

ANALYSIS OF THE BOOK *MARI BELAJAR BAHASA ARAB* BASED ON W.F. MACKEY'S THEORY AND THE PRINCIPLES OF DEEP LEARNING

Risma Pebriyani^{1a*}, Yusuf Ali Tantowi^{2b}

^{1,2}Pendidikan Bahasa Arab, Universitas Pendidikan Indonesia, Bandung, Indonesia

rismapebriyani.6@upi.edu

yusuf_tantowi@upi.edu

(*) Corresponding Author

rismapebriyani.6@upi.edu

ARTICLE HISTORY

Received : 20-04-2026

Revised : 07-05-2026

Accepted : 15-06-2026

KEYWORDS

Arabic Language;

Deep Learning;

W.F. Mackey's Theory;

MDTU;

Textbook;

ABSTRACT

This study analyzes the textbook *Mari Belajar Bahasa Arab* by Drs. H. Maman Abdul Djaliel, M.Ag., through the integration of W.F. Mackey's theory and deep learning principles. This study offers a new approach by combining structural-linguistic evaluation with psychological-pedagogical dimensions at the *Madrasah Diniyah Takmiliah Ula* (MDTU) level, an approach that is still rarely employed. The analysis results indicate that this textbook systematically fulfills the aspects of selection, gradation, presentation, and repetition, and applies the principles of mindful and meaningful learning. However, the aspect of joyful learning is not yet optimal due to a lack of activity variety, visual appeal, and opportunities for student reflection. To address these limitations, it is recommended that the author and publisher improve the textbook by including vowel marks, adding independent practice exercises, and providing feedback features. Theoretically, this study emphasizes that the evaluation of Arabic textbooks must go beyond the structural adequacy of the material and consider the quality of students' affective learning experiences to support deeper learning.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

The development of Arabic language instruction in elementary-level religious education still faces several challenges, including issues related to the curriculum, teacher competence, and textbook quality (Amali et al., 2025). Textbooks are an essential component that supports the success of the learning process because they serve as the primary guide for determining content, learning objectives, and competency standards (Wahyuni & Suasti, 2024). Textbooks serve not only as a source of knowledge but also as a pedagogical tool that presents learning competencies and strategies in a structured (Ilmiyah et al., 2023). Therefore, high-quality textbooks play a crucial role in supporting students' success in learning Arabic (Khalid et al., 2023).

In addition, the presentation of content, language, and visual elements must be adapted to the students' developmental level (Srinivasa, 2022). The importance of textbook analysis is increasingly significant, given that textbooks play a crucial role in shaping students' knowledge structures and developing their language skills from the earliest stages of learning (Siregar et al., 2022). Thus, evaluating textbooks is a strategic step to ensure optimal, sustainable achievement of learning objectives (Wachdah, 2020).

In his study on the development of instructional materials, Mackey (1965) identified four key aspects in the analysis and development of language textbooks: selection, gradation, presentation, and repetition. These four aspects serve as key indicators for assessing whether a textbook is systematically and pedagogically organized (Wargadinata et al., 2024). From Mackey's perspective, the quality of a textbook's content can be analyzed based on the appropriateness

of linguistic element selection, the regularity of difficulty-level sequencing, the effectiveness of material presentation, and the consistency of exercises and material reinforcement (Wuqu & Arifa, 2024).

On the other hand, the current educational paradigm in Indonesia positions deep learning as an approach that not only emphasizes general mastery of subject matter but also facilitates students in developing conceptual understanding, critical thinking skills, the ability to reflect on learning experiences, and the ability to connect knowledge to real-life contexts (Mulyani et al., 2025). Deep learning in Arabic requires textbooks not only to contain vocabulary for memorization but also to encourage students to understand meanings, use the language communicatively, and relate it to daily life (Suryani, 2025).

Several previous studies have critically examined Arabic textbook analysis using approaches relevant to this study. Notably, Husna et al, (2023) evaluated “Ilmu Nahwu untuk Pemula” through Mackey and Thu’aimah’s theoretical frameworks. Their findings highlight the textbook’s notable effectiveness for novice Arabic grammar learners, particularly its clear grammatical explanations and adherence to the selection, gradation, and repetition principles. Conversely, they underscore significant shortcomings, especially the insufficient visual aids and lack of integration of cultural content and other language skills, which limit the book’s overall pedagogical impact.

