



Analysis of Al-Arabiyyah Lil-Hayah Volume I Teaching Materials

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Abstract

Keywords:
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Teaching materials are a fundamental element in education, especially in Arabic teaching which has distinctive linguistic and cultural characteristics, so its development must be in line with the needs of effective learning. This study aims to describe the development of Al-Arabiyyah Lil-Hayah Volume I teaching materials at PKPBA UIN Maulana Malik Ibrahim Malang based on aspects of: a) relevance to the curriculum, b) systematic material structure, c) appropriate language presentation, d) interesting and interactive, e) paying attention to psychological aspects and individualization, f) completeness of components, and g) oriented to evaluation and reflection. This research used a qualitative method with a case study. Data were collected through interviews, observation, and documentation analysis, then analyzed using the Miles and Huberman model. The results showed that this teaching material is relevant to the curriculum and academic and social needs. The materials are organized systematically, use Fusha

Arabic for formal communication, and are equipped with the HATI application for access to additional materials. The design is attractive and interactive with illustrations and digital exercises. These teaching materials also pay attention to individual needs through material differentiation and have structured components such as learning objectives, instructions, and evaluation based on contextual and digital questions. Overall, these teaching materials are innovative and effective in improving Arabic learning.

Abstrak

Kata Kunci:
Al-Arabiyah Lil-Hayah,
Bahan Ajar,
PKPBA

Bahan ajar merupakan elemen fundamental dalam pendidikan, khususnya dalam pengajaran bahasa Arab yang memiliki karakteristik linguistik dan budaya yang khas, sehingga pengembangannya harus selaras dengan kebutuhan pembelajaran yang efektif. Penelitian ini bertujuan mendeskripsikan pengembangan bahan ajar Al-Arabiyah Lil-Hayah Jilid I di PKPBA UIN Maulana Malik Ibrahim Malang berdasarkan aspek: a) relevansi dengan kurikulum, b) struktur materi yang sistematis, c) penyajian bahasa yang tepat, d) menarik dan interaktif, e) memperhatikan aspek psikologis dan individualisasi, f) kelengkapan komponen, dan g) berorientasi pada evaluasi dan refleksi. Penelitian ini menggunakan metode kualitatif dengan studi kasus. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa bahan ajar ini relevan dengan kurikulum dan kebutuhan akademik serta sosial. Materinya disusun sistematis, menggunakan Bahasa Arab Fusha untuk komunikasi formal, serta dilengkapi aplikasi HATI untuk akses materi tambahan. Desainnya menarik dan interaktif dengan ilustrasi serta latihan digital. Bahan ajar ini juga memperhatikan kebutuhan individual melalui diferensiasi materi dan memiliki komponen terstruktur seperti tujuan pembelajaran, petunjuk, serta evaluasi berbasis soal kontekstual dan digital. Secara keseluruhan, bahan ajar ini inovatif dan efektif dalam meningkatkan pembelajaran bahasa Arab.

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Introduction

Teaching materials are one of the important components in the education system that serves as a means to convey learning materials to students (Lestari et al., 2024). Good teaching materials not only contain information that is relevant to the topic being taught, but are also prepared by considering the needs and characteristics of students (Ginting & Harahap, 2024). Effective teaching

materials are able to develop critical thinking skills, encourage better interaction, and provide space for students to actively participate in the learning process. Meanwhile, the use of technology in the development of teaching materials is also increasingly important, as it can enrich the learning experience and provide easy access for students to learn material outside formal class hours (Kurniawati & Nurlina, 2024).

In the context of foreign language teaching, especially Arabic, the development of teaching materials must be adapted to the characteristics of the language, which has a unique structure, vocabulary, and culture (Miolo et al., 2024). Arabic, as one of the international languages with a large number of speakers, requires a special approach in its learning. The development of Arabic teaching materials should involve a combination of linguistic theory and daily communication practice, which enables students not only to master grammatical aspects, but also to interact effectively in social and professional situations (Husna, 2024). Therefore, innovative Arabic teaching materials should include aspects such as conversation, writing, and cultural understanding that are relevant to today's Arab world.

