

## **Analysis of Textbook Durusul Lughah Al-Arabiyah Volume 1 by Imam Zarkasy and Imam Shubani**

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### **ABSTRACT**

This research aims to analyze the textbook Durusul Lughah Al-Arabiyah Volume 1 by Imam Zarkasy and Imam Syubani. Data collection techniques in this research are observation and data analysis. The steps used in this research are observing textbooks, sorting data, determining data, and analyzing data that has been obtained from observations that have been made. The results showed that the textbook Durusul Lughah Al-Arabiyah Volume 1 by Imam Zarkasy and Imam Syubani has met the criteria in the aspects of language and language skills displayed, such as elements of Qowaid, Muhadatsah and Mufradat. In addition, the book has been balanced which has presented four language skills namely maharah istima (listening), kalam (speaking), qiro'ah (reading) and kitabah (writing).

**Keywords: Textbook, Arabic Language, Durusul Lughah Al-Arabiyah Volume 1**

### **ABSTRAK**

*Penelitian ini bertujuan untuk melakukan analisis terhadap buku ajar Durusul Lughah Al-Arabiyah Jilid 1 Karya Imam Zarkasy dan Imam Syubani. Teknik pengumpulan data dalam penelitian ini observasi dan analisis data. Adapun langkah-langkah yang digunakan pada penelitian ini ialah mengamati buku ajar, memilah data, menetapkan data, dan menganalisis data yang sudah diperoleh dari pengamatan yang telah dilakukan. Hasil penelitian menunjukkan bahwa buku ajar Durusul Lughah Al-Arabiyah Jilid 1 Karya Imam Zarkasy dan Imam Syubani telah memenuhi kriteria dalam aspek bahasa dan ketrampilan berbahasa yang ditampilkan, seperti unsur Qowaid, Muhadatsah dan Mufradat. Selain itu buku tersebut telah seimbang yang dimana sudah menyajikan empat ketrampilan berbahasa yaitu maharah istima (mendengarkan), kalam (berbicara), qiro'ah (membaca) dan kitabah (menulis).*

**Kata Kunci: Buku Ajar, Bahasa Arab, Durusul Lughah Al-Arabiyah Jilid 1**

## A. INTRODUCTION

Textbooks have a very important role in the teaching and learning process (Sulaeman et al., 2024). With the existence of textbooks, learning can be more meaningful and quality. Textbooks are one of the basic pillars in the learning process, which functions as a learning resource that can bring teachers and students together. Because both are involved in the meaning of goals and learners (Umam, 2020). Thus, textbooks are used as the main source of knowledge.

Good and inspiring books can make learning interactive, dialogic and constructivistic. A good book can make learners feel comfortable and happy in learning, so they are motivated to improve their reading and comprehension (Ayu et al., 2023). Sheikh Abdurrahman bin Ibrahim al-Fauzan, a leading scholar and expert in the field of Islamic religious studies, set important standards for quality Arabic textbooks (Abdilah & Abdurrahman, 2023). Arabic textbooks must have a clear and systematic structure, pay attention to individual student needs, prioritize communicative aspects, use effective and interactive learning methods, and contain Islamic moral and ethical values. If the textbook meets the criteria, it can be a useful tool to help students understand and master Arabic (Pardomuan & Ristua, 2023).

Along with the rapid development of the times from time to time, Arabic textbooks have experienced significant developments (Setyawan & Anwar, 2020). These books not only focus on grammar and vocabulary, but also include the use of educational technologies such as digital applications and online platforms that allow students to learn more dynamically and contextually. This includes the use of educational technologies such as digital apps and online platforms that allow students to learn more dynamically and contextually. In addition, contemporary textbooks integrate Islamic moral and ethical values, consider the various needs of students, and present material with a clear and systematic structure (Rini et al., 2021). The aim of all these advancements is to make Arabic language learning more interesting, efficient, and in line with the needs of the times.

