



# 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

Siti Maesaroh<sup>1\*</sup>

<sup>1</sup> Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

Received:	Revised:	Accepted:	Published:
13 February 2024	05 March 2024	09 April 2024	08 May 2024

## Abstract:

This study aims to analyze the content of the textbook *al-'Arabiyyah li al-Dārisiin* for twelfth-grade students used at Madrasah Aliyah Negeri 1 Lamongan, by examining its conformity based on the content analysis categories developed by Rushdi Ahmad Thu'aimah. This framework was chosen due to its more comprehensive scope compared to other analytical models. The study employed a qualitative approach using content analysis as its method. Data were collected through observation, interviews, and documentation. The findings reveal that the textbook *al-'Arabiyyah li al-Dārisiin* contains a foreword by the author, a vocabulary list, and instructional materials organized into five thematic units. Each unit includes four language skills: listening, speaking, reading, and writing. Overall, the content of this textbook is largely aligned with Rushdi Ahmad Thu'aimah's analytical categories, particularly in terms of general data, book layout, and material characteristics. However, several components are lacking, such as the absence of a teacher's guide, evaluation instruments, and supporting audio recordings.

**Keywords:** *content analysis, al-'Arabiyyah li al-Dārisiin textbook, Rushdi Ahmad Thu'aimah*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis isi buku *al-'Arabiyyah li al-Dārisiin* untuk kelas XII yang digunakan di Madrasah Aliyah Negeri 1 Lamongan, dengan mengkaji kesesuaiannya berdasarkan kategori analisis isi yang dikembangkan oleh Rushdi Ahmad Thu'aimah. Kategori ini dipilih karena cakupannya yang lebih komprehensif dibandingkan kategori analisis lainnya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi analisis isi. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa buku *al-'Arabiyyah li al-Dārisiin* memuat kata pengantar dari penulis, daftar kosakata, serta materi pembelajaran yang terdiri atas lima tema. Setiap tema meliputi empat keterampilan bahasa, yaitu menyimak, berbicara, membaca, dan menulis. Secara umum, isi buku ini sangat sesuai dengan kategori analisis Rushdi Ahmad Thu'aimah, khususnya dalam aspek data umum, tampilan buku, dan karakteristik materi. Namun demikian, terdapat beberapa aspek yang belum terpenuhi dalam buku ini, seperti ketiadaan buku panduan guru, instrumen evaluasi, serta media pendukung berupa rekaman audio.

**Kata Kunci:** *analisis isi, buku al-'Arabiyyah li al-Dārisiin, Rushdi Ahmad Thu'aimah.*

\*Corresponding author

Email: [mysarohsiti@gmail.com](mailto:mysarohsiti@gmail.com)

How to Cite:

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).

DOI: <https://doi.org/10.33650/ijat.v8i1.9630>

## INTRODUCTION / المقدمة

Language is a means to spread culture among members of a nation and to transfer it from the previous generation to the next generation. Therefore, language is the main tool that is needed in education. Through language, knowledge can be transferred from one individual to another and from one generation to the next. Arabic has an increasingly important position in many countries in the world, especially in Indonesia, because of its relationship with the spread of Islam and its economic and political position (Hawiti et al., 2019; Khalid et al., 2023; Kuraedah et al., 2023). Many people are interested in learning Arabic, and a number of countries even require Arabic language learning for students in schools, including in Indonesia.

Learning resources include all types of media that come from outside the learner and can facilitate the learning process (Ahsanuddin et al., 2019; Zakiyah Arifah et al., 2019). In this case, learning resources are divided into two types, namely print and electronic forms, also known as print media and electronic media. Iyad Al-Qazzaz stated that print media or textbooks are the main sources from which students absorb attitudes and views. Therefore, the learning materials presented in textbooks, especially in Arabic lessons, should be able to develop students' linguistic competence (Aoumeur & Ziani, 2022; Masama & Biodun, 2021; Mawanti, 2020). However, in reality, most textbooks are not compiled based on the principles of compiling good textbooks for learning Arabic for foreign speakers.

