Development of Pictorial Textbook for Arabic Speaking Skill in Islamic Studies Program

Muhammad Ainur Roziqi
Universitas Muhammadiyah Malang, Indonesia
ainurroziqi@umm.ac.id

ARTICLE INFO

ABSTRACT

This research offered solutions and answers to the textbook problems of Arabic learning in the Arabic language development program at Islamic Studies Faculty of Universitas Muhammadiyah Malang. The development of textbooks was done by adding pictorial explanations to the relevant vocabulary, also the learning material developed according to the expected profession. In addition, interactive exercises and themes were adapted to student interests and program goals. This study used ADDIE as a research and development model to produce innovative study, productive, and meaningful. The results of the validity tests were as follows: language validation tests show a percentage of 90%. The result of content validation was 92%, design validation result was 86%, while the result of lecturer validation was 95%. From these data, it can be concluded that the textbook was valid. Similarly, the effectiveness test by using (T-Test) showed effective results so that textbooks that had been developed were feasible to use.

Keyword

Arabic Textbooks; Islamic Studies Program; Pictorial; Speaking Skills

مستخلص البحث

قدم هذا البحث حلولاً وإجابات لمشكلات تعلم اللغة العربية في برنامج تطوير اللغة العربية في كلية الدراسات الإسلامية بجامعة المحمدية مالانج. تم تطوير الكتاب الدراسية من خلال إضافة تفسيرات مصورة إلى المفردات ذات الصلة ، وكذلك المواد التعليمية التي تم تطويرها وفقًا للمهنة المتوقعة. بالإضافة إلى ذلك ، تم تكييف التمارين التفاعلية والموضوعات حسب اهتمامات الطلاب وأهداف البرنامج. استخدمت هذه الدراسة ADDIE كنموذج للبحث والتطوير لإنتاج دراسات مبتكرة ومثمرة وذات مغزى. وكانت نتائج اختبارات الصلاحية على النحو التالي: اختبارات التحقق من صحة اللغة تظهر نسبة ٩٠ ٪. كانت نتيجة التحقق من صحة المحتوى ٩٢ ٪ ، وكانت نتيجة التحقق من صحة التصميم ٨٦ ٪ ، وكانت نتيجة التحقق من صحة المحاضر كانت ٩٥ ٪. من هذه البيانات ، يمكن أن نستنتج أن الكتاب الدراسي كان صالحًا. وبالمثل ، أظهرت فعالية الاختبار باستخدام (T-Test) نتائج فعالة حتى أن الكتب المدرسية التي تم تطويرها كانت مجدية للاستخدام.

كلمات أساسية   الكتاب الدراسي العربي؛ كلية الدراسات الإسلامية؛ التصويري؛ مهارة الكلام

INTRODUCTION

Textbooks have traditionally been an essential part (Fischer et al., 2015, p. 160) in teaching. Textbook is one of the most important components in learning (Komalasari & Saripudin, 2018, p. 397) which have a fundamental role and are very much needed in the achievement of educational and learning goals (Nurdyansyah, 2018, p. 2). Textbooks, as a core part of the old and modern education process, are considered as very effective tools or media in the education system in the classroom (Masykur, Nofrizal, & Syazali, 2017, p. 179). The use of appropriate media will also determine the level of success of the learning process (Abdullah, 2017, p. 35), so that the positive interaction or communication will be established between students and educators through the various appropriate learning components (Pane & Dasopang, 2017, p. 29).

Plans for developing short and long term textbooks are comprehensive and dependence on textbooks which are the main points for students and educators used in the classroom or independently (Ibrahim, 2019, p. 77). So textbooks have an important role (Robinson et al., 2014, p. 341) (Rediati, 2015, p. 2) in the progress and decline of education in a country. As in Malaysia (Sjahrony, Lubis, & Yusoff, 2017, p. 25) said that the textbook is one of the main materials in teaching Arabic, and its role is so dominant in the academic development of students (Hamid, Hilmi, & Mustofa, 2019), also in Indonesia has been stated by the Ministry of Education on (Permendiknas) No. 8 year 2016 for use in the elementary, secondary or higher level of education (Permendiknas, 2016, p. 2-3) which includes educational material to increase faith, piety, character, mastery of the personality of science and technology and increase sensitivity, aesthetic abilities, and kinetics.