Second, a study conducted by Siregar et al, (2022) examined the suitability of a 2019 Arabic textbook for ninth-grade students at MA KMA 183 using Mackey’s theory and the standards of the American Council on the Teaching of Foreign Languages (ACTFL). The findings indicate that the textbook met the four aspects of Mackey’s theory (selection, gradation, presentation, and repetition) and was at the intermediate proficiency level (low-high) according to ACTFL, although there were minor inconsistencies in gradation across certain skills.

Third, Aulia & Mahliatussikah, (2025) research examined the application of deep learning methods in teaching Arabic at Islamic Senior High Schools (MA). The research findings indicate that this method can improve critical thinking skills and encourage more contextual learning. However, implementing this method faces several challenges, including teachers’ limited understanding of deep learning, a lack of ongoing training, limited technological infrastructure, and a learning evaluation system still oriented towards memorization.

Previous studies utilizing Mackey’s theory in Arabic textbook analysis have generally focused solely on structural-linguistic aspects, leaving the psychological dimension of learners largely unaddressed. Meanwhile, research centered on deep learning principles has tended to emphasize practical classroom implementation rather than textbook content analysis. In terms of educational levels and contexts, prior research has been heavily dominated by general learners and the *Madrasah Aliyah* (MA) level, thereby leaving a distinct gap in research at the MDTU level. To fill this gap, this study integrates W.F. Mackey’s theory and deep learning principles to analyze MDTU textbooks. W.F. Mackey’s theory provides a linguistic analytical framework to assess the suitability and effectiveness of the textbook, while deep learning principles examine the pedagogical viability of the material alongside the comprehensive cognitive and affective engagement of the learners.

Given the urgency of effective Arabic language instruction, the book *Mari Belajar Bahasa Arab* by Drs. H. Maman Abdul Djaliel, M.Ag., was selected as the focus of this study. This text serves as a primary reference in several MDTUs in Bandung, particularly for first-grade students, which corresponds to third grade in elementary school or MI. The book’s content includes vocabulary, simple dialogues, and fundamental linguistic rules. Preliminary observations suggest that this resource is instrumental in establishing students’ foundational knowledge of Arabic, although several technical issues persist in its presentation. A significant concern is the limited use of vowel marks (harakat) in vocabulary and sentence examples, which may result in misinterpretation for novice learners. The present study seeks to evaluate the quality of both the content and presentation of *Mari Belajar Bahasa Arab*, utilizing W.F. Mackey’s theoretical framework and the principles of deep learning.

RESEARCH METHODS

This study employs a qualitative approach using content analysis to evaluate the quality of the book *Mari Belajar Bahasa Arab* by Drs. Maman Abdul Djaliel, M.Ag. The analysis is based on W.F. Mackey’s theory (1965) and the deep learning approach. This combination of methods was chosen to systematically, objectively, and in-depth understand the structure, meaning, and content of the text (Krippendorff, 2013; Oranga & Matere, 2023). In addition to the book as the primary data source, supporting data were collected through documentation and a literature review. The research instrument consists of analysis tables developed based on the four linguistic aspects according to Mackey’s theory (Table 1) and the three principles of deep learning (Table 2).

Table 1. Analysis Instruments Based on WF Mackey's Theory (1965)

Aspect	Component	Indicator
Selection		
Learning objectives	Clarity and measurability	Clarity of objectives, measurability through operational verbs, and conformity with the applicable curriculum
Student Ability Level	Material suitability	Relevance of sound, appropriateness of vocabulary, frequency of use, contextualization, simple structure, selection, and balance of maharah
Time Allocation	Timeliness	Compliance of learning time allocation with applicable Ministry of Religion regulations
Types of Language	Use of language	Arabic is the main language, and Indonesian is the explanatory language
Gradation		
Grouping	Organization of material	Unity of theme per chapter, vocabulary grouping, structure grouping, skill grouping, and unity of meaning between parts
Sequencing	Order of material	Simple to complex, easy to difficult, concrete to abstract sequence, inter-chapter interconnections, continuity of learning, consistency of sequence throughout the book
Presentation		
Presentation Procedure	How to present the material	Differential procedures (language of instruction), ostensive procedures (real context), pictorial procedures (visual illustrations), contextual procedures (communicative situations); consistency of format; integration of skills; variety of exercises
Repetition		
Repetition	Reinforcement of material	Availability of exercises (<i>tadribat</i>), repetition of vocabulary across chapters, repetition of language structures, variation in exercise forms, connection of exercises to the material, opportunities for active use of language

