

PRAXEOLOGICAL ANALYSIS OF THE TEXTBOOK AL-'ARABIYYAH LIL-NĀSHI'IN

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Abstract: Arabic textbooks have a crucial role in supporting the learning process at various levels of education. As the main source of teaching materials, textbooks not only serve as a reference for students, but also as a guide for educators in designing effective learning strategies. In this context, this study aims to analyse the *Al-'Arabiyyah Lil-Nāshi'in* textbook with a praxeological approach and identify didactical obstacles in the textbook. This study uses a library research method with a qualitative descriptive approach that focuses on analysing *Al-'Arabiyyah Lil-Nāshi'in*. The praxeological framework developed by Chevallard was applied in assessing the structure of the textbook through four main components: task type, technique, technology, and theoretical justification. The results show that although the book has been systematically structured according to the principles of language learning, there are still some didactic obstacles that hinder its optimal effectiveness. One of the main obstacles is the vagueness of instructions which can cause confusion for learners in completing the given tasks. In addition, the lack of relevant examples also contributes to students' low understanding of the concepts learnt.

Keywords: Arabic Textbook, *Al-'Arabiyyah Lil-Nāshi'in*, Praxeology, Didactic Barriers, Language Learning.

Introduction

Textbooks play a central role in supporting the learning process, both for students and educators. As the main source of material delivery, textbooks are not only a reference for students, but also serve

as a guide for educators in designing effective learning strategies and according to student needs.¹ To be used optimally, textbooks must meet eligibility standards, both in terms of content, language, presentation, and graphic display.² Regardless of the form of presentation, it is basically intended to help students understand the content (content) which is the subject matter of learning.³ In the context of Arabic language learning, the ideal textbook is designed to cover language skills comprehensively, including aspects of reading, writing, listening, and speaking.⁴ In addition, coursebooks should include important elements such as the introduction of new vocabulary, learning materials presented, as well as various questions and exercises designed to improve students' understanding of the material studied.⁵ However, not all Arabic textbooks have met the required standards, so there are still various obstacles in their use.

Although Arabic textbooks have a significant role in the learning process, there are still didactic obstacles in their use. the availability of textbooks that do not fully meet the needs of learners.⁶ Many textbooks used in learning are still monotonous and less varied, so they cannot adjust to the various learning styles of learners.⁷ In terms of content, some textbooks are also not fully relevant to the communication needs of learners, so they do not support the development of authentic

¹ Sahrul Sahrul Asri, "Telaah Buku Teks Pegangan Guru Dan Siswa Pada Mata Pelajaran Bahasa Indonesia Kelas VII Berbasis Kurikulum 2013," *RETORIKA: Jurnal Ilmu Bahasa* 3, no. 1 (July 4, 2017): 70–82, <https://doi.org/10.22225/jr.3.1.94.70-82>.

² Rinaldi Supriadi and Nur Fitriyani, "Analisis Kesesuaian Buku Teks Bahasa Arab Berbasis Keterbacaan Menggunakan Ketentuan Fog Index," *Arabi : Journal of Arabic Studies* 6, no. 1 (June 30, 2021): 105–18, <https://doi.org/10.24865/ajas.v6i1.232>.

³ Muh Sabilar Rosyad, "Analisis Buku Ajar Bahasa Arab Siswa Kelas VIII MTS/SMP Islam Dalam Persepektif Gender," *JALIE; Journal of Applied Linguistics and Islamic Education* 2, no. 2 (2018): 381–95, <https://doi.org/10.33754/jalie.v2i2.188>.

⁴ Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (May 14, 2019): 127, <https://doi.org/10.29240/jba.v3i1.764>.

⁵ Aisah Hasnam and Nik Mohd Rahimi, "Types of Text in Books for Learning Arabic as a Second Language: A Document Analysis," *Procedia - Social and Behavioral Sciences* 7 (2010): 50–56, <https://doi.org/10.1016/j.sbspro.2010.10.008>.

⁶ Sahkholid Nasution and Akmal Walad, "The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (April 11, 2022): 63, <https://doi.org/10.29240/jba.v6i1.3572>.

⁷ Khairul Huda Jaya and Zawawi Ismail, "Fuzzy Delphi Method For Developing Arabic Speaking Learning Module for Nursing Students/ Metode Fuzzy Delphi Untuk Pengembangan Modul Pembelajaran Berbicara Bahasa Arab Bagi Mahasiswa Keperawatan," *Ijaz Arabi Journal of Arabic Learning* 5, no. 3 (September 20, 2022), <https://doi.org/10.18860/ijazarabi.v5i3.17322>.

language skills.⁸ In addition, most textbooks still tend to focus on theoretical aspects with an excessive emphasis on grammar and vocabulary, while the communication aspects that should be the core of foreign language learning have not received adequate attention.⁹ As a result, the exercises in textbooks are mostly passive, such as translating or completing sentences, without providing interactive experiences that can encourage active language use.¹⁰ Therefore, educators need to choose textbooks that really suit the needs of students in learning Arabic.

One of the Arabic textbooks often used in the learning process is *Al-'Arabiyyah Lil-Nāshi'in bi Ghayri an-Nāṭiqin Bihā*, published by the Arabic Language Teaching Institute for Non-Arabic Students at Riyadh University in collaboration with the Ministry of Science and Education of the Kingdom of Saudi Arabia. This book is part of the research, development, and training efforts in the field of Arabic language learning for non-Arabic.¹¹ Structurally, the book consists of six volumes arranged systematically and divided into several *wihdah* with various themes.¹² In terms of learning objectives, *Al-'Arabiyyah Lil-Nāshi'in* is designed to provide a comprehensive curriculum for learners who have completed the intermediate level in Arabic language learning.¹³

⁸ Andi Arif Pamessangi, "Developing Arabic Language Textbooks Based on Religious Moderation in Madrasah," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 1 (February 1, 2022): 147–56, <https://doi.org/10.35445/alishlah.v14i1.1407>.