In order to meet these needs, it is very important for all schools or colleges to achieve the educational goals that are expected to have textbooks that are consistent with the goals and needs of students (Abdullah, Mehdi, & Buriro, 2019, p. 37) with a variety of materials that consider the background and goals and pay attention to the interests of students (Arumdyahsari, Hs, & Susanto, 2016, p. 828), especially in learning foreign languages such as Arabic which has a long history of existence (Firdaus, 2019, p. 36) and its role is very important in entering the world of information and communication globalization (Hendri, 2017, p. 196; Yahya, 2017, p. 39) so it has become the official language of the United Nations (Murdiono, 2018; Salim, 2015, p. 168). Indonesian people and people in other countries as non-native speakers really need textbooks that are classified with specific themes (Hussain & Mamat, 2019, p. 778) as a teaching guide to facilitate communication and get relevant information, so that the teaching process does not expand without regard to student needs.

One of the objectives of the textbook—as previously stated—is to facilitate students in the learning process of speaking skills which is one of the basic skills that represents the purpose of language learning according to the learning field

(Fatoni, 2019, p. 149). However, after the researchers made preliminary observations in the Arabic language development program at the Universitas Muhammadiyah Malang, researchers encountered obstacles from students, where the material in the Arabic language textbooks was not yet representative of the fourth study programs so the students felt that the existing textbooks are not in accordance with their goals, and there's no visuals or pictures as an explanatory vocabulary that is difficult to understand.

Mismatch between the theme or material of the textbook with the aim of students in each study program encourage the researcher to develop and provide refreshment to the media or sources of student learning. The researcher developed textbooks on Arabic speaking skills in the Arabic language development program at the Universitas Muhammadiyah Malang. This development was intended to improve the teaching and learning process, especially on Arabic speaking skills to achieve the desired goals.

The development of the textbook must be harmonized with the material with the objectives of students on their study programs. As this research has been done by (Amrulloh, 2016) that is, with the special purpose approach, it can be concluded that textbooks that are appropriate or relevant to the objectives of the students and study programs are very effective, more relevant, and positive to be used in improving students' speaking skills.

This textbook is equipped with instructions for the use of textbooks. Material in the form of vocabularies and conversations that are adapted to the daily lives of learners, interactive exercises, and language styles that are in line with student study programs. Therefore, students can apply them in their daily lives in communication and do not feel difficulties in remember vocabulary.

The results of preliminary observations made by researcher to students of the Arabic language development program of the Islamic Studies Faculty of UMM—the class of Abu Bakar As-Shiddiq and Utsman Bin Affan as objects of this study which consisted of 57 respondents—showed that of 44% of respondents said it needed an adjustment between themes in the textbook based on students' majors and 56% of respondents said it was necessary to adding pictures as an vocabularies' explanation so that its were easy to remember. While the results of interviews with teachers show that there is a need to develop textbooks in Arabic speaking skills, because many command words in practice questions still use Indonesian, so the students find it difficult in understanding vocabulary and idioms. Students did not understand the command both in middle term exam and final exam, so the theme and vocabulary or language style in the textbook must be relevant to the goals of students in each of their majors and be accompanied by pictures.

The discrepancy between the theme or material of the textbook with the aim of students in each major, motivates the researcher to develop and provide new things to the media or student learning resources. Researcher developed textbooks on Arabic speaking skills in the Arabic language development program

at the Universitas Muhammadiyah Malang. This development aims to provide solutions to students' obstacles in learning Arabic and improve teaching and learning processes, especially on Arabic speaking skills to achieve the desired goals.

This textbook, as a form of development has specific aims and purposes for Islamic Studies Faculty by harmonizing the material and the objectives of students or their majors. This research has been done by (Amrulloh, 2016), with a special purpose approach, it can be concluded that textbooks that are appropriate or relevant to the objectives of students and their majors are very effective, more relevant and positive for use in improving learners' speaking skills. (Jaffar, Hameed, Rashid, & Ahmad, 2013, p. 28) also explained that the learner strongly agreed that the material could be conveyed easily.