Therefore, the researcher conducted a content analysis of the textbooks as a means to find out the materials contained therein. The analysis was carried out on the available learning materials by referring to the principles of compiling good textbooks for teaching Arabic for foreign speakers, and adjusted to the needs of the students. In this study, the researcher chose the analysis category developed by Rushdi Ahmad Thu'aimah because the category is broader than the other categories (Yusrin Hidayanti & Taufiq, 2023). Based on this background, the researcher chose to analyze the Arabic language learning textbook written by Drs. Ahmad Luthfi, M.A., entitled *al-'Arabiyyah li al-Dārisiin* (third edition, 2017). This book is used by teachers in Arabic language learning in class XII of Madrasah Aliyah Negeri 1 Lamongan.

The author of this book stated that his work had never been analyzed before, and he was aware of the shortcomings in his book, so he wanted improvements. The researcher also saw that there were shortcomings in this book that needed to be fixed. Therefore, the researcher wanted to know how the presentation of the material in the book was. Based on this, the researcher chose to write a study entitled: "Analysis of the Contents of the Book *al-'Arabiyyah li al-Dārisiin* for Class XII at Madrasah Aliyah Negeri 1 Lamongan Based on Rushdi Ahmad Thu'aimah's Analysis Category." This study offers an original contribution by applying Rushdi Ahmad Thu'aimah's theoretical framework—typically used in evaluating Arabic textbooks in broader academic contexts—to a locally authored and under-examined book used in Indonesian madrasahs. Thus, this research not only fills a gap in the literature by critically assessing an unreviewed teaching resource but also provides practical recommendations for improving Arabic textbook quality in national Islamic education settings.

## RESEARCH METHOD / المنهجية

In this study, the researcher used a qualitative approach. This approach does not require the formulation of hypotheses and does not use numbers in interpreting the results (Arikunto, 2002). Researchers collect data in the form of words, pictures, or scientific facts, then analyze them. The results of this approach are descriptive-analytical, describing findings in the form of words and obtained through direct observation or hearing based on previously known information. This approach was chosen to study the contents of the book *al-'Arabiyyah li al-Dārisiīn* for class XII at Madrasah Aliyah and assess its suitability based on the analysis categories of Rushdi Ahmad Thu'aimah.

The main data source in this study is the Arabic textbook for class XII at Madrasah Aliyah Negeri 1 Lamongan, written by Ahmad Luthfi. Other supporting data sources come from learning materials, Arabic books, scientific journals, articles, and various other relevant references, both in print and digital form, which support the completeness of this study. Data collection was carried out through observation of the contents of the book, interviews with teachers or related parties who used the book in the learning process, and documentation in the form of notes, written documents, and other references (Byrne, 2022; Campbell et al., 2021; Kiger & Varpio, 2020).

In analyzing the data, the researcher conducted an in-depth reading, a descriptive study, and a systematic review of the contents of the book *al-'Arabiyyah li al-Dārisiīn*. The aim was to evaluate the extent to which this book complies with the characteristics of a good textbook and with the analysis categories developed by Rushdi Ahmad Thu'aimah. The analysis process was carried out descriptively by utilizing the content analysis approach (Cole, 2024; Scharp, 2021; Tasci et al., 2020). The researcher continuously repeated reading and reviewing relevant documents and literature to obtain the required data. In this analysis process, the researcher referred to the steps proposed by Miles and Huberman, which include four main stages, namely: data collection through observation and in-depth literature study; data reduction to select relevant information; data presentation to organize and analyze the contents of the book according to the analysis categories used; and drawing conclusions formulated based on the results of the study and data interpretation.

## FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

### Findings

#### **The Conformity of the Book *al-'Arabiyyah li al-Dārisiīn* with the Criteria for Arabic Language Textbooks According to Rushdi Ahmad Thu'aimah**