The preparation of Arabic language books is also a response to the needs of the user community as well as the application of new effective methods by the author (Safira, 2021). For example, the first Arabic textbook written by an Indonesian

scholar, “Durus al-Lughah al-Arabiyyah”, which consists of four volumes, is the work of Prof. Dr. Mahmud Yunus written when he was studying at the Faculty of Dar al-Ulum, Cairo University, Egypt. The book is intended to serve the needs of Indonesian children who are interested in continuing their studies to Middle Eastern countries. The book is organized using modern methods, making it an important reference in Arabic language learning that is in accordance with the times and the needs of students.

There are previous studies that are similar to the current research, based on research (Setiawan & Firmansyah, 2024) explaining that the material in the Durusul Lughah Al Arabiyah Volume 1 book is quite good and in accordance with textbook standards. This book consists of 25 chapters that discuss daily activities with illustrations, vocabulary, language rules, and questions and examples. This helps students, especially beginners, learn, understand, and practice Arabic every day. The shortcomings of the book Durusul Lughah Al Arabiyah Volume 1 by Imam Zarkasyi and Imam Syubani do not have color pictures in the mufrodat, nahu shorof, muhadrasah, and table of contents sections. However, overall, the book meets the requirements, which is evidenced by the fact that it is used well in learning.

Although it has advantages and disadvantages, the Durusul Lughah al-Arabiyyah book is good enough and according to textbook standards in general. According to (Aceh & Nasution, 2023) The results showed that the Durusulughah al-Arabiyyah textbook meets the requirements set by Rusydi Ahmad Thu'aima in terms of language aspects and language skills presented. According to the feasibility, the Durusulughah al-Arabiyyah Volume I book is in accordance with the elements of mufrodat, qawaid, and muhadrasah, but not in accordance with the elements of muthola'ah. Therefore, based on the analysis of the feasibility of language skills aspects, the book is considered appropriate and suitable for use. The book demonstrates the four language skills. The book also tries to balance the presentation of the four language skills.

From the previous research above, it can be concluded that the textbook Durusul Lughah Al-Arabiyyah Volume 1 by Imam Zarkasy and Imam Syubani generally meets the standards of a good textbook. This book consists of 25 chapters

that discuss daily activities with illustrations, vocabulary, language rules, and questions and examples. The purpose of the book is to help students, especially beginners, learn, understand, and apply Arabic on a daily basis (Rahman et al., 2023). This book is considered to meet the requirements as it is well used in learning. However, the mufrodat, nahwu shorof, muhadasah, and table of contents sections do not have color pictures. In addition, this book meets the requirements, for language aspects and language skills, according to the elements of mufrodat, qawaid, and muhadasah.

In learning Arabic, there are many textbooks, such as the KMA 183 Arabic language book in 2019, K13 Arabic language Yudhistira and Arabiyah baina yadaik, and so on. However, there are several Modern Islamic Boarding Schools that use the book *Durusul Lughah Al-Arabiyah Volume 1* by KH. Imam Zarkasyi and Imam Syabani published by the Trimurti publisher which is one of the administrations of the Darussalam Gontor modern boarding school, the book was first used and applied in Modern boarding schools, especially Kuliyyatul Mu'alimin al-Islamiyah.

The Arabic textbook *Durusul Lughah Al-Arabiyah Volume 1* prioritizes the direct method in the early stages and uses other methods in the later stages. The textbook consists of two volumes, and each volume contains basic lessons for mastering the Arabic language. The textbook is designed to be used in everyday communication. In addition, the book is also intended for use in learning Arabic, this is because many Gontor graduates and graduates of Modern pesantren are able to fluently speak Arabic fluently because the systematization of this book is effective and the chapters in the book are appropriate so that it is easy to learn by beginners and helps to practice and understand Arabic easily.

The purpose of this study is to analyze the textbook *Durusul Lughah Al-Arabiyah Volume 1* by Imam Zarkasy and Imam Syubani, whether the book is appropriate in terms of quality and standards of textbooks in general. As for what makes this book interesting to analyze is that the book is still used in several schools, informal institutions, and Islamic boarding schools with Modern language, until the book is very existent used as Arabic teaching material until now.