⁹ Reima S. Al-Jarf and Nailya G. Mingazova, "Evaluation of Arabic Language Teaching Textbooks Used in Russia in the Light of the CEFR Criteria" (IFTE 2020 - VI International Forum on Teacher Education, Kazan Federal University, Russia, 2020), 101–29, <https://doi.org/10.3897/ap.2.e0101>.

¹⁰ M. Abdul Hamid, Danial Hilmi, and M. Syaiful Mustofa, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa," *Arabi: Journal of Arabic Studies* 4, no. 1 (July 1, 2019): 100, <https://doi.org/10.24865/ajas.v4i1.107>.

¹¹ Kusrianty Kusrianty, "Implementation Effect Kitab Al 'Arabiyah Lilnasyiin Volume 1 and Motivation to Learn Arabic Language on Learning Achievement of Students in Class X At Smas Cokroaminoto Tamalanrea," *JICSA (Journal of Islamic Civilization in Southeast Asia)* 12, no. 2 (2023): 193–213, <https://doi.org/10.24252/jicsa.v12i2.40456>.

¹² Nur Hasnah, "Bias Gender dalam Buku Ajar Al-Arabiyah Linnaasyiin," *HUMANISMA: Journal of Gender Studies* 1, no. 1 (August 8, 2017): 61–74, <https://doi.org/10.30983/jh.v1i1.324>.

¹³ Semaun Al Usman et al., "Oral Test-Based Assessment in The Book Arabiyah Linnasyiin: An Alternative Assessment of Arabic Reading Skills," *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam* 6, no. 2 (December 31, 2023): 230–42, <https://doi.org/10.26555/insyirah.v6i2.9160>.

According to Maslihah, this book was chosen as teaching material because it has advantages in delivery methods, materials, and learning stages.¹⁴ Along with its development, this book is increasingly used in various universities in Indonesia to improve students' speaking skills in Arabic.¹⁵

Observations at STAIMS Yogyakarta showed that the book *Al-'Arabiyyah Lil-Nāshī'in* is used in the 'Arabiyyah lil-Mu'aşirah course in the fifth semester in the Arabic Language Education department, but interviews with several students revealed that they still had difficulty in applying Arabic in daily communication. This condition raises questions about the effectiveness of the textbook in fulfilling students' learning needs. In this context, praxeology can be used as an evaluative approach to determine whether the textbook is truly relevant or merely based on assumptions. As a discipline that focuses on conscious human activity, praxeology emphasises the link between practice and theory, so the two cannot be separated in the learning process.¹⁶ Therefore, praxeology-based analysis is expected to provide a more objective understanding of the suitability of textbooks to the needs of students in improving their Arabic language skills.

Various relevant studies can be used as references in evaluating the quality and effectiveness of Arabic teaching materials, including *Al-'Arabiyyah Lil-Nāshī'in*. Mz's research shows that the preparation of this book has fulfilled the principles of selection, gradation, presentation, and repetition as described in William Francis Mackey's theory.¹⁷ However, a study conducted by Nukman indicated that although this book is suitable for use in Arabic language learning, there are still aspects that need to be improved to increase its effectiveness in

¹⁴ Rizka Eliyana Maslihah, "The Contribution of Religious Orientation of Nahdlatul Ulama in Arabic Learning," *IJAS: Indonesian Journal of Arabic Studies* 4, no. 1 (May 29, 2022): 109–23.

¹⁵ Puti Zulharby, Yumna Rasyid, and Nuruddin Nuruddin, "The Characteristics of Teaching Material Arabic Speaking Skills in Higher Education," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (December 9, 2019): 194–213, <https://doi.org/10.24042/albayan.v11i2.5175>.

¹⁶ Shofwan Sholahudin, Agil Husein Al Munawar, and Maman Abdurrahman, "Analysis of Arabic Textbook for Grade VII Merdeka Curriculum Based on Textbook Praxeological Analysis," *Didaktika: Jurnal Kependidikan* 14, no. 1 Februari (February 4, 2025): 1159–68, <https://doi.org/10.58230/27454312.1865>.

¹⁷ Isniyatun Niswah Mz, "Analisis Buku Ajar Bahasa Arab: Telaah Buku Arabiyyah Linnasyiin Dalam Perspektif Teori William Frances Mackey," *Muróbbi: Jurnal Ilmu Pendidikan* 8, no. 2 (September 11, 2024): 195–211, <https://doi.org/10.52431/murobbi.v8i2.3097>.

supporting learners' language competence.¹⁸ Meanwhile, the research of Syihabuddin et al. examined the acquisition of nominal gender agreement in the L2 Arabic textbook *Silsilah Al-Lisān* with a praxiological approach. This approach highlights two main aspects in the learning process, namely Praxis and Logos, which enable a deeper understanding of language structures. In the book, categorisation-based task design is applied with systematic arrangement of masculine and feminine forms to support more natural language acquisition.¹⁹

However, Allail et al. found that task design (T1) in madrasah ibtidaiyah textbooks could not be analysed using the praxiology approach due to the lack of specific techniques, while tasks (T2-T6) were also considered ineffective in building learners' communication skills, as they were still dependent on educators' directions. The study also identified learning barriers, such as ontogenic and didactic challenges, which need to be taken into account in the development of more interactive teaching materials.²⁰ However, there is no study that specifically examines *Al-'Arabiyyah Lil-Nāshi'in* with a praxiological approach. Therefore, there is a gap to analyse the *Al-'Arabiyyah Lil-Nāshi'in* textbook with a praxiological approach.

Based on this background, this study aims to analyse *Al-'Arabiyyah Lil-Nāshi'in* with a praxiology approach and identify didactic barriers in the textbook. In this case, this study will provide recommendations related to the presentation of the material based on the analysis of the four main elements in praxis, namely tasks, techniques, technology, and theory contained in each exercise in the textbook. By applying this approach, it is hoped that the research can provide a deeper insight into the effectiveness of *Al-'Arabiyyah Lil-Nāshi'in* in improving learners' communication skills.