The researcher analyzed the Arabic language textbook for grade XII students at Madrasah Aliyah Negeri (MAN) 1 Lamongan, written by Drs. Ahmad Luthfi, M.A., entitled *al-'Arabiyyah li al-Dārisiīn*. This book was published by Khatulistiwa publisher in Lamongan, East Java, Indonesia, and is the third edition published in 2017. The content analysis of this book is based on the categories developed by Rushdi Ahmad Thu'aimah. The book *al-'Arabiyyah li al-Dārisiīn* aims to develop language skills competencies that include listening, speaking, reading, and writing, as well as linguistic element competencies such as sounds, vocabulary, and grammatical structures. In addition, this book also seeks to develop communicative competencies and cultural competencies. This book is intended for grade XII students at madrasah aliyah and consists of two parts: a first-level book and a second-level book. The first-level book contains three units of learning material, while the second-level book contains two units of material. Each unit consists of four lessons: the

first lesson for listening skills, the second lesson for speaking skills, the third lesson for reading skills, and the fourth lesson for writing skills. At the end of the unit, there is a vocabulary list that supports the learning material.

This book is printed in large size (17.6 x 25 cm) with portrait orientation. On the first page, there is an introduction, followed by a two-page table of contents. Furthermore, there is an attachment in the form of a copy of the Decree of the Ministry of Religious Affairs of the Republic of Indonesia No. 165 of 2014, which contains core competencies and basic competencies for two pages. The fonts used in this book are Calibri (Body) size 12 pt and Traditional Arabic size 18 pt. The illustrations in the book are printed in black and white, except for the front cover, which is colored.

The first-level book consists of 57 pages and has a turquoise cover. Meanwhile, the second-level book consists of 70 pages with a green cover. Both books are designed to be used for one academic year, each for one semester. This book covers all four language skills. The program used in this book is general, aimed at audiences with diverse goals, and covers language skills related to general activities in everyday life. The author of the book compiled this material because he believes that the textbooks issued by the Ministry of Religion are not fully in accordance with the characteristics and needs of madrasah aliyah students in achieving learning objectives that are in line with the curriculum in force in Indonesia. Therefore, the author compiled this book based on the Decree of the Ministry of Religion No. 165 of 2014, by referring to Arabic language textbooks for foreign speakers and adapting them to the needs of students. The language used in this book is Fushha Arabic, supported by the language of instruction in Indonesian as an explanation. Instructions for use are also presented in Indonesian. However, a number of writing errors were found, both in terms of spelling and grammar.

Although there are no explicit instructions on the learning methods used, the materials in this book allow teachers to apply various learning methods, such as the qawaid wa tarjamah method to teach language structure, the reading method for reading skills, the audio-lingual method for listening and speaking skills, the direct method for vocabulary, the eclectic method for skill integration, and the imitation and memorization method or dramatization method for vocabulary mastery. The nahwu (grammar) material in this book is quite diverse, including discussions on the fi'il mudhari' marfu', manshub, and majzum, fi'il mabni lil majhul (passive verbs), naibul fa'il (substitutes for actors), as well as discussions on marfu'at and mansubat isim (nouns in subject and object positions), maf'ul muthlaq (absolute objects), and maf'ul li ajlih (objects of cause). This book also pays great attention to the presentation of vocabulary, which totals 345 entries, consisting of 108 basic vocabulary and 237 additional vocabulary.

**Table 1. Writing Errors in First Grade Books**

No	Page	Line	Error	Correction
1	أ	3	اعداد	إعداد
2	ز	4	إفتتاح	افتتاح
3	هـ	4	اضافية	إضافية
4	و	6	الإمتحان	الامتحان
5	ر	1	قائمة بالمفردات	قائمة المفردات

6	4	1013،	أعد	أعد
7	9	12	القرآن	القرآن
8	9	15	المدارسُ	المدارسُ
9	10	2	أجب	أجب
10	13	9	لاهتمامهم	لاهتمامهم
11	14	12	أذكر	أذكر
12	15	10	الاختلافات	الاختلافات
13	16	2	لَدَي	لَدَي
14	16	3	الإحتلاس	الاحتلاس
15	16	4	يُخسرون	يُخسرون
16	16	7	ضع علامةُ	ضع علامةَ
17	17	17	الإمتحان	الامتحان
18	18	9	إستبدل	استبدل
19	21	10	المنهج	المنهج
20	29	2	خاطيئة	خطيئة
21	33	2	أكمل	اكمل
22	34	3	توسع جغرافية العالم	توسعت جغرافية العالم
23	35	7	إقراء	اقراء
24	39	2	إستخرج	استخرج
25	39	17	بئس الاسم	بئس الاسم
26	39	18	فأولئك	فأولئك
27	48	4	وُلِدَ - يُولَدُ	وُلِدَ - يُولَدُ
28	57	16	المرأة	المرأة
29	58	1	دَقِيقًا	دَقِيقًا
30	60	7	إحتفل	احتفل
31	62	34 ،	انتهى - ينتهى	انتهى - ينتهي