As a form of development, this textbook is equipped with instructions for the use of textbooks, material in the form of vocabulary and conversations that are adapted to the daily lives of learners, interactive exercises and language styles that are in line with student majors at Islamic studies faculties, so that students can use them independently, can apply it in everyday life in communication and do not feel difficulties in remembering vocabulary. Thus, this research will have a significant impact on the learning process as needed.

METHOD

This research used the Research & Development method by using ADDIE model. This research aims to produce innovative and meaningful products and experiences (Haviz, 2016, p. 29) and is considered a more rational research model (Sari, 2017, p. 93). The research steps in this model consist of 5 stages: (1) Requirement analysis; (2) Design; (3) Development; (4) Implementation; (5) Evaluation.

In the first stage of this study begins with research as its name (Prasetyo, 2012, p. 1), the researcher took data for needs analysis by using two class purposive sampling technique from a population of four classes. That two classes are Abu Bakar as Siddiq class and Utsman Bin Affan class, henceforth researcher design the textbook based on learning subjects in the Islamic Studies Faculty of Universitas Muhammadiyah Malang. In the process of development, the textbook products go through validity tests in terms of language, content, design, and teacher side of Arabic speaking skill. The next stage is the analysis of data from the validation results by experts or validators.

Textbook product for Arabic speaking skills is applied to the development of Arabic language program which are participated by all students in the first year at Islamic Studies Faculty of Universitas Muhammadiyah Malang. The researcher collaborated with teachers in applying textbooks to learning speaking

skills in the class of Abu Bakar As-Shiddiq and Usman Bin Affan. That two classes are used as samples from both upper and middle class to determine student interest and effectiveness of the textbooks. Assessment through a questionnaire to find out the opinions' and advices' students as a reference in revision of the textbooks. At the end of the lesson, the teacher gives a test to students from the two classes to find out the comparison of student learning outcomes before and after using the textbook. The next step is the analysis of the data obtained from the observation of learning outcomes and questionnaires as evaluation materials for the textbook so that this product is truly feasible to use.

This study consists of four stages of validation, such as (1) validation by linguists, (2) validation by content experts, (3) validation by design experts, and (4) validation by lecturers or teachers. The subjects in this study consisting of 57 Abu Bakar As Shidiq's and Usman Bin Affan's students. There are two types of data in this study: qualitative data and quantitative data. Qualitative data is obtained from the comments and advices of students and experts while quantitative data are the numbers or scores obtained from the expert validation questionnaire. Data processing in this study uses t-test formula. Meanwhile the instruments in data collecting are as follows:

1. Questionnaire

Questionnaire as a data collection instrument has many advantages (Arikunto, 2010, p. 268). Questionnaire is a primary data collection tool with a survey method to obtain respondents opinions (Fauzi et al., 2019, p. 140). The questionnaire can be used to test the validity of the product given to the validator or expert in which there are qualitative and quantitative data.

2. Pre-test dan post-test

The score obtained from the pre-test and post-test is used to measure the effectiveness of the product or textbook, so in the collecting of data researcher use pre-test and post-test on students. Data processing from the questionnaire for the product validity obtained from the validators, which is then categorized according to the validity scale that researchers use in table 1.

Table 1. Product Validity Criteria

Number	Percentage %	Criteria
1	1-20	Invalid
2	21-40	Less valid
3	41-60	Valid enough
4	61-80	Valid
5	81-100	Very valid

To find out the effectiveness of textbook in Arabic speaking skills learning, researcher conducted experiments with pre-test and post-test methods on 57 students from the Abu Bakar As-Shiddiq and Utsman Bin Affan classes in the

Arabic language program development (PPBA) at Islamic Studies Faculty Universitas Muhammadiyah Malang. The experiment aims to determine the comparison of students' abilities before and after using textbook (Azis, 2019, p. 51) by using t-test methods (Sugiono, 2016, p. 273).