Literature Review

Textbooks in Arabic Language Learning

¹⁸ Nukman Nukman, "تحليل الكتاب 'العربية للناشئين' (الدراسة المنهجية عن تأليف الكتاب," *FIKRUNA: Jurnal Ilmiah Kependidikan Dan Kemasyarakatan* 1, no. 1 (November 6, 2019): 50–69, <https://doi.org/10.56489/fik.v1i1.4>.

¹⁹ Syihabuddin Syihabuddin et al., "The Acquisition of Nominal Gender Agreement: Praxeology Analysis of Arabic Second Language Text Book 'Silsilah Al-Lisaan,'" *Journal of Applied Research in Higher Education* 16, no. 4 (June 27, 2023): 1055–68, <https://doi.org/10.1108/JARHE-11-2022-0369>.

²⁰ Cindy Aqmarina Allail et al., "Praxeology Analysis of The Arabic Language Textbook for Madrasah Ibtidaiyah," *International Journal of Arabic Language Teaching* 7, no. 01 (January 9, 2025): 39–58, <https://doi.org/10.32332/ijalt.v7i01.10066>.

Textbooks in Arabic language learning have a central position as the main instrument that helps students understand the material systematically and achieve the learning objectives that have been set.²¹ This opinion is in line with the views of Abdul Hamid Abdullah and Nashir Abdullah Al-Ghali, who liken textbooks to a container that presents knowledge to students, while the teacher acts as a facilitator in the delivery process. In the context of independent learning or when teacher involvement is limited, the effectiveness and quality of textbooks become crucial factors. Therefore, the selection of textbooks that suit the needs of students is needed so that the Arabic language learning process continues to run optimally, both independently and with teacher guidance.²²

Teaching materials have a role that cannot be ignored in perfecting the main elements of learning, namely teachers, students, and teaching materials. Rosyad, as quoted from Joni, explained that teaching materials have several important functions in learning activities, including:

1. Provide clear instructions for learners in managing learning activities.
2. Connects learners and learners.
3. Provides complete materials or tools needed in learning activities.
4. Can be used independently by learners to achieve learning objectives.
5. Serves as an improvement programme in the learning process.²³

Arabic textbooks are like two knives; on the one hand, textbooks have many benefits, but on the other hand, if not well prepared, they can actually be an obstacle in the learning process. Although coursebooks offer many advantages, such as providing systematic guidance and structured material, there is still the possibility of shortcomings.²⁴ If the preparation is not neat and does not follow the right pedagogical rules, textbooks can become an obstacle in learning Arabic.

²¹ Syamsuddin Asyrofi and Toni Pransiska, *Penulisan Buku Teks Bahasa Arab (Konsep, Prinsip, Problematika, Dan Proyeksi)* (Yogyakarta: Penerbit Ombak, 2016), 4.

²² Nashir Abdullah Al-Ghali and Abdul Hamid Abdullah, *Usus I'dad Al-Kutub At Ta'limiyyah Li Ghair An-Nathiqin Bi Al-'Arabiyyah*. (1991), 7.

²³ Muh Sabilar Rosyad, "Idealitas Dan Desain Pengembangan Bahan Ajar Bahasa Arab," *JALIE; Journal of Applied Linguistics and Islamic Education* 4, no. 02 (September 20, 2020): 300–314, <https://doi.org/10.33754/jalie.v4i02.289>.

²⁴ Al-Ghali and Abdullah, *Usus I'dad Al-Kutub At Ta'limiyyah Li Ghair An-Nathiqin Bi Al-'Arabiyyah*. 69

The imbalance between the content of the textbook and the level of student understanding can cause learning barriers. According to Brosseau, there are three types of learning obstacles in language learning, namely:

1. Ontogenic barriers, barriers that stem from learners' cognitive limitations in understanding concepts.
2. Epistemological Barriers, students' knowledge with limited application context.
3. Didactic Barriers, barriers that stem from the design of learning tasks that are less suited to the needs and characteristics of learners.

In this case, textbooks as human products need to be analysed using a praxeology approach to assess their relevance and effectiveness in achieving learning objectives.²⁵

Praxiological Approach

Praxeology, derived from the words "Praxis" and "Logos," etymologically refers to the study of actions and the principles behind them. The concept was first introduced as an analytical tool by Chevallard with the idea that every human action always has a reason that can be questioned and studied scientifically. That is, no action occurs without a clear justification. Chevallard developed this concept to provide a more systematic understanding of how humans act in various situations, as well as to establish the general principles underlying these actions.²⁶ Within this framework, praxeology serves as a tool for understanding goal-oriented human behavior. Its analysis is based on universal laws that govern every activity in various contexts, including Arabic language learning.²⁷

The praxeology approach to textbook analysis includes four main elements:

1. Task Type (T), activities or problems faced by students in understanding Arabic language materials.

²⁵ Allail et al., "Praxeology Analysis of The Arabic Language Textbook for Madrasah Ibtidaiyah."

²⁶ Muhammad Fajar Anugrah and Tatang Suherman, "Analisis Modul Ajar Operasi Hitung Bilangan Bulat Pada SMP Kelas VII Berdasarkan Praksiologi," *Journal on Education* 5, no. 1 (September 8, 2022): 647–52.

²⁷ Anwar Sanusi, Mahfuz Rizqi Mubarak, and Abdulkhaleq Al-Rawafi, "Praxeology Concept: Investigating the Actions of Primary School Teachers in Achieving Arabic Teaching," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 1 (June 30, 2022): 85–96, <https://doi.org/10.15408/a.v9i1.22636>.