## **B. THEORETICAL FOUNDATION**

### **Definition of Textbook**

Learning resources are items that are available in the learning environment and are useful for assisting teachers and students in learning. Learning resources include materials used and needed in the learning process, such as books, print media, electronic media, sources, and the surrounding environment that can encourage students to participate more actively in the learning process (Sulaeman et al., 2024).

One component that plays an important role in achieving basic competencies and competency standards is textbooks. Textbooks are student books used for learning activities that contain information and evaluation. According to Mintowati (2003), textbooks are an important component in the learning process. Thus, textbooks are included in the category of textbooks used by teachers during the learning process. The textbook in question is a book that is used directly in the learning process in the classroom (Devirita et al., 2021).

Meanwhile, according to the Center for Bookkeeping (2003), textbooks are one of the main sources of knowledge used by students at school and greatly support the teaching and learning process. Textbooks have an important role in determining how well students learn the material at school. High-quality textbooks can also help and guide students in their learning process. Books created using new paradigms and adapted to the applicable curriculum will direct the learning process in accordance with the demands of the curriculum and the paradigm (Komariah & Halimah, 2022).

Based on the definition of textbooks above, it can be concluded that textbooks are one of the key components in the learning process that serves as the main source of knowledge for students and a tool for teachers. Textbooks, which are included in the textbook category, contain information, discussions, and evaluations designed to facilitate understanding of the material by students and support the achievement of basic competencies and competency standards. Thus, textbooks prepared in accordance with the applicable curriculum and developed with a new paradigm will direct the learning process towards achieving the desired educational goals.

### **The Function of Textbooks**

Textbooks must contain the necessary material and be organized systematically and regularly. Because coursebooks must provide a clear perspective on the material, especially with regard to the principles used, the approaches used, the methods applied, and the teaching techniques used. In addition, as a source of material, coursebooks must be able to present material in a way that is easy to understand and organized. This will help the learning process effectively (Wahid, 2018).

Textbooks have many important functions. One of them is. First, they should reflect a strong and modern perspective on teaching and show how those principles are applied in the material presented. Second, they should present primary sources that are broad, easy to read, and appropriate to students' interests and needs. This will serve as the basis for a program of activities that help students improve their expressive skills in real-life contexts.

Third, the coursebook should show how the material is presented. Fourth, the coursebook and accompanying guidebook should feature teaching approaches and tools that motivate students. Fifth, the coursebook should provide support for practical exercises and tasks, and provide the necessary initial fixation. Sixth, evaluation materials should be available in the textbook (Febrianto & Puspitaningsih, 2020).

Thus, coursebooks must have a clear perspective, especially on the teaching principles, approaches, methods and techniques used. Textbooks, as a source of material, must present high-quality content in an organized, systematic, varied, and information-packed manner. In addition, coursebooks should challenge, stimulate, and support student activity and creativity. Therefore, coursebooks should attract and encourage students and other readers. Motivation can come from the many new ideas and ideas offered, as well as the use of simple, flowing, and easy-to-understand language.

### **Good textbook criteria**

According to Krismasari (2016), good textbook criteria can be seen from several aspects according to BSNP. From the Aspects of Language Feasibility, it is divided into 5, namely: 1) Straightforward: Textbooks must use clear and direct

language, without rambling, so that it is easily understood by students, 2) Communicative: The language used must be able to convey messages effectively and attract students, 3) Dialogical and Interactive: The textbook must be able to invite learners to interact, either through questions, discussions, or other activities, 4) Appropriateness to Learner Development: The language used must be in accordance with the level of cognitive and emotional development of learners, 5) Conformity with Language Rules: The use of language must follow correct grammatical rules, including spelling and sentence structure (Handayanti et al., 2021).

While from the Aspect of Feasibility of Material or content is divided into 4 kinds, 1) Suitability of Material with Basic Competencies: The material presented must be relevant and support the achievement of basic competencies that have been determined, 2) Accuracy of Material: The information provided in the textbook must be accurate and can be accounted for the truth, 3) Updating the Material: The material presented must always be updated in accordance with the development of science and technology, 4) Encourage Curiosity: The material must be presented in an interesting way and motivate students to learn more and explore deeper knowledge (Aprilyanti & Hafidah, 2023).