FINDINGS & DISCUSSION

In this discussion session, the research result explained the data that has been obtained from the validator, qualitative and quantitative data. It contains of the explanation of the validation results from linguists, content experts, design experts, and instructors.

The data results from the questionnaire regarding language in the textbooks that have been validated by linguists get a cumulative score of 70 out of 14 statements. The cumulative score is obtained through the calculation of 5 indicators of language validity scale with the number of statements. The criteria for determining the results of a language questionnaire with a percentage of 20%, then categorized according to the language validation scale.

While the results of the questionnaire regarding the language of textbooks scored 63, with a percentage of 90%, thus the language in the textbooks that had been developed obtained very valid criteria. While the qualitative data from validator advice that shows still found some errors in writing *harakat* or laying *hamzah*, it becomes an evaluation material for product improvement.

The content of this textbook is validated by content experts with a cumulative value of 100 out of 20 statements. The cumulative results are obtained through the calculation of 5 indicators of content validity scale with the number of statements with 20% content questionnaire criteria. From the results of the questionnaire regarding the content, the textbook gets an accumulative score of 92 with a percentage value of 92%. Thus, the product developed in terms of content get very valid criteria. The validator suggests to adding more and varied exercises so that students practice more frequently in the application of Arabic.

The cumulative value of the questionnaire related to the design of the textbooks is 90 out of 18 questionnaire statements and obtained through the calculation of 5 indicators of validity scale based on the number of statements. While the score obtained is related to the design of textbooks, which is 78 with a percentage of 86%, then from the sector and in accordance with the validity scale, the design is very valid.

The cumulative score of the questionnaire obtained from the teachers in the Arabic language development program as a field test was 80 out of 18 statements, and with the same calculations as language validity, content and design with 5 criteria for product validity scale.

The questionnaire score given by the Arabic speaking skills teacher is 76, with a percentage of 95% so that the questionnaire results from the instructor regarding the application of textbooks get very valid criteria. Thus, the textbooks are feasible to be applied and used in the learning process in the Arabic language development program for the Islamic Studies Faculty.

From the results of this questionnaire, the researchers found that a number of sectors were lacking, so improvements were needed to products related to language, content and design. So, the validated textbooks are really feasible and valid to be used in improving the learning process of Arabic speaking skills in PPBA.

The development of the textbook for Arabic speaking skill for Islamic studies is motivated by a number of problems that researcher gets based on the results of preliminary observations about learning Arabic in the Arabic language program development specifically for Islamic Studies Faculty Universitas Muhammadiyah Malang. Based on observations, the data shows that there are problems in students consisting of four study programs such as Islamic Education Study Department, *Ahwal Syakhshiyah* Department, Islamic Economics Department, and Arabic Department. One of the problems is students find difficulties to adjust to the material, especially in Arabic speaking skills, because some of the students are beginners in learning Arabic, and they find it difficult to memorize and apply vocabulary on textbooks that are not in accordance with their study programs. Likewise, the teachers who felt that development of textbooks that are used in the learning process in the program is needed.

Based on that, researcher is encouraged to develop a textbook product as a form of refreshment innovation and updates to previous textbooks. It is adapted to the interests or study programs that students study, so they can use and apply Arabic vocabularies and idioms in their program study environment.