2. Technique (τ), the method used in the coursebook to help students complete the task.
3. Technology (θ), concepts or tools that support the effectiveness of the techniques used in the coursebook.
4. Theory (Θ), the framework of knowledge that explains and justifies the strategies applied in learning.²⁸

The praxeological approach is a relevant analytical tool in assessing whether a textbook truly reflects reality or is merely based on assumptions. This is based on the principle that praxeology focuses on conscious human activity and emphasises the close relationship between practice and theory. In this context, theory cannot stand alone without practice, and vice versa, as both interact with each other to form a more comprehensive understanding.²⁹ Thus, analyses that adopt a praxeological approach are expected to produce findings that are more objective and in accordance with existing realities.

Method

This research is a literature study with a descriptive qualitative approach. This study aims to reveal concepts and theories scientifically based on systematic academic procedures.³⁰ The object of this study is the Arabic textbook *Al-'Arabiyyah Lil-Nāshī'in* Volume 5. The data source was selected through purposive sampling technique with a focus on unit1, which discusses the text about Sa'id bin A'mir. The material in this unit covers five main aspects: reading comprehension, expression skills, vocabulary and its application in linguistic contexts, grammar, and syntax rules.

The data collection technique used was documentation. Documentation is conducted through the study of written sources, such as books, journals, and relevant academic documents. This research relies on two types of data sources, namely primary data and secondary data. Primary data is obtained from the Arabic textbook *Al-'Arabiyyah Lil-Nāshī'in* Volume 5, while secondary data is all sources relevant to the research in the form of books, articles, magazines, and others.

²⁸ Allail et al., "Praxeology Analysis of The Arabic Language Textbook for Madrasah Ibtidaiyah."

²⁹ Sholahudin, Munawar, and Abdurrahman, "Analysis of Arabic Textbook for Grade VII Merdeka Curriculum Based on Textbook Praxeological Analysis."

³⁰ Mestika Zed, *Metode Penelitian Kepustakaan* (Yayasan Pustaka Obor Indonesia, 2008), 1.

The data analysis technique in this research uses the content analysis method, which consists of three main stages:

1. Data Reduction. This process involves selecting and filtering data that is most relevant to the focus of the research. The data obtained from *Al-'Arabiyyah Lil-Nāshī'in* Volume 5 was analysed using the praxiology approach, which includes four main components: task type (T), technique (τ), technology (θ), and theory (Θ). The four elements used in the praxiological approach to analysing textbooks can be described in table 1.

Table 1. Praxeology consists of two blocks: a praxis block
And a theoretical block

Elements			
Praxis Block		Logos Block	
Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
Tasks of a certain type	The manner or action of performing a task	Explain a technique and justify it	Concepts used in forming knowledge about task types

2. Data Presentation. The data that has been reduced is presented in descriptive form to provide a comprehensive picture of the results of the analysis.
3. Conclusion drawing and verification. Conclusions are drawn based on the results of the analysis that has been carried out, by ensuring the consistency and validity of the data through continuous.³¹

Results and Discussion

This study produces an in-depth analysis of the practice of Arabic language tasks in *Al-'Arabiyyah Lil-Nāshī'in* Volume 5 textbooks, by highlighting the relationship between task design, praxis implementation, and the characteristics of Arabic language praxis in the context of predicting didactic obstacles. This study answers the main research question, namely how the characteristics of task design in the textbook and how its praxiology can be analysed through the didactic anthropology theory approach. The findings of this study are organised systematically based on the structure of the units in the book, thus

³¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, (Sage, 1994).

providing a comprehensive picture of the praxis aspects in the Arabic language learning process.

The Comprehension And Absorption

Table 2. Praxiological analysis in the comprehension and absorption section

Code	Praxis Block		Logos Block	
	Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
T1	أجب عن الأسئلة الآتية إجابات كاملة:	Read the text carefully, understand the content, and answer the questions with complete sentences.	Tests students' understanding and helps with structured answers.	Input Hypothesis (Krashen)
T2	اقرأ العبارات الآتية، وقل (صحیح) إذا كانت العبارة صحيحة أو قل (خطأ) إذا كانت العبارة خاطئة. ثم اذكر العبارة أو الجملة التي توضح ذلك:	Read the statement, analyse its veracity by comparing text sources. If true, include supporting sentences; if false, correct with the correct sentence.	Train students' comprehension through text reading and develop analytical and critical thinking skills.	Scanning Theory
T3	ضع علامة (✓) أمام ال الإجابة الصحيحة:	understand the sentence, then analyse the meaning of the sentence according to the context.	train students in understanding various forms of sentences that are in accordance with their meaning	Semantic Theory

In the T1 task, the comprehension and absorption aspects focus on the learners' ability to answer questions completely based on the text that has been read. The technique applied in this task involves the process of reading the text carefully, understanding its content, and providing precise and structured answers. Pedagogically, the technology in this task serves as an evaluative tool that measures students' understanding of the content of the text while assisting them

in composing answers with the correct structure. This approach is in line with the Input Hypothesis proposed by Krashen, which asserts that reading comprehension is an essential part of language acquisition. By exposing learners to texts that are slightly more complex than their current level of competence, they can gradually improve their linguistic understanding.³² in the implementation of this task, the researcher did not find any didactic obstacles because learners had been given the text beforehand, which allowed them to understand the material before answering the questions given.

The T2 Task aims to develop students' analytical and evaluative skills in assessing statements based on the text they have read. Students are asked to determine the truth of the statement and support it with quotes from the text or provide corrections if it is wrong. Technically, this task trains students to read carefully, compare information and formulate appropriate responses. From an technology perspective, this task not only improves reading comprehension but also critical thinking skills in evaluating information. Theoretically, this task applies the scanning technique, which is reading to find specific information without going through the entire text.³³ However, the didactical challenge arises in the ambiguity of the instruction, where not all students understand that they should include textual argumentation or meaningful argumentation.