Finally, the Graphic Feasibility Aspect is divided into 3 types, 1) Book Size: Textbooks must have an appropriate size, so that it is convenient for students to carry and use, 2) Book Cover Design (Cover): The cover design must be attractive and reflect the contents of the book, so that it can attract students to read, 3) Book Content Design: The layout and illustrations in the book must be well organized to help understand the material. Good content design also includes the use of easy-to-read fonts and the use of the right colors (Anisa Nur Rahma et al., 2021).

By fulfilling these criteria, textbooks will be able to become effective and interesting learning resources for students, support the achievement of learning objectives, and improve the overall quality of education.

### **C. RESEARCH METHODS**

The method in this research is non-interactive qualitative, because it examines based on documents (Hermawan, 2019). The method used is library

research or literature study. According to Khatibah (2011) Library research or library research is research conducted through data collection or scientific papers that aim at the object of research or data collection that is literature, or a review to solve a problem on relevant library materials (Pranoto, 2022).

The data sources obtained by researchers come from primary and secondary data sources. The primary data in question is the textbook *Durusul Lughah Al-Arabiyah Volume 1* by Imam Zarkasy and Imam Syubani, while secondary data is obtained from literature books or journals and other media related to the book *Durusul Lughah Al-Arabiyah Volume 1*. Data collection techniques are observation and documentation. Observations were made by looking at the textbook both from the content and use in the teaching and learning process. The data analysis used content analysis, then checked the validity of the data and presented descriptively.

#### **D. RESULTS AND DISCUSSION**

One of the books that presents methods and learning Arabic is the book *Durusul Lughah Al-Arabiyah Volume 1* (Arabic language lessons volume 1) by Imam Zarkasyi and Imam Syubani (Arrohmah et al., 2024). Imam Zarkasyi is also known as Trimurti, one of the founders of Boardimh Modern Darussalam Gontor, while Imam Syubani is one of the teachers at Gontor (Hidayat et al., 2020). Boarding Gontor KMI (Kuliyatul Mu'allimin al-Islamiyyah), uses the book *Durus al-Lughoh Al-Arobiyah Juz 1* as an Arabic textbook for its students. This book provides its own color in the process of Arabic language development in Indonesia. The purpose of the *Durusul Lughah Al-Arabiyah Volume 1* book is so that students can master the language and speak well.



Durusul Lughah Al-Arabiyyah Volume 1 aims to provide students with a solid foundation in Arabic language learning (Aceh & Nasution, 2023). The main purpose of this book is to help master Arabic grammar and communication skills. The book is designed for students to understand the basic rules of the Arabic language through a systematic explanation of grammar (nahwu and sharaf). In addition, this book introduces vocabulary that is relevant and useful for daily life, which helps to enrich vocabulary (Fauzan et al., 2020).

### **Book Structure and Content**

To facilitate the learning of Arabic gradually and systematically, the book Durusul Lughah Al-Arabiyyah Volume 1 is organized with a systematic structure (Aceh & Nasution, 2023). In addition, this book is a scientific work in Arabic language development that aims to meet the needs of Arabic language learning, both through systemic-collective learning in formal educational institutions and individual or independent learning.

In presentation, Durusul Lughah Al-Arabiyyah Volume 1 uses fluent (standard) Arabic, does not use 'amiyah language (daily conversation), and does not use intermediary language as an ideal method for teaching languages (Mawardati, 2021). This book uses a modern learning approach, but still maintains the special characteristics of the Arabic language. Thus, the authenticity of the Arabic language is maintained even though it has used modern learning methods.

The purpose of each chapter in Durusul Lughah Al-Arabiyyah Volume 1, which consists of 25 chapters and comprises 176 pages, is to provide a deeper understanding of various important aspects of Arabic language learning, such as

speaking skills, vocabulary, grammar (nahwu and sharaf), and speaking skills. In addition, the book features relevant reading texts to help students improve their ability to read and understand texts.

