

## **Analysis Of Arabic Textbooks According To Mackey'S Theory (Study Of Mts Class Viii Arabic Book)**

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### **Abstract:**

The aim of this research is to determine the feasibility of textbooks based on Mackey's theory to be used in learning. In this study, the approach taken was a qualitative study with data exposure using a qualitative descriptive method of content analysis of textbook materials to provide an overview of the analogy or suitability of the material contained in the Class VIII Arabic teaching materials at Madrasah Tsanawiyah with the principle of material analysis according to Macke's theory. According to Mackey's theory, there are four aspects that need to be considered in analyzing teaching materials, namely selection, gradation, presentation and repetition. The conclusion is that from the selection aspect, the textbook is in the general category but the content is more complex. For the aspects of gradation, presentation and repetition, this textbook meets the analysis criteria.

**Keywords:** Analysis, teaching materials, Mackey theory

### **Introduction**

Textbooks are an important source of material for teachers in carrying out the learning process. Without teaching materials, it seems that teachers will have difficulty in achieving learning objectives. In principle, teachers must always prepare textbooks in the implementation of the learning process (Aisyah Siti & Evy 2020). Textbooks are an important part of the implementation of education. Through teaching materials, teachers will find it easier to carry out learning and students will be facilitated in learning. Teaching materials can be made according to the needs and characteristics of the teaching material (Magdalena et al. 2020). Related to textbooks, there are many studies that examine textbook analysis. The analyzed textbooks aim to obtain information about the scope of the textbooks used in schools (Adisendjaja 2010), (Akmal, Sugihartono, and Ilahi 2018). In addition, one of the purposes of textbook analysis is to find out errors contained in the text and reading exercises in the book (Indah and Saleh 2018). In another study, it was found that a teacher's ability to design or compile teaching materials also greatly determines the success of the learning process and learning through a teaching material (Magdalena et al. 2020).

The spirit of curriculum change in the Indonesian context has become a point of concern for the Indonesian government with the rollout of curriculum products in 2013 as a replacement for the 2006 curriculum. The implementation of the curriculum must be implemented by all levels of education even though in the first year, its implementation cannot be held by all educational units. In order to support the goals of national education as a whole, both education units under the auspices

of the Ministry of Education and Culture and education units under the auspices of the Ministry of Religious Affairs are required to organize the 2013 curriculum.

To achieve this noble goal, the Ministry of Religious Affairs through the Director General of Islamic Education has developed a new curriculum, especially for the fields of religious studies and Arabic. One of the new curriculum products is Arabic subjects organized by the education units of Madrasah Ibtidaiyyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA). Arabic as part of the madrasah curriculum is a compulsory subject that must be studied by all students who attend madrasah learning (Mujahid 2015).

Arabic is a subject that is directed to encourage, guide, develop, and foster abilities and foster positive attitudes towards Arabic both receptive and productive. Receptive ability is the ability to understand other people's speech and understand reading. Productive ability is the ability to use language as a means of communication both oral and written (Kementerian Agama, 2014).

Arabic subjects have the following objectives: 1. developing communication skills in Arabic, both oral and written, which includes four language skills, namely listening (*istima'*), speaking (*kalam*), reading (*qiraah*), and writing (*kitabah*); 2. raising awareness about the importance of Arabic as a foreign language to be the main tool of learning, especially in studying the sources of Islamic teachings; 3. developing an understanding of the interrelationships between language and culture and broaden cultural horizons. Thus, learners are expected to have cross-cultural insights and involve themselves in cultural diversity (Kementerian Agama RI, 2013). Learning Arabic is expected to guide, advance, build, and develop skills as well as cultivate attitudes to be good in language. In order to understand the beginning of the origin of Islam, the main thing is to have a positive capacity and value in learning Arabic, especially in understanding the Quran and Hadith as a guide for Muslims as well as other references associated with Islam from Arabic books that are needed for students (Mulyasa 2008). For learning Arabic, the goal is to be able to achieve the target of Arabic lessons set at school.

Related to Arabic textbooks, educational institutions in Indonesia, currently do not underestimate Arabic subjects both in Islamic boarding schools and other educational institutions. These educational institutions currently pay attention to the importance of the Arabic language, where the Quran, the holy book of Muslims, is written in Arabic. Jauhar Ali stated that learning and understanding Islamic knowledge from the authentic source cannot be achieved without mastering Arabic. Obviously, learning this language is a basic need for muslim (Mathematics 2016). So, the educational institution uses Arabic textbooks in delivering Arabic material and determining the achievement of learning objectives. Procurement of textbooks in schools is one of the efforts to support the improvement of the education and teaching quality. Textbooks as a source used by students, should have a form or way of presentation that attracts students' attention to use and learn them. Therefore, a good textbook must be adjusted to the level and potential of the students who will learn it.