Table 2. Analysis Instruments Based on Principles of Deep Learning

Component	Findings in the Book	Interpretation
Mindful Learning (Langer, 2016)		
Openness and contextualization of material	New vocabulary is introduced through dialogue and illustrations before being summarized in a vocabulary table. The themes raised are close to the lives of madrasah students.	The material is not presented as memorization, but is linked to the context of real language use.
Avoidance of premature cognitive commitment	<i>Tarkīb</i> is always placed after <i>istima'</i> , <i>kalam</i> , <i>mufradat</i> , and <i>qira'ah</i> consistently throughout the chapters.	Language rules are introduced after students have been exposed to the natural use of language, rather than being memorized from the start.

Independent production	language	Almost all of the exercises are guided by an example pattern. No exercises have been found that ask for language use in new situations	Books do not encourage students to produce independently, contrary to Langer's (2016) <i>mindful learning principle</i> .
Meaningful Learning (Ausubel, 1968)			
Relevance of theme and vocabulary		The book's themes (ta'aruf, school supplies, professions, family) are close to students' lives. Functional vocabulary appears repeatedly in dialogues, texts, and cross-chapter exercises.	New material is linked to experiences students already have.
Gradation and integration of material		The material develops from basic dhamir (chapter 1) to muttashil dhamir (chapter 7). All components of each chapter move within one integrated theme. Chapter 8 functions as an integrative muraja'ah	Gradation reflects progressive differentiation, while integration between components reflects integrative reconciliation.
Apperception		Each chapter does not begin with a provocative question or apperception, but instead begins directly with a listening activity.	The absence of advance organizers means that students' cognitive schemas are not explicitly activated before new material is presented.
Joyful Learning (Csikszentmihalyi, 1990)			
Balance of challenges and clarity of goals		The level of difficulty is tailored to the student's level. Each chapter includes explicit learning objectives and clear Indonesian practice instructions.	The appropriateness of challenges and clarity of goals support the creation of initial conditions conducive to an enjoyable learning experience.
Active and visual engagement		<i>The kalam and kitabah</i> sections encourage active student participation. The visual illustrations are themed, but predominantly black and white with a few accents of color.	Students not only act as passive recipients of information, but visual appeal is not yet optimal for motivating students at the elementary level.
Feedback and self-reflection		No answer keys, self-reflection rubrics, or <i>self-assessments</i> were found in the entire book.	The absence of direct feedback is a critical weakness because it is a key prerequisite for Csikszentmihalyi's (1990) flow state.

The validation process examined how each indicator aligned with the relevant theoretical construct: W.F. Mackey's theory (1965) for the first instrument and the principles of deep learning by Langer (2016), Ausubel (1968), and Csikszentmihalyi (1990) for the second. The findings from this review informed the refinement of the instruments prior to data analysis. After refining the instruments, the assessment involved a thorough review of the book using W.F. Mackey's (1965) framework and deep learning principles across four stages. The process included systematic data collection, classification of findings into Mackey's components (selection, gradation, presentation, repetition) and deep learning dimensions (mindful, meaningful, and joyful learning), followed by qualitative analysis and interpretation to reach comprehensive conclusions.

RESULT AND DISCUSSION

RESULT

Book Description

The book *Mari Belajar Bahasa Arab* is a textbook for first-grade MDTU students. Although intended for first-grade MDTU students, the material in this book is at the third-grade level in elementary school (SD/MI). This book was

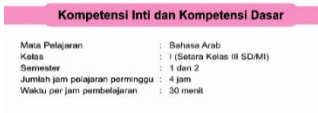
compiled in accordance with the 2020 Madrasah Diniyah Takmiliyah Curriculum Development Guidelines, which emphasize the holistic development of students' abilities.

This book is designed as a learning resource to help students master the basics of Arabic by developing four key skills: listening, reading, speaking, and writing at a basic level. The material covers vocabulary (mufradat), conversation (hiwar), grammar (qawaid), and exercises tailored to the students' abilities. The material is organized systematically and progressively, making each learning concept easy to understand. The use of simple, communicative language enhances effectiveness and facilitates learning Arabic (Alsubhi et al., 2023).

