

Book Analysis of 33 Days of Proficient Arabic from the Perspective of Amani and Awatif

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Abstract:

Books are a source of teaching materials that are easy for students to use in understanding the substance of learning, one of which is the Arabic book 33 days of being proficient in Arabic from elementary to smart without courses and instructors. This study aims to reveal the quality of the book 33 days proficient in Arabic written by Ustadz Syaiful Alim, against the standard and quality of printed books according to the perspective of Amani and Awatif which includes five standard language learning books. The method used in this research is descriptive qualitative based on literature (Library Research). The findings in this study indicate that the standard for achieving the highest (average) standard is achieved by the general form standard of the book with a value of 3.1 while the lowest standard is occupied by the activity and media standard with a value of 2.0. While the other three standards get an average value of 2.1-2.6. got the result that the book 33 days proficient in Arabic is classified as one of the books that describes qoidah nahwu and sharaf of good quality. but there are several aspects of the book that need to be perfected, such as aspects of activity and book learning media, the results of the analysis according to the perspective of Amani and Awatif show 2.0 so that there is a need for improvement, but in other aspects, such as the presentation of material and questions, it is appropriate.

Keywords:

Amani; Arabic; Awatif; Book analysis; Book 33 days proficient

INTRODUCTION

Over time, there have been shifts in the lives and habits of today's Indonesian people as a result of advances in digital media, knowledge, and other disciplines (Syaifullah & Izzah, 2019). In every era that continues to develop, problems and challenges will arise that need to be faced. One of the problems that arises is the lack of community literacy levels, which is caused by the times, technology, and the lack of suitability of the education system (Ramah & Rohman, 2018).

To support learning activities in the classroom, books are one of the supporting tools in the learning process used by students and teachers (Martatik, 2018). Textbooks are the most familiar form of print media. Textbooks are usually compiled and widely published to make them accessible to the general public. The main function of textbooks is as a source of information and references used in learning activities (Albiruni & Ke, 2018) (n.d.). One function of the book is as a reference or source of reference for readers, as well as an evaluation tool (Ernawati & Ernawati, 2022). However, there are several factors that need to be considered

carefully to ensure that the book is easy to understand and achieves the goals set previously. One of these factors is the content and appearance of the book (Albab, 2021). The availability of books has a significant impact on the reader's comprehension process. The availability of various books can also be an indicator for evaluating educational developments and assessing the progress and setbacks that have occurred (Hadi, 2018).

To support the learning process, textbooks play an important role by presenting a systematic description of certain material. This textbook is designed with a specific purpose and is used by readers or students in learning activities, especially as a support at school. In addition to containing material, textbooks also often provide exercises and understanding to train readers' or students' self-learning abilities (Rahmawati, 2015). Textbooks have a role as a source of inspiration and activity, as well as a reference that provides an overview of the content in a particular discipline. Textbooks function as a support in teaching and learning activities. Textbooks are developed with specific objectives that are oriented towards a wide range of material, in accordance with certain fields of study (Muslich, n.d.).

Munir stated that learning resources refer to materials used and needed by teachers and students as support in the learning process (Susanti, 2016). Another definition of learning resources (learning resources) refers to all types of sources, such as information, individuals, and certain objects, which can be utilized by students in the learning process, either independently or in combination, with the aim of facilitating the attainment of learning objectives or competencies certain (Mabrurrosi, 2020).

Conducting an analysis of textbooks is a method for evaluating the quality of textbooks used in learning, in accordance with the qualifications of the books. According to Abdul Syakur, analysis is a research method that aims to reach conclusions by systematically and objectively identifying certain characteristics of existing messages (Ibrahim, n.d.). There are two factors related to the quality of textbooks or textbooks. First, factors related to the textbook itself, which includes the fulfillment of assessment standards and its ability to fulfill the expected functions. Furthermore, there are factors related to textbooks, including supporting factors and factors that can improve the quality of the book (Hanifah, 2014). Thus, a quality book will facilitate understanding of the material for readers through a process of good reading and understanding.

To support an understanding of the topics discussed, the researcher seeks to collect. This research refers to various previous literature and studies that are still relevant to the issue being studied at this time.