Figure 1: Front and Back Covers of Textbook

Figure 1 is the research result of textbook development. This research developed a textbook with the title *Maharah al-Kalam li Kulliyyah al-Dirasat al-Islamiyyah* in front cover. The textbook was designed for Arabic speaking skills by using A4 paper and consisting of 127 pages. The back cover is designed with several information for the textbook.
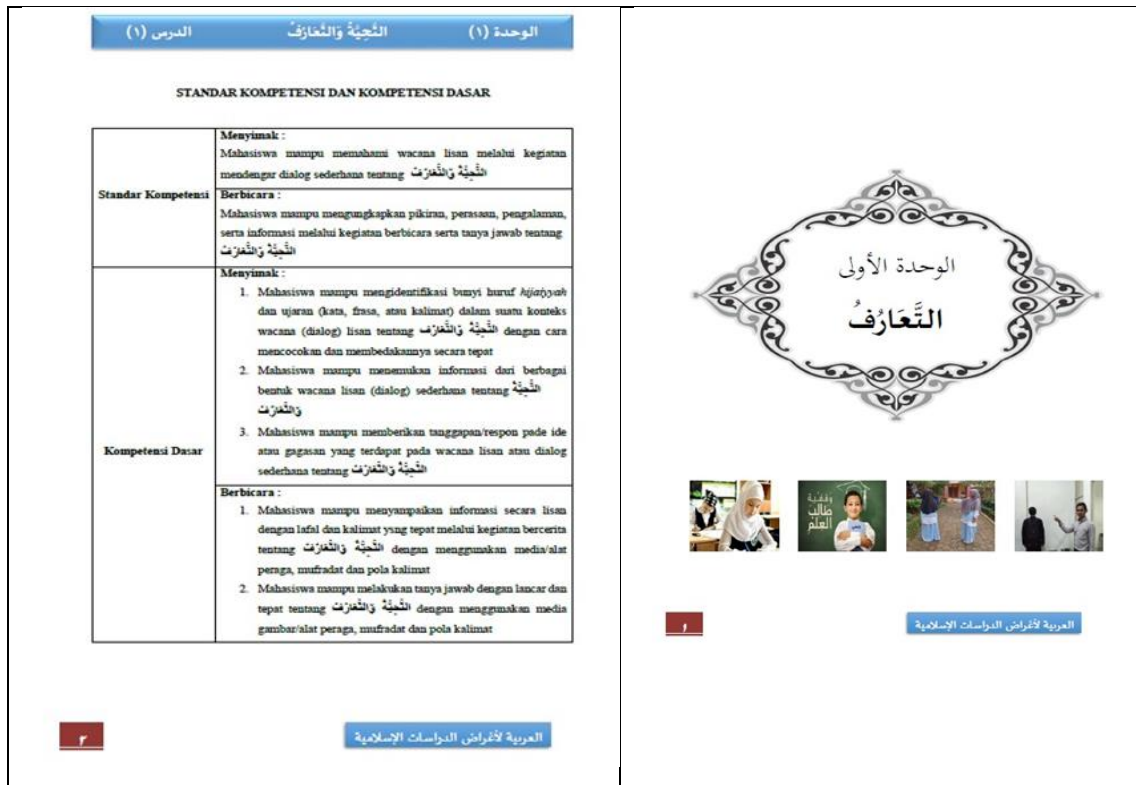

Figure 2: Textbook Guide and Chapter Separator Pages

Figure 2 explained about textbook guide and chapter divider pages. Every chapter is separated by chapter separator page. Then, it is followed by textbook guide for every chapter of pictorial textbook.

Figure 3: Learning Materials and Exercises

Learning materials and vocabularies are the importang thing in this textbook development. The vocabularies are presented with pictures as in figure 3 to ease students in understanding directly new materials. In addition, pages of exercises are designed in order to ease students in Arabic speaking skill practice.

Textbook for Arabic speaking skill were tested on two classes, namely Abu Bakar Ash-Shiddiq and Utsman bin Affan, both classes as samples from the highest and middle classes. Some form of innovation development from this textbook is to align the theme or material with student study programs, and give colorful and concrete images as explanatory vocabulary that is difficult to memorize so that with an appropriate image will attract the attention of students (Kurniawan, Wahyuni, & Yaqin, 2019, p. 55) so students are easy to remember and apply the vocabulary. the command words in each question using Arabic are adjusted to the command words in the midterm and end semester exam, so they can get used to and can understand every command in the exam questions easily. Interactive exercises can be applied in the classroom or outside the class in groups or independently by using easy Arabic language.

The textbook developed had a positive impact on students as learners and users of this book as well as the instructor because of the form of relevance to their interests. As previous research (Mujab, Irawati, & Rahmawati, 2018, p. 1) that the material in textbook that meet the needs of learners will be easier to understand then internally they are encouraged to learn it independently.