**Table 2. Writing Errors in Second Level Books**

No	Page	Line	Error	Correction
----	------	------	-------	------------

1	أ	3	اعداد	إعداد
2	د	3	إفتتاح	افتتاح
3	هـ	4	اضافية	إضافية
4	و	6	الإمتحان	الامتحان
5	و	8	السنة الدراسية الأولى	السنة الدراسية الأولى
6	و	9	قائمة المفردات	قائمة المفردات
7	2	13	المرأ	المرء
8	6	1013 ،	اعد	أعد
9	7	5	قريب ج أقارب	قريب ج قرباء أو قرائب
10	8	2	خاطيئة	خطيئة
11	11	5 ، الخ3	الإبن	الابن
12	11	16	سيقروون	سيقروون
13	12	11	إسأل	اسأل
14	13	10	أذكر	اذكر
15	15	34 ،	فدى-يفدى	فدى-يفدي
16	22	4	إرتدى	ارتدى
17	36	8	البيئته	بيئته
18	38	7	إقراء	اقراء
19	39	5	رءا	رأى
20	39	10	بريئ	بريء
21	41	2	إستخرج	استخرج
22	43	2	نَشَأْ - يَنْشَأُ	نَشَأْ - يَنْشَأُ
23	44	3	الفي	في
24	47	21	إسم	اسم
25	47	2326 ،	دولة الأموية	دولة الأمية

This book contains many language exercises to improve vocabulary understanding and language skills. The total number is 84 exercises, with details: in the first level book, there are 52 exercises, and in the second level book, there are 32 exercises with various types of questions. This book also contains cultural elements, namely: local culture, general global culture, and Arabic and Islamic culture. These cultural elements are evident

from the names, pictures, and texts used in this book.

In this book, the exam is only at the end of the school year, namely, after the material at the second level is completed. As for each skill, lesson, or material, there are only exercises. Meanwhile, there is no assessment (evaluation) at all in this book. Teachers can use various learning media, such as computers and screens, question cards, crosswords, and others. This book is equipped with exercises that have instructions and directions in Indonesian for independent learning, and each exercise has an example. However, this book is not equipped with a teacher's guide or teaching guide.

### **Book Compliance *Al-'Arabiyyah li al-Dārisīn* according to Rushdi Ahmad Thu'aimah's Analysis Category**

After examining the contents of the book *Al-'Arabiyyah li al-Dārisīn* for grade twelve at MAN 1 Lamongan and comparing it with the content analysis category of Arabic language teaching books for foreign speakers according to Rushdi Ahmad Thu'aimah, the researcher concluded that the suitability of this book with the analysis category is mostly appropriate.

In terms of appearance, the book *Al-'Arabiyyah li al-Dārisīn* for grade twelve is quite appropriate. This can be seen from the small size of the book, the number of pages in the first book has 70 pages, and the second book has 56. The cover of the book is illustrated, with the color blue for the first book and green for the second book; the binding is luxurious, the type of paper is clean white, and the type of font used is Calibri (Body) 12 pt and Traditional Arabic 18 pt. The letters are not harakat, and most printing errors occur in the writing of hamzah washal and hamzah qatha'. In the introduction, it is explained that the learning approach used in this book is the 2013 Curriculum in accordance with the Decree of the Ministry of Religious Affairs Number 165 of 2014.

This introduction is quite helpful in understanding the characteristics of the book. The index is arranged in detail and contains the titles of each lesson. This book covers various themes, ranging from culture, daily life situations, grammar rules, to language skills. These themes are in line with the contents of the Decree of the Ministry of Religious Affairs. This book is also equipped with a vocabulary list on the last page. In terms of material character, this book is compiled for the middle or high school level, especially grade twelve. This book is general, intended for students from various backgrounds. This book is compiled for one semester, while two books are used for one year (12 months). This book is designed for classroom learning, namely through direct interaction between teachers and students. In terms of composition, it is included in the type of basic studies because an analysis of student needs in learning Arabic has been carried out, as stated in KMA 165 of 2014.