Some studies related to the analysis of Arabic teaching materials are, among others, trying to find out the content (*hiwar* and *qiraah*) of Arabic books for students of the 2013 grade XII MA curriculum published by the Ministry of Religious Affairs and their suitability with the 2013 curriculum consisting of four Core Competencies (KI) (Ramah and Rohman 2018; Albab 2021). The analysis also aims to determine the feasibility of textbooks so that teaching materials can be used in learning (Farobi

et al. 2022; Muhtarom, Suharsono, and Syaefudin 2022; Maburrosi 2020). In addition, the analysis also aims to determine the content of the material spoken in Arabic teaching materials (Setyawan, Basit, and Fathoni 2018), (Susanti 2013). Analysis of Arabic textbooks also aims to find the application of the principles of preparing teaching materials (Machmudah 2018).

William Francis Mackey has his own views on how to analyze a textbook material that should be used, by looking at four elements, namely selection (material selection), gradation (sorting), presentation, and repetition. This problem is the reason why the author is very interested in analyzing a textbook material, by looking at four elements, namely selection (material selection), gradation (sequencing), presentation, repetition in language teaching materials (Setyawan, Basit, and Fathoni 2018).

The selection of material for teaching is greatly influenced by the purpose of the language program. Material selection can be done on elements of sound system (phonetics), vocabulary (mufradat), semantics, and grammar that will be taught to students. In addition to material selection, another important principle in language learning is the gradation of material (phasing or sequencing). The material that has been selected may not be taught all at the same time, because the teaching material delivered must be adjusted to the abilities of students at a certain level. The main principle of gradation is that all knowledge is acquired gradually and abilities can be attained gradually. Comenius, the founder of the principles of gradation stated that good learning is learning in which learners can study in a fun and deep manner. According to Comenius, regular gradation (sequencing) can make it easier for students to learn language, namely by means of diverse material arranged into sequential parts step by step. A good gradation can avoid clutter in learning a language (Syarifah 2020).

## **Research Methods**

In this paper, researchers intend to analyze the material of class VIII Madrasah Ibtidaiyyah textbooks published by the Ministry of Religious Affairs of the Republic of Indonesia written by Marukhin, first printed in 2020. In this study, the author used a qualitative study approach, using qualitative descriptive methods from content analysis of textbook material. It is to provide an idea of the analogy or suitability of the material contained in Arabic teaching material books at the Madrasah Tsanawiyah level with the Mackey version of material analysis principles.

The data were collected from two sources, namely the primary and the secondary data sources. The primary data source was obtained from Arabic textbooks in class VIII of Madrasah Tsanawiyah written by Marukhin in 2020, as well as archives of documents and manuscripts related to the suitability of books from the point of view of the feasibility of content, presentation and language. Meanwhile, the secondary data in this study are various books and the relevant journals and articles.

## **Results and Discussion**

### **Textbook Identity**

Title : Bahasa Arab MTs Kelas VIII  
Writer : Marukhin

Editor	: Muh. Wahib Dariyadi
Publisher	: Direktorat KSKK Madrasah Direktorat Jenderal Pendidikan Islam Kementerian Agama RI
Year Published	: 2020
City	: Jakarta
ISBN	: 978-623-6687-39-0 (complete chapter) ISBN 978-623-6687-41-3 (chapter 2)
Number of Pages	: 123 pages

The textbook published by the Ministry of Religious Affairs of the Republic of Indonesia is the latest publication of the first printing in 2020 for the Madrasah Tsanawiyah class VIII school level. In two semesters, the content of the material presented is in accordance with KMA Number 183 of 2019 in the PAI curriculum and Arabic in Madrasah. The first page of the book is the cover. After the cover there is a page containing the identity of the book. After that, there was a foreword from the director general of Islamic education. There is also a page containing Arabic-Indonesian transliteration guidelines, followed by a table of contents. On the next page, there is the first page of the first dars (chapter), followed by the materials. After three dars, there is a Final Semester Exercise. In the last section, there is a bibliography of mufradat (vocabulary) lists.