The T3 task in the comprehension section requires students to place a tick (✓) next to the correct answer based on their understanding of the given sentences. From a technical perspective, this task demands that students carefully read and comprehend each sentence, analyse its meaning within the given context, and determine the most appropriate response. From the perspective of technology, sentence comprehension in this task serves as a foundational argumentation skill in analytical techniques, training students to recognise various sentence structures and accurately interpret their meanings. Theoretically, this task is based on semantic theory, which emphasises how understanding the meaning of words in a specific context, as well as word choice

³² Suci Ramadhanti Febriani, "Acquisition of Arabic Language Based on Stephen Krashen's Theory in the Arabic Camp Activities," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (December 31, 2020): 82–95, <https://doi.org/10.24235/ibtikar.v9i2.7222>.

³³ Saepudin Saepudin, M. Taufiq Hidayat Pabbajah, and Mustaqim Pabbajah, "Unleashing the Power of Reading: Effective Strategies for Non-Native Arabic Language Learners," *Alsinatuna* 9, no. 2 (August 10, 2024): 109–30, <https://doi.org/10.28918/alsinatuna.v9i2.7826>.

within a sentence, can influence overall interpretation.³⁴ Thus, this task not only assesses students' literal comprehension of the text but also sharpens their ability to analyse the semantic relationships between words and sentences. According to the researcher, the instructions for this task are sufficiently clear and are accompanied by examples, ensuring that students face no significant obstacles in completing it.

Expression

Table 3. Praxiological analysis in the expression Section

Code	Praxis Block		Logos Block	
	Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
T4	أعد كتابة الجمل الآتية مبتدئاً بما في (ب). لا ترجع إلى النص إلا بعد الانتهاء من التدريب:	Understand sentence A, then pay attention to the beginning of sentence B, and construct a new sentence without changing the meaning.	Training in reconstructing sentences while maintaining the meaning and correct grammar.	Pragmatics Theory
T5	اربط بين كل جملتين مما يأتي مستعملاً أداة الربط المذكورة. لا ترجع إلى النص إلا بعد انتهاء التدريب:	Identifying the logical relationship between sentences and applying conjunctions.	Improving expression skills to maintain cohesion and coherence with conjunctions.	The theory of conjunctions (<i>adhwat al-rabṭ</i>).
T6	أكمل الجمل الآتية:	Recalling text information, analysing sentence patterns, and constructing answers.	Training in recalling information as well as understanding syntax and semantics.	Cognitive schema theory.
T7	اذكر جملة في فضل العمل للأخرة.	understand the content of the text thoroughly, then identify and select sentences that match the instructions given.	Train students to analyse sentences related to specific information	Scanning Theory

³⁴ Febry Ramadani S., "Hakikat Makna Dan Hubungan Antar Makna Dalam Kajian Semantik Bahasa Arab," *Taqdir* 6, no. 1 (June 11, 2020): 87–102, <https://doi.org/10.19109/taqdir.v6i1.5500>.

T8	هات ٤ جمل قصيرة في وصف سعيد بن عامر أو أعماله مستعملاً في كل منها كلمة من الكلمات	understand the content of the text thoroughly, then identify and select sentences that match the instructions given.	Train students to analyse sentences related to specific information	Scanning Theory
T9	اذكر ثلاث جمل تبين فيها رعاية عمر بن الخطاب رضي الله عنه للمسلمين (اعتمد فيما تقول على ما ورد في النص).	understand the content of the text thoroughly, then identify and select sentences that match the instructions given.	Train students to analyse sentences related to specific information	Scanning Theory

In language expression learning, the T4 task given to students is to rewrite a sentence by starting from a predetermined word (B) without returning to the text before the exercise is completed. Technically, this task requires students to understand the structure and meaning of the initial sentence (A), then adjust it to the new starting word (B) to reconstruct a sentence that retains its original meaning. In the context of learning technology, this exercise serves as a strategy to train sentence reconstruction skills while maintaining grammatical accuracy and continuity of meaning. Theoretically, this task applies the pragmatics approach in training paraphrasing skills, which is the ability to retell information with a different structure without changing the meaning.³⁵ Interestingly, based on the research findings, this task did not pose any didactic barriers as the instructions provided were clear and systematic enough for students to complete without significant difficulty.

The T5 Task focuses on the use of conjunctions (*adwāt al-rabt*) to connect each sentence logically without referring back to the text before completing the exercise. From a technical perspective, this task requires students to identify the logical relationships between sentences and apply the appropriate conjunctions to ensure a well-structured text. From a technological perspective, this skill is essential in helping

³⁵ Abdul Munip, *Penilaian Pembelajaran Bahasa Arab* (Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta, 2019), 120.

students develop cohesion and coherence in their texts, making both their writing and speech more systematic and communicative. Theoretically, this task is based on the concept of conjunction usage, which plays a crucial role in enhancing writing skills by ensuring that sentences maintain a clear continuity of meaning.

Understanding the logical connections between different parts of a text not only enables students to organise their ideas in a more structured and coherent manner but also strengthens their language skills in various communicative contexts.³⁶ However, in practice, there are didactic challenges that need to be addressed. One of the main difficulties is the lack of explanation regarding the function of the conjunctions used in the exercise. Although the instructions require students to use specific conjunctions, the absence of adequate clarification may lead to confusion in understanding and correctly applying these words. This could hinder students' ability to logically and systematically connect sentences.

The T6 Task is an exercise in completing sentences based on the context of a previously read text. This technique requires students to process information, analyse sentence patterns, and construct responses that align with the meaning of the text. In the context of technology-enhanced learning, this task is designed to train recall skills and enhance students' understanding of syntactic and semantic aspects of language. Theoretically, this exercise is based on Schema Theory, as proposed by Rumelhart, which asserts that language comprehension involves the activation of cognitive schemas stored in long-term memory.