The material and language situations are taken from various sources of other Arabic language teaching books. The author of this book uses an approach similar to the Syamlan List, namely choosing relevant and theme-appropriate words. The texts in this book are adaptations of published Arabic sources, as mentioned in the bibliography. This book also utilizes the differences between Arabic and the mother tongue by explaining sentence structures using the mother tongue to facilitate understanding. However, this book was never tested before being printed.

In terms of language, this book is quite appropriate. The language used is classical and standard Arabic without being mixed with dialects. To facilitate understanding, this book also uses the introductory language (connecting language) in the structure. This book is designed for students with different backgrounds, including those who have no



experience learning Arabic.

In terms of teaching methods, the material is presented in the form of lesson units as stated in the curriculum. Teachers can use various methods in teaching this book, such as the grammar-translation method, the audiolingual method, the direct method, the reading method, or other methods according to the needs and learning objectives, because this book does not include a specific method. This book consists of various types of lessons, such as narrative texts, dialogue texts, vocabulary lists, vocabulary explanations, language structures, explanations of nahwu rules, language exercises, evaluations, cultural notes, translations from and into Arabic, and additional reading texts. In terms of material presentation, this book is appropriate and gradual, covering all elements and language skills. Differences in student abilities are overcome by explaining the rules using the introductory language.

In terms of language skills, this book is also appropriate. This book covers four language skills: listening, speaking, reading, and writing. The lesson begins with the practice of pronouncing letters and words in the first lesson, emphasizing listening and speaking skills. After that, students are taught reading skills, and the last lesson focuses on writing skills by constructing sentences and paragraphs that are answers to questions. Grammar teaching begins in the reading section after the text is read. Sometimes, the author explains the sentence structure using the mother tongue, but does not compare it with the function in the mother tongue.

In terms of vocabulary, this book is also appropriate. Each lesson contains at least 45 new vocabulary words, mostly around 70. New vocabulary is presented at the beginning of the lesson before the text. However, synonyms are only about 10%, and antonyms are very few, indicating that the book's attention to this is still lacking. The exercise instructions are all written in standard Arabic, and the types are diverse as discussed in the previous section. Each structure is accompanied by three exercises, and the writing exercises are free, in the form of simple sentences or paragraphs. However, the presentation of the exercises does not follow a special system. Listening exercises are not presented in the form of radio broadcasts, but rather videos or the teacher's voice. There are no special exercises for the rules of *dimla'* (spelling).

In terms of evaluation and exams, this book only provides one type of exam, which is at the end of the school year. No other evaluations were found. In terms of cultural content, this book is quite appropriate. This can be seen from the names, images, and texts used. The author only uses a few Arabic names, mostly in certain texts, and some others use foreign names or names of Arab countries. All the Arab cultural information presented in this book is correct. However, this book is not equipped with a country map, information about Arab currency, or a particular cultural direction or view.

In terms of media and learning activities, this book is also appropriate. This book is equipped with audio or video for listening and speaking skills, and can be used in a language laboratory. The images used are mostly black and white photos, except on the cover. Images help understand the text, but do not help understand vocabulary because not all vocabulary is equipped with images. In terms of independent learning, this book is quite appropriate. This book is accompanied by various exercise books, and most of the exercises and directions use the language of instruction, allowing students to study independently or do them homework. However, this book is not accompanied by a teacher's guide, except for the exercise answer sheets found in the book.

This book is equipped with motivational words at the beginning of each lesson and



a vocabulary list at the end of the book. However, it is not accompanied by a teacher's guidebook, so it is not known for sure what methods, media, and activities should be used in teaching this book. In addition, there is no evaluation system, and the exam is only once at the end of the school year.