From the information above, the validation of the textbook is carried out by the validators in terms of language, content, design, and teacher as material improvements for the product. As for the language validation results show that the language used in this textbook is very clear with the use of language or language style that is relatively lighter so it is easy to be applied and with a 90% percentage result and refers to the language validity scale table then the textbook is very valid and suitable to be used in improving students' Arabic language skills in the Arabic language development program in Islamic Studies Faculty Universitas Muhammadiyah Malang.

The content expert validation results show that the textbook content consists of theories used by the preparation of textbook, explanations of the use of textbooks with the aim of learning according to the needs of students, the order of delivery of material arranged from easy to difficult material, and variations of the training model, very valid to be applied to students with a percentage value of 92% as in the content scale table in the previous presentation.

Likewise, the results of the validation of the textbook design, although there are some improvements to the results of the validator's advice related to the design of the textbook, the data shows that the design is very valid, with a percentage of 86%, it is feasible to apply in the learning process for Arabic speaking skills in the Arabic floating program.

As for knowing the level of effectiveness of this textbook can be measured with the pre-test and post-test instruments. In the Pre-test to measure the ability to speak Arabic students before using textbooks, the highest score was achieved by 4 students from the class of Abu Bakar Ash-Shiddiq with score of 85. While the lowest ones were also achieved by the class of Abu Bakar Ash-Shiddiq and Utsman Bin Affan with the same score of 65.

To find out the level of effectiveness of this textbook can be measured with the pre-test and post-test instruments. Pre-test is used to measure students' Arabic speaking ability before using textbooks, from the Abu Bakar Ash-Shiddiq class with an average grade of 76.5. While the average grade of the Utsman Bin Affan class is 71.5.

Comparison with the post-test score is that after using textbooks, Abu Bakar class got an average value of 87.6 and the Utsman Bin Affan class with an average of 87.5. From the results of the post test results show that there is a 7.9% increase in learning by using textbooks that were developed. Next to find out the effectiveness of the textbooks were analysed using the calculation formula (t-arithmetic) and the results of (t-table) using an error rate of 5%, and from calculations using the results: 1.65857. With a comparison (t arithmetic) greater than (t-table) that is 7.69014> 1.65857, so it can be concluded that the results of (t arithmetic) significant received and effective. The results of data analysis using the formula (t-test) showed that this textbook was acceptable and effective in improving students' speaking skills in the Arabic language development program (read: PPBA) at Islamic Studies Faculty Universitas Muhammadiyah Malang.

The results of this study are in line with research conducted by (Sihotang & Sibuea, 2015, p. 176) which is the development of contextual textbooks based on contextual themes with the theme "Health is Important" with the results of empirical evidence that student achievement using textbooks in their learning is higher with the effectiveness of the use of textbooks by 78.38%. With analysis Because t-test result = 7.6216> t-table = 2.0105, it is concluded that there are significant differences in student achievement by using textbooks that have been developed.

CONCLUSIONS

The results of data analysis showed that the textbook product was valid. The data generated by calculations using the formula (t-test) in this study showed that the textbooks that had been developed were acceptable and effective in improving students' speaking skills.

The research had implication that textbooks are the most important component in a comprehensive short-and long-term learning development plan

and top priority for students. It meant that the suitability of the material in the textbook greatly affects students in improving abilities in Islamic Studies Program. One of the functions of the pictorial textbook for Arabic speaking skill is to facilitate students in developing their skills, especially communication, which is one of the basic skills that represents the purpose of language learning. Speaking skills are considered one of the most important language skills in language learning, especially for Arabic language learners at the Islamic Studies Faculty, Universitas Muhammadiyah Malang.