In sentence completion tasks, students are expected to activate schemas relevant to the text they have read in order to predict the most appropriate words or phrases to complete the sentences. Thus, this exercise not only aids students in processing information and constructing logical responses but also strengthens the connection between new knowledge and previously acquired knowledge.³⁷ However, in the implementation of this task, there are didactic challenges that need to be considered, particularly regarding task instructions. The ambiguity surrounding the extent to which sentences

³⁶ Suwandi Suwandi, "Coherence and Cohesion: An Analysis of the Final Project Abstracts of the Undergraduate Students of PGRI Semarang," *Indonesian Journal of Applied Linguistics* 5, no. 2 (January 30, 2016): 253, <https://doi.org/10.17509/ijal.v5i2.1349>.

³⁷ David E. Rumelhart, "Schemata: The Building Blocks of Cognition," in *Theoretical Issues in Reading Comprehension* (Routledge, 1980).

should be completed may cause confusion among students in determining the correct response. Therefore, more explicit instructions or concrete examples are required to help students understand the level of sentence completion expected to align with the given context.

Tasks coded T7, T8, and T9 are designed to test students' ability to identify and name sentences related to specific information contained in the text that has been read. Technically, this task requires students to first understand the content of the text thoroughly, then identify and select sentences that match the instructions given. In the realm of educational technology, this kind of task serves as a means to practice reading comprehension skills, especially in finding specific information in the text. Theoretically, this task applies the scanning reading technique, which is a reading strategy that aims to find specific information without having to read the entire text in detail.³⁸ Based on the results of the analysis, no didactic obstacles were found in the implementation of this task, considering that the instructions given were clear and could be understood by students.

Vocabulary and Its Linguistic Usage

Table 4. Praxiological analysis in the Vocabulary and its linguistic usage Section

Code	Praxis Block		Logos Block	
	Task (T)	Technique (τ)	Technology (θ)	Theory (Θ)
T10	املا الفراغات في الجمل بكلمة مناسبة من الكلمات الآتية	Understand the vocabulary and its usage, then complete the sentence with the appropriate vocabulary.	Helps students understand the difference in vocabulary that is similar in spelling but different in meaning and usage	The concept of derivation
T11	لاحظ التعبيرين الآتيين: هات جملتين مستعملاً: تخلص من، و، شكا من، كما في المثالين السابقين.	Understand the meaning of the verb along with the prepositions that accompany it, as well as how to use them correctly in a sentence.	Training students to understand transitive verbs with prepositions and their usage in sentences.	The concept of transitive verbs with prepositions.

³⁸ Saepudin, Pabbajah, and Pabbajah, “Unleashing the Power of Reading.”

	هات جملتين مستعملاً، وزع على، وأثنى على، كما في المثالين السابقين.			
T12	وردت الكلمات الآتية في النص، فاذكر المضاد في المعنى لكل منها، واستخدمه في جملة.	Identifying words with opposite meanings and adjusting their use in context.	Enhancing semantic understanding by examining the relationship between the meanings of words.	Semantic theory
T13	استعمل التعابير الآتية في جمل من عندك:	Understanding the meaning of expressions, identifying the appropriate context, and constructing correct sentences independently.	Training in using rhetorical expressions and their application in the appropriate context.	Uslub arabic theory
T14	أجب عن الأسئلة الآتية مستعملاً ما بين القوسين.	Connecting information in the text with answers that use appropriate vocabulary	improve students' understanding of the text and vocabulary in order to write structured answers	Integrative approach
T15	ابحث عن معاني الكلمات الآتية في معجم تعرفه، ثم اكتبها في دفترك.	Using a dictionary to understand the morphology of words.	Training in Arabic language morphology analysis skills.	Morphological theories (shorof)

The T10 task in the vocabulary and language use section is to fill in the blanks in the sentences with appropriate words from the list provided. The technique used here requires students to understand several vocabulary items along with their usage, then complete the sentences with the correct words. The technology behind this task aids students in distinguishing between words that may look similar in terms

of letters but differ in meaning and usage. The underlying theory is *isytiqaq*, which involves deriving one word from another, provided there is consistency in form, meaning, and letter sequence, but with differences in their forms, referred to as *isytiqaq shaghir*. In contrast, *isytiqaq kabir* (*al-qalbu allughbawī*) involves two words that share a relationship in meaning and letters, but without adhering to a fixed word order.³⁹

Although the instructions for this task are clear, the provided vocabulary list lacks explanations or examples of how these words should be used. Based on the *isytiqaq* theory, the four words in the list share common phonemes but differ in their arrangement, which affects their usage and meaning. This lack of explanation or examples could lead to difficulties for students in completing the task, especially if the teacher does not clarify the concept beforehand.

The T11 task requires students to observe two provided sentences and then create two sentences using *takballasya min* (تخلص من) and *syakā min* (شكا من), as shown in the previous example. Students are then asked to form two sentences using *wazʿa ‘alā* (وزع على) and *atsnā ‘alā* (أثنى على), following the given pattern. The technique employed in this task involves asking students to observe the structure and meaning of the provided sentences so that they can accurately understand the use of verbs and the prepositions that accompany them.

From a technological perspective, this exercise is designed to help students practice understanding vocabulary in the form of *fi'il muta'addi* (transitive verbs) with prepositions and their correct usage in context. Theoretically, this approach is grounded in the concept of *fi'il muta'addi* with prepositions, which emphasises that each specific verb is inherently connected in meaning to the preposition that follows it.⁴⁰ While the instructions are clear and the task includes examples, students who have not yet grasped the concept of *fi'il muta'addi* with prepositions may experience confusion. This could hinder their ability to understand the theory and apply it correctly when constructing sentences.

In the T12 task, students are asked to identify several words in the text, determine their antonyms, and use them in a grammatically correct sentence. The technique employed aims to train students' lexical analysis skills and enhance their semantic understanding. From the

³⁹ Badi' Emil Ya'kub, *Fiqhu Al-Lughab Wa Khasaa'isuba*. (Beirut: Jami Huquq al-Mahfud, 1982).