The first is an analysis of the Arabic Handbook for Teachers and Students of Class XI Curriculum 2013 by Mirwan and Muhammad (Taufiq & Nashrullah, 2021) In analyzing the book "Arabic Language Handbook for Teachers and Students of Class XI Curriculum 2013", the researcher used four elements that must be considered in assessing the feasibility of a book, namely elements of content, presentation, language, and appearance. The results of the research show that the book is included in the good category based on the analysis carried out (Abdullatif Ghallab, 2020).

In another analysis, an analysis was conducted of the Arabic textbook "Scientific Approach to Curriculum 2013" for grade 1 Madrasah Ibtidaiyah, which was published by the Ministry of Religion of the Republic of Indonesia in 2014 and written by Nurul. This analysis is based on the seven components used, namely: Book content, completeness of material, clarity of language, visual presentation, use of illustrations, and the presence of complete components are factors that need to be considered in assessing the feasibility of a book. In addition, in the aspect of the stages of presenting Arabic material, this research includes Selection, Gradation, Presentation, and Repetition. The results of the analysis of the book suggest that it is feasible. support the achievement of learning goals of Arabic (Hadi, 2018). In research related to Arabic books, Fuadiyah and his colleagues analyzed text errors in Arabic Language Education books in madrasas. In analyzing the text errors, they found seven forms of syntactic errors in the book "Focus: Arabic K13 Teaching Materials Module for Class 5A Madrasah Ibtidaiyah". These errors include word order, idhafah arrangement, incorrect use of vocabulary, incorrect use of al-ta'rif, i'rob, dhamir, and incorrect use of fi'il forms (Hadi, 2018).

That way the research on the book that is analyzed is different from previous research, because this analysis uses the perspective of Amani and Awatif, to determine the quality of the book, therefore in this study it is necessary to study and analyze books that are widely circulated among students and readers. specifically about Arabic books that are easy and practical to understand, so the Arabic book that will be analyzed is a 33 day book proficient in Arabic from elementary to smart, without courses and instructors plus smart formulas and competency tests from the Qur'an, hadiths, and bare books written by Ustadz H. Syaiful Alim, Lc., M.Pd to be analyzed using the perspective of Amani and Awatif, so that the results of the analysis that will be presented will be known.

METHOD

This study utilizes a qualitative descriptive method, which is used to explain the relevant assessment of the book 33 Hari Proficient Arabic from the perspective of Awani and Awatif's assessment. This research adopts the type of library research or Library Research, where data is collected from books and readings that are relevant to the object to be studied. In this study, the book evaluation method was used which had been developed by Amani and Awatif as an approach to book evaluation. So that in the development of the book assessment, there are five aspects that are the focus, especially in the context of Arabic books, where the five aspects are: Assessment includes evaluation of the general form of the book, the introductory part of the book, the contents of the book, the evaluation method used in the book, and activities and learning media contained in the book.

This research is based on the book references being analyzed, namely the book 33 Days of Proficient Arabic (from elementary to smart without courses and instructors) printed by DIVA Press written by Ustadz H. Syaiful Alim, Lc., M.Pd. published in October 2019 (First Printing). The data collection procedure in this study involved reading and understanding the book "33 Hari Proficient Arabic", as well as observing the entire contents of the book. Furthermore, data relevant to the assessment of textbooks are identified and classified. The data is then analyzed to then conclude the results of the book's assessment.

RESULTS AND DISCUSSION

The quality of textbooks can be evaluated based on several aspects, such as content or materials, presentation, graphics, and language. The packaging of material in textbooks is expected to be systematically structured, with references or guidelines derived from textbooks that are considered most relevant to the desired needs and goals. Aspects of presentation of the material is also closely related to graphical aspects. The material presented in textbooks should be accompanied by interesting illustrations and in accordance with the material, so as to assist students in understanding and imagining the topics discussed (Mahyudin Ritonga A. R., 2020).

Textbooks are arranged in an orderly and systematic manner by containing descriptions of appropriate material. The preparation of textbooks is carried out with a specific purpose. This is done regularly and systematically to present material in a structured, logical, and form a system. complete in accordance with a particular field of study, so that analysis is needed to see the quality of a book. And the research will analyze Arabic books, namely the book 33 Days of Proficient Arabic (from elementary to smart without courses and teachers) written by Ustadz

H. Syaiful Alim, Lc., M.Pd. One of those published and printed by DIVA Press uses the perspective of Amani and Awatif.

After analyzing the book 33 Days of Proficient Arabic (from elementary to smart without courses and instructors), it can be said that this book has fulfilled the eligibility of the content that is expected to be related to qowaid starting from the basics. (Baburhan Uzun, 2021) However, in terms of the attractiveness of the material presented in the book 33 days of proficient Arabic, it is less interesting. Because in this case you don't add enough interesting accents such as concise tables or anything else, and you don't include illustrations or interesting pictures for readers, especially among students, and the cover is good and interesting.