The development of teaching materials is a crucial aspect in supporting successful learning (Magdalena et al., 2024), especially in the Special Program for Foreign Language Learning (PKPBA) at UIN Maulana Malik Ibrahim Malang. As an institution that aims to produce superior generations in mastering foreign languages, PKPBA is designed to accelerate and improve students' language skills in order to compete in the era of globalization. Relevant, innovative, and technology-based teaching materials are needed, by combining theory and practice through interactive media such as web platforms or mobile applications HATI (*Hayatal Arabiyah Tafa'uliyah Iliktruniyan*) used in PKPBA. The development of teaching materials that are in accordance with the needs of the times and include international cultural diversity will help students master communication skills in foreign languages effectively, both in speaking, writing, reading, and listening (Fitri & Hasibuan, 2024).

The theory of teaching materials states that good teaching materials must have certain characteristics. As for Yuberti (2014) teaching materials must include: a) learning instructions for teachers and students, b) competencies to be achieved, c) supporting information, d) exercises, e) work instructions in the form of worksheets (LK), and f) evaluation. Magdalena et al., (2020) added that good teaching materials include: a) relevant to competency standards and basic competencies, b) covering aspects of knowledge (facts, concepts, principles, and procedures), c) having skill material, d) having the principle of consistency, e) having the principle of sufficiency, f) motivating students to learn further, g) related to previous materials, h) arranged systematically from simple to complex, i) practical, j) useful for students, and k) in accordance with the times.

As for Hamid et al., (2008) jalso highlighted several important factors in the development of teaching materials, including: a) content coverage of teaching materials, b) digestibility of material, c) language use, d) packaging, e) illustrations, and g) completeness of components. In addition, Al Ghali & Abdullah (1991) emphasized the importance of considering the psychological aspects of learners in the development of Arabic teaching materials. Some psychological things that need to be considered are as follows: a) suitability of teaching materials with students' intellectual abilities, b) pay attention to individual differences between students, c) stimulate students' thinking power, d) suitability of the material with the level of preparation and Arabic language skills of students, e) consider the age level of students, f) motivate students to use Arabic naturally, g) integration between student books and teacher handbooks, and h) orientation of norms expected by students.

Based on the opinions of experts, the criteria for developing good teaching materials can be summarized as follows: a) relevance to the curriculum, b) systematic material structure, c) language presentation, d) Engaging and interactive, e) considering psychological aspects and individualization, f) component completeness, and g) evaluation and reflection oriented. In the context of PKPBA, the application of this theory is relevant to ensure that the

teaching materials developed not only support the achievement of learning objectives but are also responsive to the dynamics of student needs (Ningsih et al., 2022).

Previous studies on the analysis of teaching materials have been conducted to evaluate the effectiveness, relevance, and integration of learning materials in supporting the achievement of educational goals. Research by Syaifullah & Izzah (2019) highlights the importance of developing Arabic teaching materials can be done more effectively by paying attention to pedagogical principles and the distinctive characteristics of Arabic. Meanwhile, research by Rahmawati (2021) shows that communicative-based teaching materials can improve students' communication competence according to the needs of their fields. In addition, research by Hamidatussholihat (2023) revealed that the use of digital media in teaching materials has a positive impact on students' digital literacy skills. Overall, various studies emphasize the need for teaching materials that are not only academically relevant but also interesting and adaptive to student needs and technological developments.

Based on previous research, it can be concluded that effective teaching materials need to pay attention to pedagogical principles, material characteristics, and technological developments. Communication-based teaching materials can improve students' competence in their fields, while the use of digital media in teaching materials contributes positively to students' digital literacy. In addition, teaching materials that are relevant, interesting, and adaptive to student needs and technological advances are needed to support the achievement of educational goals. These findings are relevant to the conditions of PKPBA which face challenges in meeting the diverse needs of students. In addition, the application of Islamic values in the foreign language curriculum in Islamic universities illustrates that integrating local and global values can create teaching materials that are more holistic and contextualized (Nadhiroh & Ahmadi, 2024).