## **Analysis of Arabic Textbooks in the Perspective of Mackey Theory**

### **Material Selection**

The selection element is related to the selection of material presented in the textbook. This includes selecting content that is relevant, important, and appropriate to the learning objectives. In the analysis, pay attention to whether the textbook has effectively selected and reduced the material to achieve the right balance between appropriate depth and scope.

The material in this textbook consists of 6 dars. The six materials are separated for 2 semesters. The dars in this textbook are:

#### **Dars 1: الساعة**

At the first meeting, the teacher teaches mufradat along with listening skills (istima'). In the second meeting, after mufradat-istima', students learn speaking skills through conversational presentation (Hiwar). At the third meeting after mufradat-istima' as well as kalam, students learn Tarkib (Qawa'id) about "Al-'Adad At-Tartibiy". At the fourth meeting after mufradat-istima', kalam, and tarkib, students learn reading skills through the presentation of the recitation text (Qiraah). At the fifth meeting after mufradat- istima', kalam, tarkib, and qiraah, students learn writing skills through making lesson schedules in the form of tables and answering questions according to student conditions.

#### **Dars 2: يومياتنا**

At the first meeting, the teacher teaches mufradat as well as listening skills (istima'). In the second meeting after mufradat-istima', students learn speaking skills

through conversational presentation (Hiwar). At the third meeting after mufradat-istima' as well as kalam, students learn Tarkib (Qawa'id) about "Jumlah Ismiah". At the fourth meeting after mufradat-istima', kalam, and tarkib, students learn reading skills through the presentation of the recitation text (Qiraah). At the fifth meeting after mufradat-istima', kalam, tarkib, and qiraah, students learn writing skills through translating children's daily activities and writing activities.

**Dars 3: المهابة**

At the first meeting, the teacher teaches mufradat and listening skills (istima'). In the second meeting after mufradat-istima', students learn speaking skills through conversational presentation (Hiwar). At the third meeting after mufradat-istima' as well as kalam, students learn Tarkib (Qawa'id) about "Jumlah Fi'liyah". At the fourth meeting after mufradat-istima', kalam, and tarkib, students learn reading skills through the presentation of the recitation text (Qiraah). At the fifth meeting after mufradat- istima', kalam, tarkib, and qiraah, students learn writing skills through making mango juice recipes according to the examples.

**Dars 4: الرياضة**

At the first meeting, the teacher teaches mufradat and listening skills (istima'). In the second meeting after mufradat-istima', students learn speaking skills through conversational presentation (Hiwar). At the third meeting after mufradat-istima' as well as kalam, students learn Tarkib (Qawa'id) about "Amil Nashab". At the fourth meeting after mufradat-istima', kalam, and tarkib, students learn reading skills through the presentation of the recitation text (Qiraah). At the fifth meeting after mufradat- istima', kalam, tarkib, and qiraah, students learn writing skills through making invitation letters.

**Dars 5: المهنة**

At the first meeting, the teacher teaches mufradat and listening skills (istima'). In the second meeting after mufradat-istima', students learn speaking skills through conversational presentation (Hiwar). At the third meeting after mufradat-istima' as well as kalam, students learn Tarkib (Qawa'id) about "Mashdar Shariih". At the fourth meeting after mufradat-istima', kalam, and tarkib, students learn reading skills through the presentation of the recitation text (Qiraah). At the fifth meeting after mufradat- istima', kalam, tarkib, and qiraah, students learn writing skills through the presentation of personal biodata in Arabic and analysis of text about Profession.

**Dars 6: عيادة المريض**

At the first meeting, the teacher teaches mufradat and listening skills (istima'). In the second meeting after mufradat-istima', students learn speaking skills through conversational presentation (Hiwar). At the third meeting after mufradat-istima' as well as kalam, students learn Tarkib (Qawa'id) about "Fi'il Madhi dan Jumlah Fi'liyah". At the fourth meeting after mufradat-istima', kalam, and tarkib, students learn reading skills through the presentation of the recitation text (Qiraah). At the fifth meeting after mufradat- istima', kalam, tarkib, and qiraah, students learn writing skills through presenting translations of Arabic sentences.

The material selection stage of the Arabic textbook of MTs Class VIII can be seen in terms of learning objectives. This textbook has 6 themes that have learning

objectives. Material wise, it is appropriate, namely interrelationships to achieve these goals, both in terms of mufradat, hiwar, tarkib, and qiraah.

## 1. Vocabulary Selection

The presentation of vocabulary selection often uses natural selection. There are several principles in vocabulary selection, namely: frequency, range, availability, coverage, and learnability.