BIBILIOGRAPHY

Abdullah, M., Mehdi, M., & Buriro, G. A. (2019). Language Textbook Development: A Study on Ecological, Syntactical and Literary Perspectives. *International Research Journal of Arts & Humanities (IRJAH), 47*(47). 37-49. ISSN: 1016-9342

Abdullah, R. (2017). Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran. *Lantanida Journal, 4*(1), 35-49. DOI: http://dx.doi.org/10.22373/lj.v4i1.1866

Amrulloh, F. S. (2016). Tathwir al-Mawad al-Dirasiyah al-'Arabiyah 'ala Asas Aghradh Khashshah li Thalabah Qism al-Mu'amalah Kulliyah al-Syari'ah bi Jami'ah 'Abdullah Faqih al-Islamiyah (INKAFA) Gresik.*.* Universitas Islam Negeri Maulana Malik Ibrahim. Malang: Unpublished Thesis.

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik* (14 ed.). Jakarta: PT. Rineka Cipta.

Arumdyahsari, S., H., W., & Susanto, G. (2016). Pengembangan bahan ajar Bahasa Indonesia bagi Penutur Asing (BIPA) tingkat madya. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 1*(5), 828-834. DOI: http://dx.doi.org/10.17977/jp.v1i5.6263

Azis, H. (2019). Validitas, Reliabilitas, Praktikalitas dan Efektifitas Bahan Ajar Cetak Meliputi Handout, Modul dan Buku. Makalah. DOI: http://doi.org/10.31227/osf.io/fcx9e

Fatoni, A. (2019). Arabic Learning for Academic Purposes. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature, 2*(2), 149-164. DOI: https://doi.org/10.22219/jiz.v2i2.10096

Fauzi, M. F., Buhun, M. F., & Purwadi, A. (2019). The Influence of Teams Games Tournament (TGT) toward Students' Interest in Arabic Language Learning.

Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature, *2*(2), 135–148. DOI: https://doi.org/10.22219/jiz.v2i2.9986

Firdaus, M. (2019). Problems in Expressing Arabic Language of Indonesian Students at Khartoum International Institute for Arabic Language. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature, 2*(1), 35-52. DOI: https://doi.org/10.22219/jiz.v2i1.7588

Fischer, L., Hilton, J., Robinson, T. J., & Wiley, D. A. (2015). A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. *Journal of Computing in Higher Education*, *27*(3), 159–172. DOI: https://doi.org/10.1007/s12528-015-9101-x

Hamid, M. A., Hilmi, D., & Mustofa, M. S. (2019). Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme untuk Mahasiswa. *Arabi: Journal of Arabic Studies, 4*(1), 100-114. DOI: http://dx.doi.org/10.24865/ajas.v4i1.107

Haviz, M. (2016). Research and Development; Penelitian di Bidang Kependidikan yang Inovatif, Produktif dan Bermakna. *Ta'dib, 16*(1). DOI: http://dx.doi.org/10.31958/jt.v16i1.235

Hendri, M. (2017). Pembelajaran Keterampilan Berbicara Bahasa Arab melalui Pendekatan Komunkatif. *Potensia: Jurnal Kependidikan Islam, 3*(2), 196-210. DOI: http://dx.doi.org/10.24014/potensia.v3i2.3929

Hussain, N. H., & Mamat, M. (2019). Readability Level of Arabic Texts for Upper Primary Pupils at Al-Amin Islamic Primary School (SRI). *International Journal of Mechanical Engineering and Technology, 10*(3).

Ibrahim, N. (2019). Pengembangan Modul Cetak Pembelajaran Remedial untuk Peningkatan Ketuntasan Belajar Mata Pelajaran Bahasa Indonesia SMP Kelas VIII. *JTP-Jurnal Teknologi Pendidikan, 21*(1), 75-96. DOI: https://doi.org/10.21009/jtp.v21i1.11246

Jaffar, M. N., Hameed, A., Rashid, K., & Ahmad, H. (2013). Bahasa Arab Untuk Tujuan Agama: Analisis Keperluan Pelajar Sarjana Muda Bahasa Arab dan Komunikasi di Universiti Sains Islam Malaysia. *'Ulūm Islāmiyyah Journal, 19*(1024), 1-20.