The research was conducted at PKPBA UIN Malang because this program has unique characteristics, namely integrating Islamic values with a global approach. In addition, the diversity of students in terms of language proficiency levels and cultural backgrounds provides its own challenges that are interesting to study. This condition provides a space to explore the application of innovative theories and strategies in the development of teaching materials.

The aims of this study are to describe the development of teaching materials based on factors including: a) relevance to the curriculum, b) systematic material structure, c) language presentation, d) engaging and interactive, e) considering psychological aspects and individualization, f) component completeness, and g) evaluation and reflection oriented. Through this analysis, it is hoped that effective solutions can be found that support the improvement of the quality of foreign language learning, while making a real contribution to the development of education in the era of globalization.

Method

This research approach uses qualitative with the type of case study. In this discussion, researchers process data obtained through interviews, observations, and documentation about the development of teaching materials for the Special Arabic Language Learning Program (PKPBA) at UIN Maulana Malik Ibrahim Malang which are discussed in depth to obtain conclusions as a result of the research. Interviews were conducted with informants, namely one of the teaching lecturers at PKPBA UIN Maulana Malik Ibrahim Malang. Then direct observation conducted by researchers and documentation obtained in the form of documents or data related to the development of PKPBA teaching materials at UIN Maulana Malik Ibrahim Malang. The data analysis technique in this study uses the Miles and Huberman Model which consists of three steps, namely: data reduction, data display, and conclusion (Sugiyono, 2017). Data reduction is obtained in the field which discusses important things related to the development of PKPBA teaching materials at UIN Maulana Malik Ibrahim

Malang, data display is the presentation of data in the form of narrative paragraphs, tables and images so that it becomes organized data, while conclusion is drawing conclusions from data that has been collected and organized about the development of PKPBA teaching materials at UIN Maulana Malik Ibrahim Malang.

Results And Discussion

Al-Arabiyyah Lil-Hayah volume I teaching material used in the Special Program for Arabic Language Learning (PKPBA) at UIN Malang is one of the learning tools designed to equip students with basic to advanced Arabic language skills. Based on in-depth interviews with one of the PKPBA lecturers, the development of this teaching material has fulfilled a number of development components as stated by experts, the criteria for developing good teaching materials can be summarized as follows: a) relevance to the curriculum, b) systematic material structure, c) language presentation, d) Engaging and interactive, e) considering psychological aspects and individualization, f) component completeness, and g) evaluation and reflection oriented.

Relevance to the Curriculum

Teaching materials are an important component that ensures that the material presented is relevant, complete, and in line with the learning objectives. In the context of Arabic language learning at PKPBA UIN Malang, teaching materials are designed to help students understand the basics of language that are applicable in everyday life, according to their academic and social needs.

Lecturers in interviews stated that the teaching materials developed, such as *Al-Arabiyyah Lil-Hayah* volume I, have been compiled in line with the learning outcomes of PKPBA at UIN Malang. The learning materials cover the basic competencies of applicable Arabic, ranging from the introduction of everyday vocabulary to formal communication skills. With learning outcomes as a guide, this teaching material helps students achieve language competency targets

systematically. The learning outcomes for example in the theme of introduction (*ta'aruf*), as in the table below.

| متطلبات تحصيل الدراسة: التعارف | | |
|--------------------------------|----------|---|
| ١ | المفردات | - ينتق الطلاب المفردات عن التعارف - يعرف معاني المفردات عن التعارف - يعرف الاعداد ١-١٠ |
| ٢ | التراكيب | - يستخدم الاستفهام: هل، وأين، وكيف، وما، ومن. - يجيب الاستفهام: هل، وأين، وكيف، وما، ومن. - يستخدم ياء النسبة في ذكر الهوية. |
| ٣ | الاستماع | - يميز اصوات الحروف المتقاربة في الكلمات (أ-ع، ح-خ-ه). - يميز اصوات الحروف الطويلة، والقصيرة، والمشددة في الكلمات. - يميز أصوات الكلمات المسموعة. |
| ٤ | الكلام | - ينتق أصوات الحروف المتقاربة في الكلمات (أ-ع-ح-خ-ه). - ينتق أصوات الحروف الطويلة، والقصيرة، والمشددة في الكلمات. - التعريف عن النفس. |
| ٥ | القراءة | - يقرأ الجمل البسيطة قراءة صحيحة عن التعارف - يعرف معاني الكلمات في الجمل البسيطة عن التعارف. - يفهم الجمل البسيطة عن التعارف. |
| ٦ | الكتابة | - ينسخ الحروف العربية صحيحا (أ، د، ذ، ر، ز). - يربط الحروف العربية صحيحا (أ، د، ذ، ر، ز). - ينسخ المفردات المتعلقة بالتعارف مع شكلها. |