⁴⁰ Musthofa Al-Ghulaini, *Jami' Durus al-Arabiyyah*. Beirut: Darul Baya (Beirut: Darul Baya, 2008).

perspective of educational technology, this approach focuses on exploring meaning relationships within a text to strengthen students' memory and critical thinking skills in understanding the linguistic context. Theoretically, this task is grounded in Semantic Field Theory, which asserts that understanding the relationships between words' meanings can enrich students' vocabulary acquisition.⁴¹ However, according to the researcher, a didactic challenge is present in this task, as there are no examples provided for students to refer to, which may lead to confusion and difficulty in completing the task.

The T13 task involves using available expressions to create sentences of their own. The technique for this task consists of three main steps: understanding the meaning of the expressions, identifying the appropriate context, and constructing correct sentences according to Arabic grammatical rules. This approach not only trains students to understand the meaning of expressions but also assists them in applying the appropriate style (*uslub*) in language use. From an educational technology perspective, this task aims to reinforce communication skills by applying style in using expressions relevant to specific situations. Theoretically, this task is based on the concept of *uslub* in Arabic, which includes various patterns of conveying meaning.⁴² However, in this task, students are asked to use the provided *uslub* to construct sentences without being clearly explained about the different *uslub* types and how to use them, which may lead to confusion and difficulty for students in completing the task.

In completing the T14 task, students are required to carefully understand the questions and phrases in brackets. This process does not simply rely on literal understanding, but also demands the skill of interpreting each question so that the answers produced are in line with the intended meaning. From a technological perspective, this task is designed to improve students' understanding of the text and vocabulary provided, so that they are able to produce answers in written form in a more structured manner. Theoretically, the integrative approach is the main foundation of this task, allowing students to not only recognise the vocabulary provided, but also use it in a wider context through integrated reading and writing skills.⁴³ In its implementation, no

⁴¹ Nengah Arnawa, "The Implementation of Natural Semantic Metalanguage and Semantic Field in Language Teaching: A Case Study," *Journal of Language Teaching and Research* 8, no. 3 (May 2, 2017): 507, <https://doi.org/10.17507/jltr.0803.08>.

⁴² Asep Sopian, "Stilistika Dialog Qur'ani Dalam Kisah Nabi Nuh As.," *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya* 45, no. 2 (October 25, 2017): 181–96.

⁴³ Munip, *Penilaian Pembelajaran Bahasa Arab*, 119.

significant didactic obstacles were found, given that the task had been systematically designed and could be well understood by students.

In the T15 task students are guided to look up the meaning of certain words in a dictionary that they are familiar with, and then write the meaning in their notebooks. The technique used in this task includes several systematic steps: determining the root of the word, searching for it in the Arabic dictionary, exploring the meaning that fits the context of its use, and documenting the findings in a notebook as part of the learning process. The technological aspect of this task helps develop students' skills in Arabic morphological analysis, particularly in understanding word changes through the process of *tashrif* (conjugation of words). Through this activity, students not only look up word meanings, but also develop an understanding of the morphological patterns in Arabic, such as changes in verb forms (*fi'il*), nouns (*ism*), and word derivations.

From the perspective of Arabic morphology theory, this task is based on the principle that every word in Arabic has a root, from which various word forms are derived through specific patterns.⁴⁴ By tracing the root words in the dictionary, students gain insight into how words transform according to their contextual use in sentences. According to the researcher, the task is clear and includes the root words, which facilitates students in finding them in the dictionary.

Sentence structure (*at-tarakib*)

Table 5. Praxiological analysis in the Sentence structure Section

Code	Praxis Block		Logos Block	
	Task (T1)	Technique (τ)	Technology (θ)	Theory (Θ)
T16	ادرس الجمل الآتية: ليس لي خادم، ما لي خادم انف الجمل الآتية مستعملاً، ليس» أو «ما:	Understanding the use of ليس and ما in sentence structure.	Training students to understand the negative forms in Arabic.	The theory of negative sentences in Arabic.

⁴⁴ Hasnurol Hashim, Kaseh Abu Bakar, and Maheram Ahmad, “Kesahan Pengukuran Dan Kebolehppercayaan Instrumen Ujian Struktur Dalaman Kata Imbuhan (USDai) Bagi Penguasaan Morfologi Arab,” *Issues in Language Studies* 11, no. 1 (June 27, 2022): 34–54, <https://doi.org/10.33736/ils.3963.2022>.

T17	أكمل الجمل الآتية بمخير مناسب:	Choosing the appropriate word or phrase to complete the sentence.	Encouraging the understanding of <i>khobar</i> in Arabic.	The theory of <i>khobar</i> .
T18	لاحظ استخدام، حتى «في الجمل الآتية: إنه لا يخرج إلينا حتى يرتفع النهار. أكمل الجمل الآتية:	Connecting two clauses with the conjunction حتى.	Training students to understand the relationship between clauses using the conjunction حتى.	The theory of conjunctions.

The T16 task in the Sentence Structure section focuses on transforming affirmative sentences into negative ones using ليس or ما. The technique used in this task involves understanding how ليس and ما function within the Arabic sentence structure, both syntactically and semantically. ليس is used to negate nominal sentences (*ismiyyah*),⁴⁵ while ما can be used in various contexts, including verbal sentences (*fi'liyyah*) or nominal sentences with a specific meaning. The technology in this task aims to train students in constructing correct negative sentences, enabling them to understand the changes that occur in the sentence structure when a negation element is added. This understanding also allows students to recognise the contextual differences between the use of ليس and ما. Theoretically, this task refers to the theory of negation in Arabic, which explains that ليس is used to negate nominal sentences, while ما can be used in various contexts.⁴⁵ The researcher considers the task to be sufficiently clear and well-supported by examples, which makes it easier for students to complete.