Komalasari, K., & Saripudin, D. (2018). The Influence of Living Values Education-Based Civic Education Textbook on Students' Character Formation. *International Journal of Instruction, 11*(1), 395-410. DOI: https://doi.org/10.12973/iji.2018.11127a

Kurniawan, R., Wahyuni, E. N., & Yaqin, Z. N. (2019). Pengembangan Buku Ajar Visual Menulis Kreatif untuk Peserta Didik Madrasah Ibtidaiyah. *Al-Aulad: Journal of Islamic Primary Education, 2*(2), 54-63. DOI: https://doi.org/10.15575/al-aulad.v2i2.5213

Masykur, R., Nofrizal, N., & Syazali, M. (2017). Pengembangan Media Pembelajaran Matematika dengan Macromedia Flash. *Al-Jabar: Jurnal Pendidikan Matematika, 8*(2), 177-186. DOI: https://doi.org/10.24042/ajpm.v8i2.2014

Mujab, A. S., Irawati, R. P., & Rahmawati, N. (2018). Pengembangan Modul Bahasa Arab Berbasis Teori Psikologi Perkembangan Remaja Elizabeth B. Hurlock Kelas X MA. *Lisanul'Arab: Journal of Arabic Learning and Teaching, 7*(1), 1-7. DOI: https://doi.org/10.15294/la.v7i1.26068

Murdiono, M. (2018). Dirāsah Hālah 'an Muyūl al-Thalabah fī ta'allum al-Lughah al-'Arabiyyah bi al-Madāris al-Mutawassithah al-Islamiyah bi Malang wa Batu. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature, 1*(2).153-166. DOI:https://doi.org/10.22219/izdihar.v1i2.7297

Nurdyansyah, N. (2018). Pengembangan Bahan Ajar Modul Ilmu Pengetahuan Alambagi Siswa Kelas IV Sekolah Dasar. *Universitas Muhammadiyah Sidoarjo*.

Pane, A., & Dasopang, M. D. (2017). Belajar dan pembelajaran. *Fitrah: Jurnal Kajian Ilmu-ilmu Keislaman, 3*(2), 333-352. DOI: https://doi.org/10.24952/fitrah.v3i2.945

Permendiknas. (2016). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku yang Digunakan oleh Satuan Pendidikan* Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia

Prasetyo, I. (2012). Teknik Analisis Data dalam Research and Development: Jurusan PLS FIP Universitas Negeri Yogyakarta.

Salim, L. (2015). Peranan Bahasa Arab terhadap Ilmu Pengetahuan. *Jurnal Adabiyah, 15*(2), 172-180.

Sari, B. K. (2017). Desain Pembelajaran Model ADDIE dan Implementasinya dengan Teknik Jigsaw.

Sihotang, C., & Sibuea, A. M. (2015). Pengembangan Buku Ajar Berbasis Kontekstual Dengan Tema "Sehat Itu Penting". *Jurnal Teknologi Informasi & Komunikasi dalam Pendidikan, 2*(2).

Sjahrony, A., Lubis, M. A., & Yusoff, N. M. R. N. (2017). Kepentingan Kebolehbacaan Buku Teks Dalam Dunia Pendidikan. *Asean Comparative Education Research Journal on Islam and Civilization (ACER-J). eISSN2600-769X, 1*(1), 25-40.

Sugiono. (2016). *Metode Penelitian Pendidikan Pendekatan kualitatif, kuantitatif, dan R&D*. Bandung: Alfabeta.

Rediati, A. (2015). Pengembangan Buku Pengayaan Cara Menulis Teks Penjelasan Bermuatan Nilai Budaya Lokal untuk Peserta Didik Kelas V Sekolah Dasar. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia, 4*(1), 1–7. DOI: https://doi.org/10.15294/SELOKA.V4I1.6849

Robinson, T. J., Fischer, L., Wiley, D., & Hilton III, J. (2014). The impact of open textbooks on secondary science learning outcomes. *Educational Researcher, 43*(7), 341–351. DOI: https://doi.org/10.3102/0013189X14550275

Yahya, Y. K. (2017). Usaha Bahasa Arab dalam Menghadapi Era Globalisasi. *Prosiding Konfererensi Nasional Bahasa Arab, 3*(3), 38-48.