| | | |
|-------------------------|--|--|
| - ترتيب الحروف العربية. | | |
|-------------------------|--|--|

Table 1. Learning outcomes in PKPBA teaching materials

As Magdalena et al., (2020) stated, the relevance of teaching materials to the curriculum ensures that the learning process is effective and meets the needs of learners. This is in line with the finding that relevant teaching materials increase learning efficiency through focusing on the material that really matters. Hamid et al., (2008) ideal teaching materials should present material that suits learners' needs and is relevant to the context of their lives. This is reflected in *Al-Arabiyyah Lil-Hayah*, which uses modern vocabulary and sentence structures frequently used in contemporary Arabic. For example, in the theme of *ta'aruf*, students are taught to introduce themselves with expressions that are relevant for both formal and informal situations. The use of conversational examples such as, "*Ismi Ahmad, ana thalib fi Jami'ah Malang*" (My name is Ahmad, I am a student at the University of Malang), helps students understand the real context of communication.

Systematic Material Structure

The systematic structure of the material is an important feature of good teaching materials, which helps learners understand the material gradually. A well-structured arrangement of materials ensures that knowledge transfer takes place effectively and logically.

Based on interviews, lecturers stated that these teaching materials are organized in stages, starting from themes such as *ta'aruf* (introduction), *al-usrah* (family), *as-sakan* (residence), *al-inshithah al-yaumiyah* (daily activities), and other topics providing opportunities for students to use Arabic in realistic situations. These topics not only support vocabulary acquisition, but also develop communication skills relevant to the social and cultural environment. In PKPBA at UIN Malang, this structure is designed to accommodate the diverse abilities of students, ranging from beginners to advanced levels. The learning topics are as shown in the table below.

| المعنى | الموضوع | الوحدة |
|------------------------------|-----------------|--------|
| Introduction | التعارف | ١ |
| Family members | اعضاء الأسرة | ٢ |
| Student's place of residence | سكن الطلبة | ٣ |
| Daily activities | الأنشطة اليومية | ٤ |
| Lectures | المحاضرات | ٥ |
| Types of hobbies | أنواع الهوايات | ٦ |
| Work and profession | العمل والمهنة | ٧ |
| Picnic | النزهة | ٨ |

Table 2. Learning topics in PKPBA teaching materials

The importance of this systematic structure is also emphasized by Hamid et al. (2008) who stated that material that is organized in stages strengthens the foundation of learner understanding. The coverage of *Al-Arabiyyah Lil-Hayah* teaching materials that include various ability levels is a good strategy to accommodate the diverse needs of students. Although, challenges remain in ensuring a proportionate level of difficulty for all levels. Solutions such as material differentiation can be done by providing enrichment tasks or more complex exercises for advanced students (Lintangsari et al., 2023). In the context of PKPBA, a systematic structure allows students not only to understand the language technically, but also to apply it in various relevant communicative situations. With this approach, students in PKPBA gain a solid foundation to continue learning to a higher level, both in academic studies and cross-cultural interactions.

Language Presentation

The presentation of language in teaching materials determines the extent to which the material can be understood by students. Language that is appropriate to the level of ability of students and minimal grammatical errors will support the success of learning.

According to the lecturer, the language used in the teaching materials is Fusha Arabic, which is clear and easily understood by students. Technical terms that are difficult to understand are further explained, both through the book and through a supporting application called HATI (*Hayatal Arabiyah Tafa'uliyah Iliktruniyan*). This app provides a digital dictionary that is integrated with the chapters in the book, making it easier for students to understand new vocabulary or terms.