Spelling errors in this book include:

- Writing hamzah washal and qatha'
- The writing "التدريب (1)" should be written as "التدريب الأول" without brackets because it shows the same meaning.
- The comma "," is written backwards; it should be "،"
- After the letter "و" (wau 'athf) there is no space
- Before the question mark "?", the period ".", and the colon ":" no space
- After the imperative sentence, there should be a period ".", not an exclamation mark "!" because the verb amr already indicates a request
- After Arabic numbers, there should be a hyphen "-", not a period

The supplementary videos and audio materials in this book rely solely on the teacher's voice without incorporating native Arabic speakers, which limits learners' exposure to authentic pronunciation and intonation. Additionally, the visual components are presented in black and white, lacking the visual appeal that can enhance engagement and understanding. The book also omits several important cultural elements such as maps of Arab countries, descriptions of local currencies, or any contextual cultural references that could help students connect language learning with real-world Arab contexts. This absence of cultural integration reduces the potential for a holistic language acquisition experience, which ideally includes both linguistic and intercultural competence.

## Discussion

The results of the study indicate that the book *al-'Arabiyyah li al-Dārisiin* by Drs. Ahmad Luthfi, M.A., generally has a fairly good suitability with the category of Arabic language textbooks for foreign speakers, according to Rushdi Ahmad Thu'aimah, especially in terms of language skills, material structure, and physical appearance of the book. The existence of four main skills of listening, speaking, reading, and writing in each unit shows a comprehensive curriculum design that is consistent with the communicative approach in language teaching (Al-Thwaib et al., 2020; Tajuddin et al., 2019; Tukimin et al., 2020). The arrangement of materials based on lesson units that end with a vocabulary list provides a coherent learning structure, although this book is not accompanied by explicit instructions for use or teaching guides for teachers.

In terms of grammar and vocabulary, this book shows a diverse presentation of nahwu and sharf materials and a significant amount of new vocabulary in each lesson unit (Bahasa et al., 2023; Nasution et al., 2023; Sahombu, 2024). However, there are weaknesses in the presentation of synonyms and antonyms, which are still very limited, as well as inconsistencies in the systematics of the exercises and the absence of special exercises for the rules of IMLA. On the other hand, Pamessangi (2022) tell that the use of standard Fusha language and the assistance of the Indonesian language instruction show a contextual approach that facilitates students' understanding, especially for those who are not yet familiar with Arabic.

Although this book includes many exercises and introduces cultural elements, both local, global, and Arabic-Islamic, in terms of evaluation and assessment, this book has

significant shortcomings. There is no periodic evaluation system or assessment per skill (Al-Qatawneh et al., 2019). There is only one exam at the end of the second level, without any assessment instructions. This shows that this book does not support the formative evaluation needed in the continuous learning process (Abdulridha Obaid et al., 2019; Febriani et al., 2020; Kuraedah et al., 2022). The absence of teacher guidance also weakens the optimal use of the available learning materials and media, although the book provides exercises that can be done independently.

Furthermore, the researcher noted several writing errors (*taṣḥīḥ*) both in terms of Arabic orthography, such as the writing of *hamzah waṣl*, *hamzah qaṭ'*, punctuation, to the spelling of Arabic numbers and the use of inappropriate spacing. This shows the weakness of the editorial aspect and final revision in the publishing process. Although the book's illustrations and physical appearance support visual learning, the use of black and white images and the lack of visual elements such as maps or Arab cultural icons make this book less than optimal in fostering students' cultural sensitivity to the Arab world at large (Al-Qatawneh et al., 2021; Cahyo et al., 2019; Ghani et al., 2021).

Thus, although this book meets many good technical and pedagogical criteria in teaching Arabic as a foreign language, it still has a number of fundamental weaknesses, such as the absence of a tiered evaluation system, the lack of teacher guidance, and quite a lot of writing errors. Therefore, this book needs further improvement so that it can be used more effectively in Islamic high schools, both in terms of substance, pedagogy, and editorial techniques.