Analysis of Arabic Books from Amanidan Amatif Perspectives

The results of observations made in this study were the book 33 Days of Proficiency in Arabic (from elementary to advanced without courses and instructors) written by Ustadz H. Syaiful Alim, Lc., M.Pd. published and printed by DIVA Press in 2019, which describes the science of nahwu and Sharaf starting from the isim chapter and its signs to the isim ghoiru munsorif chapter in a nutshell to make it easier for readers to learn qowaid, so that there are 33 chapters in each chapter designed to be studied in 1 day so that when it reaches chapter 33 it is finished within 33 days, and the author hopes that readers can be proficient in understanding qoidah nahwu sharaf. As well as this book also has evaluation questions which are cited in the Qur'an, hadith and bare books which are intended so that these evaluations can encourage readers to analyze texts in accordance with qoidah nahwu and Shara. Likewise to help increase the reader's knowledge of Arabic vocabulary from the sources that have been presented (Ibrahim Al-Shara, 2013).

In the context of the importance of evaluating Arabic books, Amani and Awatif have developed a book evaluation theory that aims to assess books based on certain criteria which are expected to become standards for determining and selecting quality and appropriate Arabic books. According to Amani and Awatif, textbooks that meet quality standards must meet There are five aspects of feasibility assessment in a textbook. adequate books, quality evaluation methods, as well as activities and effective learning aids contained in books (Bahy & Taufiq, 2021). Based on the discussion that has been described, the researcher found the results of an assessment of the book "33 Days of Proficient Arabic" :

The results of the Quality Analysis of Arabic Books "33 Days of Proficiency in Arabic" from the perspective of Amani and Awatif

No	Elements of Assessment	Book Value (Average)
1	General Format of the Book	3,1
2	Book Introduction	2,1
3	Book Contents	2,4
4	Book Evaluation Method Quality	2,6
5	Book Learning Activities and Media	2,0

The average score obtained in the analysis of the book 33 days proficient in Arabic is 2.44, so the results show that this value 2 is in the munkhofidhoh category because in this book it focuses more on learning qoidah nahwu and shorof does not cover learning Arabic as a whole by using four greats. So that from the results of the data obtained from the detailed analysis of the assessment of textbooks according to Amani and Awatif:

Assessment of the General Form of the Book

Assessment of the quality of the book when viewed from the general form of the book in accordance with the amani and awatif, in the 33 Days of Advanced Arabic language book, the results of the detailed assessment amount to 16 elements of the assessment, namely: The color suitability of the outer cover of the book with a score of 4, the robustness of the outer cover of the book with score 4, attractiveness of the cover with a score of 4, suitability of the cover with the contents of the book with a score of 3, superior paper quality with a score of 3, the book is free of typos with a score of 3, print clarity with a score of 4, the existence of a table of contents with a score of 4, the book latest issue with a score of 4, regular chapter titles and sub-chapters with a score of 3, regularity of the placement of chapters in the book with a score of 3, the size and quality of the book according to students' scores with a score of 3, clear and simple pictures and graphics with a score of 1, pictures according to discussion with a score of 1, and a list of references with a score of 4. So the overall results show a score of 51 and the average score is 3.1. In this case, it is found that the Arabic book 33 Hari Mahir Arabic has an interest in writing titles and thick book covers and embossed writing combined with an attractive cover color

combination and strengthened by the references presented so that they have attractiveness. separately for readers.



Book Preliminary Assessment

The assessment in the introduction of this book contains 10 elements of assessment according to amani and awatif, and this includes: providing a summary of the purpose of the book with a score of 3, containing the meaning of the contents of the book with a score of 3, providing educational principles that have been observed writer with a score of 3, students are directed to benefit from activities, teaching aids, and appropriate assessment methods with a score of 1, showing the use of books before being used in learning with a score of 2, the introductory book provides views on the importance of the Arabic language with a score of 1, increase student learning motivation with a score of 3, encourage dialogue between teachers and students with a score of 1, provide an overview of book methodology with a score of 1, explain the relationship between books and curriculum and teaching aids with a score of 1. So that the overall results show a score of 19 and a score of average with a score of 1.9. In this case, the book 33 Hari Mahir Arabic lacks models, methods or learning media and visual aids in the material presented, and the author also does not include some of the khiwar described in the evaluation but rather complements or understands a particular text.