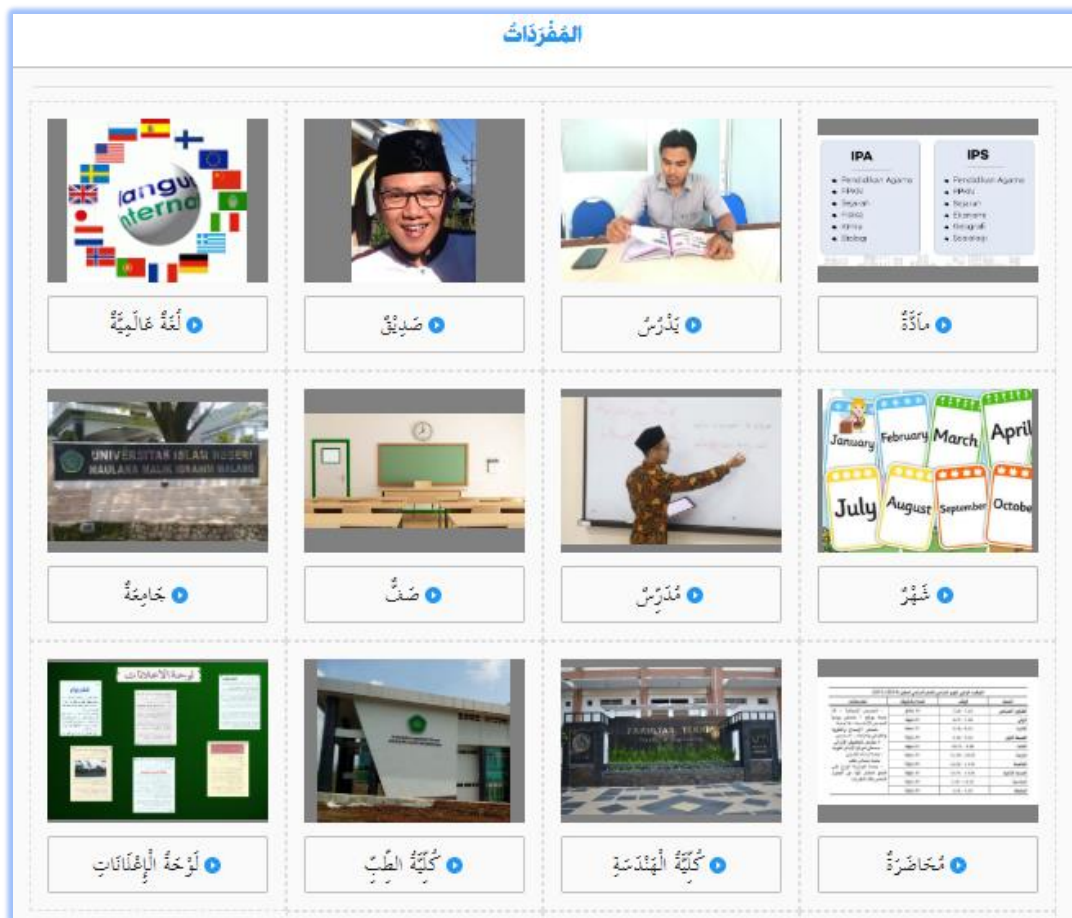
Picture I. Display of the language used in the Qiro'ah text on the HATI web

The choice of Fusha Arabic in *Al-Arabiyyah Lil-Hayah* provides a strong basis as it is considered a standard form of Arabic that is widely used in formal and academic communication. As Al Ghali & Abdullah (1991) the use of language appropriate to the learners' ability level helps minimize learning barriers. Mastery of Fusha is key to understanding both classical and modern Arabic literature (Rafsanjani et al., 2022). The HATI app complements the learning process by providing access to technical terms and vocabulary relevant to each chapter, allowing students to learn independently. The use of technology in language learning increases learners' understanding and motivation (A. Hasan & Baroroh, 2020). With this combination, students can master Arabic effectively and deeply.

Engaging and Interactive

Engaging and interactive teaching materials can increase students' motivation to learn. This element includes visual design, interactive exercises and creative presentation of material.