## CONCLUSION / الخلاصة

Buku *al-'Arabiyyah li al-Dārisīn* untuk kelas XII di MAN 1 Lamongan terdiri dari dua tingkat, dilengkapi dengan media audio-visual, serta memuat keterampilan berbahasa lengkap—menyimak, berbicara, membaca, dan menulis—dengan total 345 kosakata. Buku ini menggunakan bahasa Arab fusha dan penjelasan dalam bahasa Indonesia untuk mendukung pembelajaran mandiri. Analisis menggunakan kategori Rushdi Ahmad Thu'aimah menunjukkan bahwa buku ini sebagian besar sesuai dari segi isi, penyajian, dan pendekatan pengajaran. Namun, beberapa kekurangan masih ditemukan, seperti tidak adanya buku panduan guru, penilaian formatif, latihan imla', serta peta dan informasi budaya Arab yang mendalam. Meskipun demikian, buku ini tetap layak digunakan sebagai bahan ajar bahasa Arab bagi penutur asing di tingkat menengah.

## REFERENCES / المراجع

- Abdulridha Obaid, A., Ismail, L., Mohamed Razali, A. B., Mansor, N. S., Othman, M., & Aralas, D. (2019). A Descriptive Analysis of Cultural Content of "English for Iraq" Textbooks Used in the Intermediate Schools in Iraq. *International Journal of Applied Linguistics and English Literature*, 8(4), 88. <https://doi.org/10.7575/aiac.ijalel.v.8n.4p.88>
- Ahsanuddin, M., Ainin, M., & Asrori, I. (2019). the Mapping of Arabic Language Learning in Senior High Schools and Vocational Schools in Malang Regency. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 6(1), 18–35. <https://doi.org/10.15408/a.v6i1.7308>
- Al-Qatawneh, S. S., Alsalihi, N. R., & Eltahir, M. E. (2019). The Citizenship Values Included in Intermediate Stage Arabic-language Textbooks and Teachers' Awareness of them in the UAE: A Case Study. *Heliyon*, 5(11), e02809.

<https://doi.org/10.1016/j.heliyon.2019.e02809>

- 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>
- Al-Thwaib, E., Hammo, B. H., & Yagi, S. (2020). An Academic Arabic Corpus for Plagiarism Detection: Design, Construction and Experimentation. *International Journal of Educational Technology in Higher Education*, 17(1). <https://doi.org/10.1186/s41239-019-0174-x>
- Aoumeur, H., & Ziani, M. (2022). Representation of Culture in EFL Textbooks: A Linguistic and Content Analysis of My Book of A. *Arab World English Journal*, 13(2), 282–296. <https://doi.org/10.24093/awej/vol13no2.19>
- Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Rineka Cipta.
- Bahasa, J. P., Arab, D. A. N. B., & Thuaimah, A. (2023). *Reconstructing the Arabic Language Curriculum Based on the CEFR and Rusydi*. 8(1).
- Byrne, D. (2022). A Worked Example of Braun and Clarke's Approach to Reflexive Thematic Analysis. *Quality and Quantity*, 56(3), 1391–1412. <https://doi.org/10.1007/s11135-021-01182-y>
- Cahyo, S. D., Muslim, M. R. U., Rahman, A. N., & Pratolo, B. W. (2019). Needs analysis of Islamic-based english reading material for the Muhammadiyah junior high school. *International Journal of Evaluation and Research in Education*, 8(2), 286–292. <https://doi.org/10.11591/ijere.v8i2.18647>
- Campbell, K. A., Orr, E., Durepos, P., Nguyen, L., Li, L., Whitmore, C., Gehrke, P., Graham, L., & Jack, S. M. (2021). Reflexive Thematic Analysis for Applied Qualitative Health Research. *The Qualitative Report*, 26(6), 2011–2028.
- Cole, R. (2024). Inter-rater Reliability Methods in Qualitative Case Study Research. *Sociological Methods & Research*, 53(4), 1944–1975.
- Febriani, S. R., Wargadinata, W., Syuhadak, S., & Ibrahim, F. M. A. (2020). Design of Arabic Learning for Senior High School in the 21st Century. *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 12(1), 1–21. <https://doi.org/10.24042/albayan.v12i1.5886>
- Ghani, K. A., Noh, A. S., & Bukhari, N. I. A. (2021). Linguistic Features Differences in Arabic Textbooks Used at Islamic Schools in Malaysia. *Kemanusiaan*, 28(1), 151–169. <https://doi.org/10.21315/KAJH2021.28.1.7>
- Hawiti, Z., Saif, N., & Badawi, M. F. (2019). Evaluating Cultural Content in EFL Secondary School in Saudi Arabia. *Journal of Research in Curriculum Instruction and Educational Technology*, 5(1), 209–270. <https://doi.org/10.21608/jrciet.2019.31981>
- Khalid, S. M., Maulani, H., Saleh, N., Imaduddin, M. F., Maimun RNM, E. K., & Taufik, I. H. (2023). Analysis of Arabic Teaching Books Class X with Praxeology Approach. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 10(1), 63–75. <https://doi.org/10.15408/a.v1i1.31578>
- Kiger, M. E., & Varpio, L. (2020). Thematic Analysis of Qualitative Data: AMEE Guide No. 131. *Medical Teacher*, 42(8), 846–854. <https://doi.org/10.1080/0142159X.2020.1755030>
- Kuraedah, S., Gunawan, F., Alam, S., & Ubaidillah, M. F. (2022). Cultural Representation in English and Arabic Textbooks Endorsed by Indonesian Government: What Do