### a. Frequence

Dars 1 : الساعة	مساء - نهارا - ليلا - عفوا - الآن - يبدأ - ينتهي - إذن - استراحة - شكرا - أستيقظ - أتعلم - أذهب - تبدأ - أرجع - أدرس - ينتهي
Dars 2 : يومياتنا	أنا - النوم - ملابس - أتناول - أذهب - المدرسة - الصباح - مبكرا - تعمل - تتناول - الساعة - أذهب - شكرا - طالب - القراءة
Dars 3 : الهواية	القراءة - شكرا - أسمع - تعلمت - أحب - أهوى - كثيرة - مختلفة - أقضي - الطائرة - صديقة - هوايتي - الطبخ - عائلة
Dars 4 : الرياضة	أريد - التلفاز - أشاهد - برنامج - رياضة - تلعب - تحب - أعضاء - صديقي - يمارس - مدرسة - ممارسة - كرة
Dars 5 : المهنة	المدرس - المدرسة - الطباخ - المهنة - يريد - يصبح - يعلم - تريد - معلمة - يوم - جميع - ذهب - كثيرا - سيارة - قال - عائلة -
Dars 6 : عيادة المريض	بنت - يوم - مبكرا - صلاة - تذهب - المدرسة - تتناول - البيت - يبدأ - تلعب - صديقة - غابة - مريضة - زيارة - الدواء - تناول - شكرا

### b. Range

Dars 1 : الساعة	كم - الآن - في - أي - و متى - ماذا - إلى - سوف - لا - ثم - ل
Dars 2 : يومياتنا	هل - أنت - أنا - في - نعم - و - ماذا - أن - إلى - ل - ب - ثم - ذلك - مع - كيف - كل - كم - إلا - بعد
Dars 3 : الهواية	من - أين - أنت - أنا - هل - هي - أي - متى - ب - و - هل - ما - هذه - هذا - ل - إن
Dars 4 : الرياضة	جانب - في - و - بين - على - فت - من - هل - ل - هو - أما - هم - وراء - أمام - ثم -
Dars 5 : المهنة	ل - أن - لكن - لا - و - في - على - إلى - هذه - عند - من - أو - أن - سوف
Dars 6 : عيادة المريض	ل - في - كل - و - إلى - ثم - على - من - مع - عن - ب - فلما - هذه - ماذا

### c. Availability

Dars 1 : الساعة	الدرس - يستغرق - الحصاة
Dars 2 : يومياتنا	استيقظ - الحمام - دش - تنظيف - أجفف - أمشط - استعارة
Dars 3 : الهواية	هواية - تصوير - صورة - رسم
Dars 4 : الرياضة	رياضة - تلفاز - يمارس - أعضاء - مباراة - اللاعبين

Dars 5 : المهنة	مهنة – طبيب – الصيد – يصبح – منطقة – ممرضة – إطفاء
Dars 6 : عيادة المريض	دواء – زيارة – مريضة – امرأة -

#### d. Coverage

Dars 1 : الساعة	أحياناً: تارة، طورا
Dars 2 : يومياتنا	حوالي: تقريبا، نحو
Dars 3 : الهواية	-
Dars 4 : الرياضة	-
Dars 5 : المهنة	-
Dars 6 : عيادة المريض	مهذبة: لطيف، رقيق

#### e. Learnability

Dars 1 : الساعة	مدرسة، أستريح، أرجع، صباح، ظهرا،
Dars 2 : يومياتنا	صباح – مدرسة – أبي – أمي – عادة
Dars 3 : الهواية	زمن – رمز
Dars 4 : الرياضة	أبي – فيلم
Dars 5 : المهنة	طبيب
Dars 6 : عيادة المريض	صلاة – مدرسة – زيارة

## 2. Grammar Selection

Dars 1 : الساعة	العدد الترتيبي
Dars 2 : يومياتنا	الجملة الاسمية
Dars 3 : الهواية	الجملة الفعلية
Dars 4 : الرياضة	عوامل النواصب
Dars 5 : المهنة	المصدر الصريح
Dars 6 : عيادة المريض	الفعل الماضي والجملة الفعلية

## Material Gradation

The gradation element concerns the layout and order of presentation of material in the textbook. A good gradation will help the reader understand and follow the material smoothly. In the analysis, pay attention to whether the material is arranged gradually from simple to complex, or from basic concepts to advanced. It also pays attention to the use of subchapters, clear headings, and indicators that guide readers in understanding the development of the topic.