Book Content Assessment

The next assessment is the assessment of the contents of the book which in the perspective of amani and watif in the assessment of the contents of the book there are 21 points. references that provide references, sources, and additional materials with a score of 3, content includes knowledge with a score of 3, content related to student needs with a score of 2, content

showing new terms with a clear method with a score of 3, content containing religious values , political, economic, and social with a score of 1, the content includes individual and group skills with a score of 1, the content fulfills the principles of knowledge and education with a score of 3, the similarity of the content with the total value with a score of 3, the suitability of the content with student psychology with a score of 2, the content follows the progress of knowledge with a score of 2, the content pays attention to the level of concepts with a score of 4, the content pays attention to differences between individuals with a score of 1, the content can develop individual values and attitudes with a score of 2, the suitability of the content with the theme and pictures with a score of 1, the content takes into account the interest in thinking in learning with a score of 2, content can develop cooperation in students with a score of 2, content takes into account student needs with a score of 2, content includes various texts (Quran, hadith, poetry, and prose) with a score of 4, and content can improve language students with a value of 3. So that the overall result with a score of 51 and the average value is 2.4.

So in this case it is found that the book 33 Days of Proficiency in Arabic has not been able to awaken readers' skills in collaboration or groups, and also in this case there is a lack of psychological suitability and ability for each reader so that the material is equalized, and in each discussion each chapter is lacking adding pictures or material designed with pictures so that it is more interesting when studying each chapter.

Book Evaluation Method Assessment

The book evaluation method is the fourth assessment of the book 33 Days of Proficient Arabic according to the perspective of Amani and Awatif. In assessing the evaluation method of this book, a total score of 60 was obtained with an average of 2.6. There are 23 assessment points included in the assessment of the book evaluation method, including: The book evaluation method is related to the purpose of the book with a score of 3, The book evaluation method is related to the contents of the book with a value, The evaluation method can encourage students' way of thinking with a score of 4, made with sections and the right way with a score of 2, The level and clarity of the evaluation method with a score of 3, Evaluation of books can improve student achievement with a score of 3, Evaluation according to the level of student understanding with a score of 2, Evaluation method according to the level of student thinking with a score of 2, Style of method evaluation relates to the purpose of the book with a score of 4, the evaluation method is according to the student's age level with a score of 1. The evaluation method is comprehensive with a score of 3. (Rima Abu-Omar, 2018)The book

evaluation method can develop students' writing skills with a score of 4. Evaluation can develop students' speaking skills with a score of 1. The evaluation method can encourage students to learn independently with a score of 3. The evaluation method has three areas, namely cognitive, skills, and competitiveness with a score of 1. It can develop students' skills to seek external sources with a score of 3. The evaluation method contributes to helping teachers to improve teaching by score 2. Can help to increase teacher motivation towards desired learning with a score of 2. Availability of an evaluation method in providing counter questions (implied or explicit with a score of 3. The evaluation method provides clear questions with a score of 3. The evaluation style is balanced and gives equal weight on each side with a score of 2. The characteristics of the evaluation method apply to measuring student abilities with a score of 3. The robustness of the characteristics of the evaluation method with a score of 2.

From the explanation of this assessment, it can be obtained an analysis that in the assessment of the book evaluation method there is very good development by readers or students in improving the maharah of the book, and evaluation that is in accordance with the material presented by using questions to understand a text so that it can help readers or students in looking for references from other books and additional languages in answering the questions, but there are some deficiencies where the book 33 Days of Proficiency in Arabic does not present material to improve speaking comprehension and focuses more on reading and writing comprehension, and in evaluation as well there is no level according to the age or ability of the reader or student.