**Table 1: The Chapters In The Book Durusul Lughah Al-Arabiyyah Volume 1 by Imam Zarkasyi And Imam Syubani**

١	الدرس الأول	هذا، ذلك
٢	الدرس الثاني	هذه، تلك
٣	الدرس الثالث	هذا، هذه، ذلك، تلك
٤	الدرس الرابع	هنا، هناك
٥	الدرس الخامس	فوق، تحت، على، في، بين، وراء، أمام
٦	الدرس السادس	لك، لك، لي، لها، له
٧	الدرس السابع	ي، ك، ك، هـ (هـ)، ها
٨	الدرس الثامن	الأعداد ( ١ - ١٠ )
٩	الدرس التاسع	مفرد، مثنى، جمع (للمؤنث)
١٠	الدرس العاشر	مفرد، مثنى، جمع (للمذكر)
١١	الدرس الحادي عشر	ليس، ليست، لست، لست، لست، لسنا
١٢	الدرس الثاني عشر	الأعداد ( ١١ - ٢٠ ) للمذكر
١٣	الدرس الثالث عشر	الأعداد ( ١١ - ٢٠ ) للمؤنث
١٤	الدرس الرابع عشر	الأوصاف
١٥	الدرس الخامس عشر	أسماء التفضيل
١٦	الدرس السادس عشر	الألوان
١٧	الدرس السابع عشر	الأشكال
١٨	الدرس الثامن عشر	الضمائر المنفصلة
١٩	الدرس التاسع عشر	الأفعال المضارعة
٢٠	الدرس العشرون	أفعال الأمر
٢١	الدرس الحادي والعشرون	أفعال الأمر
٢٢	الدرس الثاني والعشرون	الأفعال المضارعة و أفعال الأمر

جسم الإنسان	الدرس الثالث والعشرون	٢٣
الجملة	الدرس الرابع والعشرون	٢٤
الجهات	الدرس الخامس والعشرون	٢٥

The book *Durusul Lughah Al-Arabiyah Volume 1* is popular because the discussion is relevant to daily activities. The material in this book has a close relationship with the learning needs of students, especially in the pesantren environment, because some of the material presented is related to daily life. Thus, the material in this book can be directly practiced in daily activities.

In terms of form, this 176-page book is very well designed. The text used is clear and easy to read, and the material presented is equipped with many pictures even though it is not in color. So that students easily understand. This helps students understand the material presented through pictures. These pictures are always arranged systematically, thematically, and sequentially.

Overall, the material contained in *Durusul Lughah Al-Arabiyah Volume 1* by Imam Zarkasyi and Imam Syubani is very good and meets the standards of learning books. The book consists of 25 chapters covering daily activities complete with picture examples, vocabulary, linguistic rules, and practice questions. All the materials presented make it easy for learners, especially beginners, to learn, understand, and practice Arabic in daily conversation.

### **Teaching Approach**

The *Durusul Lughah Al-Arabiyah Volume 1* book uses a communicative approach in learning Arabic. This approach emphasizes the use of language in real situations, which allows students to learn to communicate well (Rifa'i, 2021). The materials in this book are designed so that students can use Arabic effectively in everyday life.

One of the main aspects of this approach is active interaction. The book encourages students to actively participate in various speaking and listening activities. Some of the methods used to improve students' speaking skills include discussion, dialog, and conversation simulation. By actively participating, students can more quickly master the language being learned (Nurlaela, 2020).

In addition, the material covered in this book is always linked to real-world situations that are relevant to students' lives. Each chapter contains conversational exercises meant to encourage students to speak with classmates in Arabic. This method enhances students' speaking skills in addition to improving their understanding of language structures. In addition, the book discusses various language functions, such as requesting information, giving directions, and expressing opinions, which can be used in daily conversations (Yunita & Pebrian, 2020).

In addition to the communicative approach, this book also utilizes the structural approach in teaching grammar, where each concept is introduced gradually and repeated in various practice contexts (Thohir et al., 2021). This method centers on teaching grammar (nahwu and sharaf) gradually and systematically. Therefore, students are given the opportunity to understand basic rules before learning more complex concepts. The grammar material covers basic concepts such as verbs, and nouns to more complex concepts such as sentence structure and word form changes.