- Textbooks Tell Us About? *Journal of Social Studies Education Research*, 13(3), 229–255.
- Kuraedah, S., Gunawan, F., Alam, S., Ubaidillah, M. F., Alimin, A., & Fitriyani, F. (2023). Gender Representation in Government-endorsed Arabic Language Textbooks: Insights from Indonesia. *Frontiers in Education*, 7(January), 1–14. <https://doi.org/10.3389/feduc.2022.1022998>
- Masama, A., & Biodun, Q.-B. (2021). *Evaluation of Methods of Teaching Arabic and Islamic Studies Among Senior Secondary Schools In Zamfara North Senatorial Zone*. 10(5), 63–70. <https://doi.org/10.9790/7388-1102063643>
- Mawanti, D. (2020). Needs Analysis of The Islamic Arabic Material Teaching Based on Communicative for University Students. *Nadwa: Jurnal Pendidikan Islam*, 13(2), 251–270. <https://doi.org/10.21580/nw.2019.13.2.4995>
- Nasution, S., Al-Rasyid, H., Wulandari, P., Khalila, Z., & Pasaribu, B. (2023). An Analysis of Qira'ah Textbooks for Islamic Senior Highschool: A Religious Moderation Perspective. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 10(2), 203–216. <https://doi.org/10.15408/a.v10i2.34132>
- Pamessangi, A. A. (2022). Developing Arabic Language Textbooks Based on Religious Moderation in Madrasah. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 147–156. <https://doi.org/10.35445/alishlah.v14i1.1407>
- Sahombu, J. M. (2024). *The Dynamics Of Arabic Curriculum Management : Concepts , Characteristics , And Study Area*. 4(02), 349–364. <https://doi.org/10.58471/jms.v4i02>
- Scharp, K. M. (2021). Thematic Co-occurrence Analysis: Advancing a Theory and Qualitative Method to Illuminate Ambivalent Experiences. *Journal of Communication*, 71(4), 545–571.
- Tajuddin, S., Kamal, M., Jakarta, U. N., & Gadung, P. (2019). Arabic Material Development Design. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 6(1), 93–107.
- Tasci, A. D. A., Wei, W., & Milman, A. (2020). Uses and Misuses of the Case Study Method. *Annals of Tourism Research*, 82(4), 102815.
- Tukimin, R., Yusoff, N. M. R. N., & Baharudin, H. (2020). Strategic and Innovative Teaching Approach based on mental imagery. *Academy of Strategic Management Journal*, 19(1). <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=85088951791&origin=inward>
- Yusrin Hidayanti, P. N., & 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>
- Zakiyah Arifah, by, Afidati, N., & Rahman Bahtiar, I. (2019). The Readability of the Arabic Textbook for the Students of Senior High School in Indonesia Written. *International Journal for Educational Studies*, 12(1), 25–38. [www.journals.mindamas.com/index.php/educarewww.journals.mindamas.com/index.php/educare](http://www.journals.mindamas.com/index.php/educarewww.journals.mindamas.com/index.php/educare)