The lecturer explained that the design of this teaching material is very attractive, colorful, and the layout is neat. The chapter structure is also clear, making it easy for students to navigate the contents of the book. The book is also equipped with a division of material based on *maharah* (skills), ranging from *istima'* (listening), *kalam* (speaking), to *kitabah* (writing). In addition to the book, the HATI application is also designed with a user-friendly display, facilitating accessibility. The display of *Al-Arabiyyah Lil-Hayah* teaching materials on the HATI web, as shown below.



Picture 2. Design and layout view on the HATI web

The attractive design in *Al-Arabiyyah Lil-Hayah* not only enhances aesthetics, but also significantly affects student engagement. The neat layout and clear navigation ensure students can easily access the material and focus on learning without being distracted. As the theory put forward by Yuberti (2014), it emphasizes the importance of interactive aspects in teaching materials to increase student engagement and motivation to learn. Research by Sari et al., (2024) shows that good design can improve comprehension and long-term memory because it reduces cognitive load. In addition, attractive design can strengthen students' intrinsic motivation, in accordance with the theory of motivation expressed by Deci and Ryan, which states that pleasant design elements can increase learning engagement and effectiveness (Abidin & Halis, 2024).

Considering Psychologi Aspects and Individualization

This teaching material is designed for a wide range of students, from those who are new to Arabic letters to those who already have a foundation. The book provides flexibility in self-study by providing clear instructions and access to supporting applications.

The lecturer explained that this teaching material is used for all levels, from *mubtadi'* (basic), *mutawasith* (intermediate), to *mutaqodim* (advanced). However, advanced students sometimes find this material too easy. However, he also added that for beginner students, the coverage of this material is very helpful because it provides a solid foundation for learning Arabic further.

As Al Ghali & Abdullah (1991) state, effective teaching materials should be able to take into account individual differences, including learning styles, preferences, and special needs of learners. This book has attempted to reflect this approach by providing clear guidelines and supporting applications that enable independent learning. However, to make it more optimal, this teaching material can be improved by adding interactive elements that utilize modern technology. For example, the integration of video tutorials, interactive quizzes, or online discussion forums that allow students to interact directly with fellow learners or teachers. Material differentiation not only provides more relevant challenges for advanced students, but also ensures that each student is actively engaged according to their ability level, making the learning process more effective and personalized. In addition, the HATI app supports this differentiation through access to additional level-based materials. This approach, in line with research by S & Baroroh (2020), ensures each learner is engaged according to their ability level, increasing the overall effectiveness of learning.

Componet Completeness

A successful teaching material should include important components such as learning objectives, instructions for use, and practice questions. These components help students understand the learning structure and evaluate their understanding independently.

The lecturer explained that this teaching material includes all important components, such as learning objectives, instructions for use, and practice questions. Each chapter begins with *hiwar* (dialog), followed by a discussion of *mufradat* (vocabulary) *tarokib* (grammar), *istima'* (listening), *kalam* (speaking), *kiroah* (reading), and *kitabah* (writing), then ends with practice questions. The important components of teaching materials, as in the picture below.