Assessment of Learning Activities and Media

In the assessment of learning activities and media in the book 33 Days of Proficient Arabic, there is an assessment with a total score of 41 with an average value of 2.0. Assessment of learning activities and media is based on 20 points of assessment from the perspective of Amani and Awatif, with the following results: Activities relate to the results and contents of books with a score of 3. The activity section pays attention to individual differences with a score of 1. Activities take into account student tendencies and needs with a score of 3. Activities related to group collaboration between students with a score of 2. The feasibility of activities based on the educational environment with a score of 2. Activities related to the development of students' creative thinking patterns with a score of 3. Activities are packaged with concepts to achieve learning objectives with a score of 3. Books have sufficient activities to each title with a score of 3. Activities for developing students' thinking with a score of 2. Activities covering

various cognitive, emotional, and psychomotor aspects of students with a score of 1. Availability of facilities to reinforce material with a score of 1. Activities to foster curiosity, research, and exploration with score 2. Activities can develop students' writing and reading skills with a score of 4. Aids in interesting books with a score of 1. Assistive devices can stimulate students' thinking with a score of 1. Media can encourage students to create their own learning media with a score of 2. Media and activities clear and precise with a score of 1. Various and complete media and activities with a score of 1. Media and activities consider the level of students with a score of 1. Media and activities encourage students to learn independently with a score of 4 (Mahyudin Ritonga H. E., 2023).

From the results of the analysis above, it is known that the assessment of activities and media in the book *33 Days of Proficiency in Arabic* received a poor score because overall the application of learning activities and media in this book does not yet exist and focuses on reading and writing skills, so there is a lack of the availability of interesting and varied media to encourage the learning process, so that it does not cover the cognitive and psychomotor aspects of readers or students, and the lack of auxiliary media tools in the material presented, but in this book it can develop readers' reading and writing skills (Zainul Arifin, 2023). This book is also not like the chapters on Arabic language skills instruct with listening and speaking skills, but in this book it focuses on explaining qoidah nahwu and shorof in order to develop readers' reading and writing skills.

In contrast to the books that have been developed and widely used in the learning process, the Arabic language textbooks for Madrasah Aliyah are the object of research with the 2013 curriculum. The book covers discussion of Arabic material, including *istima'*, *kalam*, *qira'ah*, *kitabah*, and *tarkib* (Mahmudah, Syaifullah, Aziz Q, & Hernisawati, 2021). The book also contains descriptions of subject matter or certain fields of study which are arranged systematically and have been selected based on specific objectives, learning orientation, and student development so that they can be absorbed properly (Faoziyah & Izzah, 2021). In addition, the material in the book has been adapted to the cognitive development of students and is in line with the curriculum and educational goals. The book is presented interactively and has learning stages that help in the teaching and learning process. The language also uses a language structure that is appropriate to the level of understanding of students. Visually, the book is also interesting because it is equipped with illustrations (Syamsi, Sari, & Pujiono, 2013).

One example of another book is the Arabic Language Textbook for MTs with the KMA Curriculum No. 183. This book covers all content which includes *qira'ah* and *hiwar*, and

discusses question words, grammatical arrangements, and instructional skills such as understanding, application, analysis, demonstration, arrangement, processing, reasoning, and presentation in learning Arabic (Chasanah & Rizal, 2023), In addition, this book also covers the psychomotor domain which emphasizes the physical skills and creativity of students in carrying out applied tasks and projects. The level of expertise of students in this field can be measured through the various activities they carry out.

CONCLUSION

The conclusion that can be drawn from an analysis of Arabic books is the book 33 Days of Proficient Arabic (from elementary to smart without courses and teachers) written by Ustadz H. Syaiful Alim, Lc., M.Pd, which has been carried out by researchers, so it was found that the book 33 Days of Arabic Proficiency (from elementary to smart without courses and instructors) published by DIVA Press is categorized as one of the (good) books as a support for learning Arabic specifically studying qoidah qoidah nahwu Sharaf Arabic using the results analysis of five aspects based on the perspective of Amani and Awatif shows the following assessment: Assessment of the general form of the book obtains a score of 3.1. The assessment of the book introduction obtained a score of 2.1. Assessment of the contents of the book obtained a score of 2.4. An assessment of the quality of the book evaluation method obtained a score of 2.6. Assessment of book learning activities and media obtained a score of 2.0.

However, from several assessment descriptions in the 33 Days of Proficiency in Arabic, there are still some deficiencies that need attention and need to be added to the presentation of the material, such as the lack of attractive media accents and the inclusion of images or videos that can make it easier for readers or students in each material. and in the book it focuses more on reading and writing skills so that listening and speaking skills are not found. But in other respect it is good because it is combined with reinforcement questions taken from verses of the Qur'an, Hadith and sentences in existing bald books.

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