### a. In terms of vocabulary

The vocabulary in the said textbook is appropriate, because it is presented periodically from general to special or from simple to complex vocabulary. Then

the new material reinforces the vocabulary that has been learned before. The old vocabulary is repeated in the new material.

**b. In terms of grammar**

The grammar is appropriate and complex, because the grammatical sequence is presented periodically in each dars from easy to difficult and also strengthens the material from the previous dars. Dars 1 discusses العدد الترتيبي, Dars 2 discusses الجملة الاسمية, Dars 3 discusses الجملة الفعلية, Dars 4 talks about عوامل النواصب, Dars 5 discusses المصدر الصريح, and Dars 6 talks about الفعل الماضي والجملة الفعلية. Grammatical has continuity at each dars. Because this grammar is presented from easy to difficult levels. So that students can easily relate new material with the one that has been learned before.

**c. In terms of Qiraah**

Dars 1 : In this dars, the theme is الساعة and the qiraah text presented in this dars is not titled. Dars 2 : In this dars, the theme is يومياتنا and the qiraah text presented in this dars is titled يومياتنا. Dars 3 : In this dars, the theme is الهواية and the qiraah text presented in this dars has no title. Dars 4 : In this dars, the theme is الرياضة and the qiraah text presented in this dars is titled الرياضة المفضلة. Dars 5: In this dars, the theme is المهنة and the qiraah text presented in this dars is titled المهنة في المستقبل. Dars 6: In this dars, the theme is عيادة المريض and the qiraah text presented in this dars is titled عيادة المريض. The gradations presented in the maharoh qiraah from each chapter and one chapter to another, have continuity. Because the title and qira'ah content between one title to another or from the previous title have a relationship and are also presented from simple to complex.

**Material Presentation**

The presentation element relates to how the material is delivered to the reader. This includes writing style, the use of clear and easy-to-understand language, and the use of examples, illustrations, or graphics that support understanding. In the analysis, pay attention to whether the textbook uses a writing style that suits the target reader, whether the explanation is clear and understandable, and whether the material is presented in an interesting way and pays attention to learning needs. In the VIII grade Arabic textbook, the presentation in each dars is quite good, because each dars corresponds to the four language skills which begin with Mufradat as well as Istima', Kalam/Hiwar, Qiraah and Kitabah.

1. Differential Procedure In this class VIII MTs Arabic book, when viewed in terms of differential procedures, it is still not good enough, because every mufrodats presented does not include an Indonesian translation. Maybe because of the demands of the 2013 curriculum that requires students to be active in learning so that students look for the meaning of the vocabulary independently.
2. Intensive Procedure. The intensive procedure in this MTs Class VIII Arabic book for its application is still lacking. However, teachers can deliver material with the help of the learning media.
3. Pictorial Procedure. The pictorial procedure in this class VIII MTs Arabic book for its application is quite good. Because the mufrodats presented there are pictures that can improve students' understanding and also the mufrodats presented is in the form of fi'il.



4. Context Procedures. The context procedures are quite good, because the material in this book is abstract in nature so that it can help teachers in delivering material verbally.

### **Material Repetition**

The element of repetition involves the systematic repetition of material or concepts in textbooks. Repetition can help strengthen understanding and recall of information. In the analysis, pay attention to whether the textbook uses appropriate repetition techniques, such as keyword repetition, material summaries, or relevant exercises. It is important to assess whether the repetitions used in the textbook are adequate and effective in improving the reader's comprehension and memory. The repetition in this Class VIII MTs Arabic book is good. Each chapter applies the principle of repetition by presenting exercises as a repetition of the material learned in each maharah. In addition, the last chapter contains exercises from the previous materials. Because learning a language requires effort and practice that forms new habits for students, so that students are familiar with Arabic both from Arabic maharah and from practice.

### **Conclusion**

The analysis was carried out on MTs class VIII Arabic textbooks. In general, the book "Arabic Class VIII" has met the good criteria in terms of material, which is in accordance with the 4 principles of analysis of William Frances Mackey. From these four aspects, it can be concluded that judging from the aspect of textbook selection, it is still general but the content of the material tends to be more complex, while from the aspect of gradation it has fulfilled the aspects of sorting (gradation) and grouping (categorizing). The presentation aspect has fulfilled differential procedures, intensive procedures, pictorial procedures, and context procedures, while the repetition aspect has been fulfilled with various types of exercises as evaluations. By considering these four elements in textbook analysis, researchers can gain a more thorough understanding of the strengths and weaknesses of the book in presenting learning materials.

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