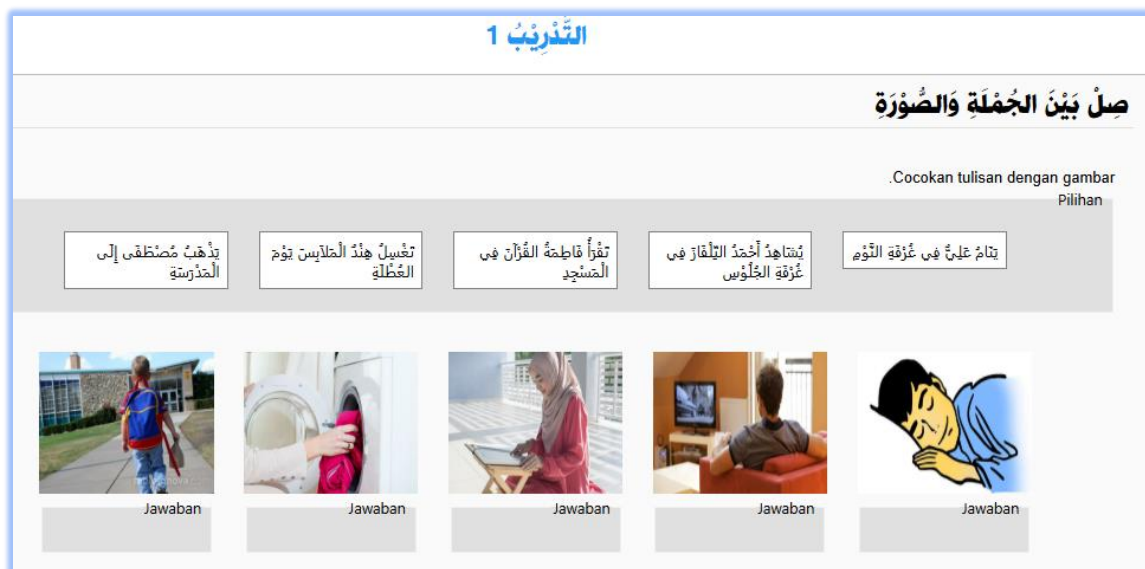
Picture 3. Important components in teaching materials

As for Hamid et al., (2008) and Yuberti (2014) emphasize that the completeness of teaching material components helps to create directed and systematic learning. Components such as learning objectives, instructions for use, and evaluation are essential to ensure that students understand what is expected from each learning session. Clearly formulated learning objectives provide students with specific guidance on what to achieve (Sarbitinil et al., 2024). Meanwhile, instructions for use help students make optimal use of teaching materials, especially in understanding the flow of the material presented.

Evaluation and Reflection Oriented

Teaching materials should provide space for students to evaluate and reflect on their understanding. This evaluation and reflection can be done through structured exercises.

The lecturer mentioned that the evaluation in learning using *Al-'Arabiyyah Lil Hayah* volume I and the HATI application is designed to help students understand and measure the development of their Arabic language competence. In the book, each end of the chapter is equipped with practice questions that test various aspects of *maharat al-lughah* (listening, speaking, reading, and writing), such as completing sentences with appropriate vocabulary, composing dialogs, or understanding short texts. These exercises are contextually organized based on the theme of each chapter, for example *al-usrah* (family), so that students can apply their knowledge in everyday situations. Meanwhile, the HATI application strengthens this evaluation process by providing digital-based interactive questions that are integrated with the book material, allowing students to access the exercises at any time. With the combination of evaluation from these two media, learning becomes more effective, comprehensive, and supports the gradual development of students' language competence.



Picture 4. Qiro'ah questions

Continuous and structured evaluation in *Al-Arabiyah Lil-Hayah* allows students to actively gauge their understanding and ensure learning remains effective. Research by Aziz et al. (2024) shows that formative evaluation integrated with learning can improve learning outcomes as it provides immediate and relevant feedback. The HATI application, as a complement to physical teaching materials, provides a platform that allows students to access practice questions and evaluations anytime and anywhere. This is in line with the findings of Mardiah et al. (2024) who stated that the use of technology in evaluation provides flexibility and increases student engagement, and allows for more individualized and adaptive learning. With the support of this application, students can continue to develop their abilities according to their personal needs and level of understanding.

Conclusions

Based on the research results, *Al-Arabiyah Lil-Hayah* Volume I teaching materials used in PKPBA UIN Maulana Malik Ibrahim Malang have met the criteria for developing good teaching materials. The materials are relevant to the curriculum, cover the academic and social needs of students, and are organized systematically from simple to complex themes. The Fusha Arabic used supports formal communication and is equipped with HATI application technology for independent access to additional materials. The attractive and interactive design of the teaching materials motivates students through relevant illustrations and digital-based exercises. In addition, this teaching material takes into account the psychological aspects and individual needs of students by providing material differentiation for various ability levels. Components such as learning objectives, instructions for use, and evaluation are systematically designed, allowing the learning process to be directed. Evaluation and reflection are carried out through contextual questions in teaching materials and the HATI application that supports learning at any time. Overall, this teaching material is innovative, adaptive, and effective in improving Arabic language learning in the global era.

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