Each grammar concept is complemented by adequate exercises to ensure deep understanding. Repetition of the material in various exercises helps students understand the material better (Supriadi, 2024). In addition, the book provides in-depth explanations of each grammar rule, complete with examples. Each chapter is organized in a clear way, starting with the understanding of new concepts, explanations of the rules, and examples of usage, and ending with exercises, so that students can follow and understand the material well.

### **Linkage to The Curriculum**

Before making a textbook, it must refer to the curriculum that has been set, especially in developing or making Arabic textbooks, it must pay attention to several important aspects so that the learning process becomes effective, one of these aspects includes plans, objectives, content and guidelines for achieving predetermined learning objectives (Amrullah, 2021). The book *Durusul Lughah Al-Arabiyyah Volume 1* by Imam Zarkasyi is closely related to the Arabic language learning curriculum in Islamic educational institutions, especially Indonesia.

Because this book was made to meet the objectives of Arabic language education, meet the needs of students, and support the curriculum.

One of the proofs that this book fulfills the curriculum in Arabic is that it has the main objective of developing four basic language skills such as *Istima'* (listening), *kalam* (speaking), *qiro'ah* (reading) and *kitabah* (writing) (Yuliawati & Inayati, 2023). With a strong grammatical foundation through *nahwu* and *shorof*, this book ensures that each of these skills is taught and practiced thoroughly. This method not only helps students understand the structure of the Arabic language, but also helps them use it effectively in daily life, in accordance with the Arabic curriculum standards.

### **Pros and Cons of Textbooks**

Imam Zarkasyi's book *Durusul Lughah Al-Arabiyah Volume 1* has many advantages, which make it an essential reference for learning Arabic. One of its biggest advantages is its clear system. With an organized and easy-to-follow structure, this book makes it easy for students to understand and master the material gradually. Each chapter is organized, starting with the basics of the language and ending on more complicated topics.

The variety of exercises presented for students is another strength of this book. The exercises cover the four basic skills of Arabic: *istima'* (listening), *kalam* (speaking), *qiro'ah* (reading), and *kitabah* (writing). With these exercises, students can practice and develop every aspect of their Arabic language skills.

In addition, through the emphasis on *nahwu* and *shorof*, this book offers a solid grammatical foundation, which greatly helps students understand the structure of the Arabic language well. One of the most noteworthy aspects of this book is a good understanding of *nahwu* and *shorof*, which is essential for the ability to read and write correctly.

The teaching approach used in this book is not only structural but also communicative. This approach helps students understand language theory and how to use it in everyday communication. This method helps students learn to speak and listen, which makes them better prepared to speak in Arabic in real situations.



Although this book has many advantages, there are also some disadvantages. One of them is the lack of supporting media such as audio or video that can help students practice listening and speaking. This supporting media is very important for language learning because it can provide examples of correct pronunciation and intonation.

One of the glaring shortcomings of this book is that the pictures are not yet in color. Attractive and colorful images can increase students' interest and motivation to learn. Learning can be more fun and effective with interesting pictures. Therefore, the addition of visualization elements and supporting media in this book will be very beneficial for students.

## E. CONCLUSIONS

The results showed that the textbook *Durusul Lughah Al-Arabiyyah* Volume 1 by Imam Zarkasyi fulfills the requirements for language aspects and language skills. In this book, there are important elements such as *Qowaid* (grammar), *Muhadatsah* (conversation), and *Mufradat* (vocabulary) effectively in assisting teaching. In addition, the book presents the four main language skills: *maharah istima'* (listening), *kalam* (speaking), *qiro'ah* (reading), and *kitabah* (writing).

In addition, the *Durusul Lughah Al-Arabiyyah* Volume 1 book is an effective and comprehensive learning resource for students who want to master Arabic as a whole, because of the balance in the presentation of these four skills. Although this book has disadvantages and advantages as in general teaching materials, this book has met the Ministry of Religious Affairs' teaching book standards which include

four skills. Overall, this book meets the requirements of Arabic language learning and is an excellent reference.

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