The T17 Task asks students to complete the sentence with the appropriate *khobar*. This technique relies on understanding the structure of nominal sentences (*ismiyyah*), the alignment between *khobar* and *mubtada'*, and the contextual analysis of the sentence to determine the correct answer. This exercise is designed to enhance students' syntactic skills in constructing nominal sentences correctly. The theoretical approach used in this task focuses on the concept of *khobar*,

⁴⁵ Badi' Emil Ya'kub, *Mausu'ah Ulum Al-Lughah Al-Arabiyyah* (Beirut: Dar Al Kotob Al Ilmiyah, 2006), 241.

which plays a vital role in forming a complete meaning within nominal sentences.⁴⁶ However, the researcher notes that the task is somewhat too general and may confuse students, as no further explanation of the *khavar* concept was provided beforehand in the *nahwu* section. This seems to bypass a more detailed discussion that should precede this task.

The task T18 focuses on the use of the conjunction حتى within a sentence. The technique employed here is connecting two clauses using حتى correctly, both in the context of cause and effect, as well as time. From a technological learning perspective, this exercise aims to assist students in understanding the relationships between clauses in Arabic. Theoretically, based on linguistic studies, حتى functions as a conjunction that indicates purpose or result in a statement. Conjunctions are crucial in learning Arabic as a second language, as correct understanding and use can significantly enhance a student's language proficiency, allowing them to express more complex ideas. With this skill, students can avoid relying on disconnected sentences and better convey relationships of cause and effect, time sequence, exceptions, and preferences.⁴⁷ However, the researcher identifies a didactic obstacle in this task, as students may struggle to complete it due to the fact that the concept of حتى has not been explained in detail beforehand.

Nahwu

Table 6. Praxiological analysis in the nahwu Section

Code	Praxis Block		Logos Block	
	Task (T1)	Technique (τ)	Technology (θ)	Theory (Θ)
T19	عين المبتدأ والخبر في كل جملة مما يأتي، واذكر علامة رفع كل منها	Analyzing sentence structure and identifying the <i>muḥtada'</i> and <i>khavar</i> .	Helping students understand the rules of i'rab in nominal sentences.	Theory of nominal sentences.
T20	املا الفراغ في الجمل الآتية بخبر مناسب.	Choosing the appropriate word or phrase to complete the	Training students to form meaningful	Theory of <i>khavar</i> .

⁴⁶ Abdullah Ibnu Aqil, *Syarb Ibnu Aqil Ala Alfīyah Ibn Malik* (Mesir: Dar al-Turot, 1980), 210.

⁴⁷ Abdulkareem Said Ramadan, *Conjunctions and Interjections in Modern Standard Arabic: = Advāt Ar-Rabaṭ Wa-Asmā' al-Af'āl Fi 'l-Luḡa al-'arabiya*, Routledge Aspects of Arabic Grammar (London New York: Routledge, 2019), 1.

	واضبطه بالشكل إن أمكن:	meaning of the sentence.	nominal sentences.	
T21	ضع مبتدأ مناسباً في الفراغات في الجملة الآتية. واضبطه بالشكل إن أمكن:	Understanding the relationship between <i>mubtada'</i> and <i>khavar</i> in nominal sentences.	Reinforcing the understanding of the basic structure of nominal sentences.	Theory of <i>Mubtada'</i> .

The T19 task in the syntax section is designed to train students in identifying *mubtada'* and *khavar*, as well as determining the appropriate *i'rab* signs (*rafa'*) for each element. Technically, students are encouraged to analyse the sentence structure and understand the role and function of each component in a *jumlah ismiyyah*. From an educational technology perspective, this exercise contributes to strengthening students' understanding of *i'rab* rules, which are a fundamental aspect of Arabic grammar. In Arabic syntactic theory, *mubtada'* requires *khavar* to form a complete meaning. The determination of the *rafa'* sign in a *jumlah ismiyyah* is based on *i'rab* theory, where *i'rab* refers to the influence exerted by factors on the final word, causing it to take the *rafa'* case according to the demands of the influencing factor (*'ami*). In this task, the researcher did not encounter any didactic difficulties, as the task instructions were clear to the students.

The T20 task aims to train students in completing sentences with the appropriate *khavar* and providing *harakat* when possible. The teaching technique used in this task focuses on the students' ability to analyse the relationship between *mubtada'* and *khavar*, enabling them to construct syntactically meaningful sentences. In the context of educational technology, this exercise aims to help students develop skills in forming and understanding the structure of *jumlah ismiyyah* more systematically. Meanwhile, the T21 task places more emphasis on selecting the correct *mubtada'* in incomplete sentences, also adding *harakat* when applicable.

The teaching technique in this task encourages students to understand the relationship between *mubtada'* and *khavar* in Arabic syntax, while also reinforcing their understanding of the basic structure of *jumlah ismiyyah*. From a technological perspective, this exercise helps deepen students' understanding of nominal sentence patterns in Arabic. Theoretically, the third and fourth tasks refer to the theory of

jumlah ismiyyah, which includes muftada' and khabar.⁴⁸ In both tasks, the researcher did not find any didactic barriers, as the instructions and objectives provided were clear enough to assist students in completing the tasks effectively.

Conclusion

Based on the praxiology analysis of the *Al-'Arabiyyah Lil-Nāshi'in* textbook, this study found that the tasks presented in this book are closely related to the four main elements of praxiology, namely tasks, techniques, technology, and theories that support learning strategies. The book's systematic structure and comprehensive materials become one of its advantages in supporting Arabic language learning. However, the effectiveness of this book in improving Arabic language skills still faces some didactic obstacles that need to be considered. In the didactic analysis, several obstacles were found that could potentially hinder learners' understanding and application of the material. One of the main obstacles is the unclear instructions, which can cause confusion in completing the tasks given. In addition, the lack of relevant examples also contributes to the students' low understanding of the concepts learnt. Based on these findings, the researcher recommends further development of Arabic textbooks by considering the principles of praxiology, especially in the preparation of tasks.

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