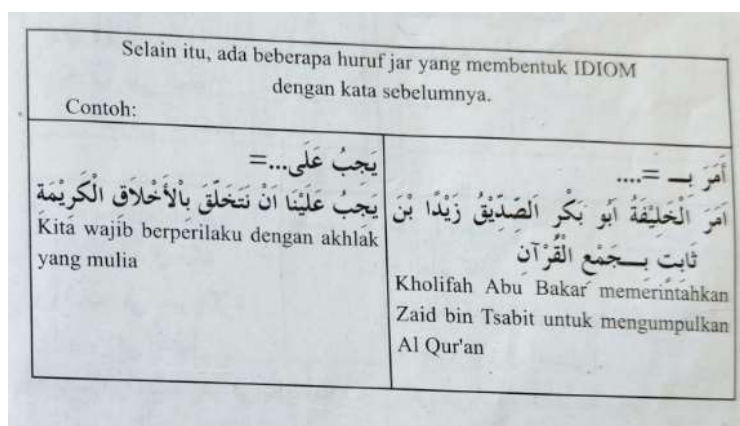
The material in this Arabic textbook is arranged logically and systematically, so that it can train and familiarize students to think and learn material coherently, without jumping around

b. Sequential presentation of material

The presentation of material in this Arabic textbook has been arranged systematically and is in line with the concept of the 2013 Curriculum for the scientific approach, namely through the stages: observing, questioning, associating, exploring, and communicating. The material is presented in stages, starting from the introduction in chapter 1 to chapter 6, with the aim of training students to think coherently, especially in understanding and learning the material in the tarkib subchapter in each theme.

c. There are Examples

The presentation of examples in the 2013 curriculum Arabic language textbook for Grade X Madrasah Aliyah is in accordance with the substance of the material and is able to provide understanding to students and make it easier for students to understand the material presented in the textbook.



The image above shows that the provision of examples in this Arabic language textbook is in accordance with the psychology of learning media. However, there are not too many examples presented, because the book emphasizes more on the depth of the material.

d. AIDS

The tools provided in this Arabic book are instructive, arranged in harmony with the vocabulary and steps contained in each discussion. In addition, this book is equipped with a teacher's handbook, which functions as a guide in guiding students easily and in a directed manner during the Arabic learning process.

e. Orderly format

Based on the data contained in this Arabic Language textbook for Madrasah Aliyah, the format and systematic presentation have been arranged consistently in each chapter. Each chapter begins with the presentation of images that are relevant to the theme, followed by appropriate vocabulary that is easy for students to understand. The illustrations displayed also support the content of the material being discussed. Thus, the format in this 2013 Curriculum Arabic Language textbook for Class X has been presented well, orderly, and consistently from page 1 to page 107

4. Language Aspects

The language of instruction used in this textbook is dominated by Arabic, while Indonesian is only used in the discussion section of *tarkib* in each theme. However, the full use of Arabic is still a challenge for most students, considering that the majority of them are junior high school graduates who generally do not have basic knowledge of Arabic. Therefore, in delivering the material, teachers need to adjust their delivery to the level of understanding and ability of the students.

The type of language used in this Arabic language textbook for Grade X Madrasah Aliyah is modern Fusha Arabic. According to Thu'aimah (1985), modern Fusha Arabic is a form of language that can be understood and used by Arabic speakers in various Arab countries. This language is generally used in writing, mass media, lectures, public speeches, news bulletins, official meetings, educational institutions, and various other cultural and educational fields. Thus, modern Arabic can not only be understood by native speakers, but also by non-Arab learners. Based on this description, it can be concluded that the type of language used in this book is considered appropriate to be taught in educational environments.

5. Packaging

The contents of this book have reflected the material that is in accordance with the 2013 Curriculum Arabic Language textbook for Grade X Madrasah Aliyah. The placement of layout elements in each chapter—such as titles, subtitles, forewords, and illustrations—has been arranged consistently. In addition, the text at the end of the paragraph is also arranged clearly and separately, making it easier for readers to understand the contents of the material.

The margin layout in this book has been arranged proportionally and balanced between two adjacent pages. The number of printed pages in this book is even, which is 112 pages. The font size on the chapter title is displayed larger than the font on the sub-chapter, thus helping to provide a clear picture of the topic to be discussed in each chapter.

The placement of decorative images in each chapter has been arranged in such a way as to be in harmony with the layout, so as not to interfere with the existence of the title, main text, or page numbering. This Arabic textbook also uses limited and consistent fonts, namely Times New Roman size 12 pt, A_Nefel_Adeti_Qelew size 18 pt, and Adobe Arabic size 24 pt. There is no excessive use of decorative letters. Variations of letters such as bold and italic are used proportionally, only to emphasize parts of the material that are considered important.

The illustrations presented in this Arabic textbook aim to make the material more interesting and help students understand the contents of the lesson. The illustrations include various visual forms such as pictures, tables, graphs, photos, sketches, and symbols that are relevant to the learning material.

The completeness of the components in this textbook includes the main components that contain the core topics that must be delivered and mastered by students. This is in line with the learning objectives, namely so that students are able to listen, speak, read, and write in Arabic according to the themes raised in each chapter.

Complementary components are additional elements that function as supporting printed media, such as images, VCDs, DVDs, cassettes, and so on, which aim to help students understand learning

materials. However, the 2013 Curriculum Arabic Language textbook for Grade X Madrasah Aliyah is not yet equipped with supporting media in the form of cassettes, VCDs, or DVDs.

The evaluation component in the Arabic textbook has included practice questions designed to be worked on individually or in groups. These exercises aim to encourage students to explore further information about the material presented by the teacher, both through visual and non-visual media.

CONCLUSION

This study aims to analyze the feasibility and suitability of Arabic language textbooks for grade X of Madrasah Aliyah based on the scientific approach in the 2013 Curriculum. The results of the study indicate that the book has sufficiently accommodated the steps of the scientific approach, especially in the aspects of observing and trying. However, the aspects of asking and communicating still need to be strengthened so that the learning process becomes more active and meaningful.

In terms of content, the book is in accordance with Core Competencies (KI) and Basic Competencies (KD), and presents materials in six chapters covering aspects of listening (istima'), speaking (hiwar), reading (qira'ah), writing (kitabah), vocabulary (mufradat), and grammar (tarkib). The materials are arranged logically, systematically, and gradually.

This book uses modern Fusha Arabic which is suitable for educational environments, although it is a challenge for students who do not yet have a basic knowledge of Arabic. Visual aspects such as illustrations and layouts have been arranged in an attractive and consistent manner, but this book is not yet equipped with additional supporting media such as DVDs or audio.

Overall, this textbook is worth using with some notes for improvements in the language aspect, presentation of more examples, and strengthening the scientific components which are still weak.

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