Analysis of the Book *Mari Belajar Bahasa Arab Based on Mackey's Theory*

Based on the analysis, this book meets the criteria for content quality. The material is organized on a scientific basis, has adequate content accuracy, appropriate coverage, and is supported by relevant theory.

Table 3. Analysis of the Book *Mari Belajar Bahasa Arab Based on Mackey's Theory*

Component	Picture	Explanation
Selection		Objectives are designed according to basic competencies and indicators.
		The material and tadribāt are arranged based on the students' ability level, starting from easy, medium, to difficult.
		Description of learning time allocation
		<i>Fusha</i> Arabic and Indonesian.

Component	Picture	Explanation
Gradation		The grouping of each chapter/theme has four components: <i>mahārah</i> <i>Lugawiyyah</i>, <i>tarākib</i> about material and <i>tadribāt</i>
		Gradation of material and <i>tadribāt</i> in deductive and inductive forms
Presentation		This book applies differential procedures by utilizing Indonesian as a supporting language to improve students' understanding.
		Ostensive and contextual procedures are applied through the presentation of dialogues and texts that are close to the students' daily lives.
		The book applies illustrated procedures through visual illustrations that are relevant to the learning theme to clarify the meaning and context of the material.
		Repetition is seen in the reuse of vocabulary and sentence patterns in dialogue, exercises, and four Arabic language skills.

Based on Table 3, this book fulfills the four main components of instructional material development according to Mackey: selection, gradation, presentation, and repetition. Regarding selection, the learning objectives are clearly

formulated using operational verbs; the material is organized in stages; the time allocation complies with Ministry of Religious Affairs regulations; and *Fusha* Arabic is used alongside Indonesian for clarification. The aspect of gradation is reflected in the systematic, step-by-step organization of the material, progressing from simple to complex concepts and grouped by theme and language skills, though the text is not fully vocalized. The presentation aspect is realized through differential procedures using Indonesian, ostensive, and contextual procedures via dialogues relevant to daily life, and pictorial procedures through visual illustrations appropriate to the theme. The repetition aspect is applied through the repetition of vocabulary and sentence patterns in dialogues and exercises to reinforce students' memory. Overall, the book *Mari Belajar Bahasa Arab* has effectively incorporated Mackey's principles, but further development is needed in terms of exercise variety and supporting media.

Analysis of the Book *Mari Belajar Bahasa Arab* Based on the Principles of Deep Learning

Beyond analysis using Mackey's theoretical framework, the textbook was evaluated against three deep learning principles: mindful learning, meaningful learning, and joyful learning. These principles served to determine whether the textbook meets technical content development standards and enhances the quality of students' learning experiences. Table 4 presents the findings.

Table 4. Analysis of the Book *Mari Belajar Bahasa Arab* Based on the Principles of Deep Learning

Component	Findings in the Book	Interpretation
<i>Mindful learning (Langer, 2016)</i>		
Contextualization of material	Vocabulary is introduced through dialogue and illustrations before being summarized in a vocabulary table.	The material is linked to the context of real language use, not just memorization.
Avoidance of premature cognitive commitment	Tarkib is placed after istima', kalam, mufradat, and qira'ah consistently.	Language rules are introduced after students are exposed to natural language use.
Independent language production	All exercises are guided and follow an example pattern.	Books have not encouraged students to produce independently.
<i>Meaningful Learning (Ausubel, 1968)</i>		
Relevance of theme and vocabulary	The themes (ta'aruf, school tools, professions) are close to the students' lives, and functional vocabulary appears across chapters.	New material is linked to the experiences that students already have.
Gradation and integration of material	The material develops from basic dhamir to muttashil dhamir. Chapter 8 functions as an integrative muraja'ah.	Gradation reflects progressive differentiation; integration between components reflects integrative reconciliation.
Apperception	There are no probing questions at the beginning of the chapter; it starts straight away with listening activities.	Learners' cognitive schemas are not explicitly activated before new material is presented.
<i>Joyful Learning (Csikszentmihalyi, 1990)</i>		
Balance of challenges and clarity of goals	The level of difficulty is graded. Learning objectives and practice instructions are explicitly formulated.	Supporting the creation of conducive and enjoyable learning conditions.
Active and visual engagement	The kalam and kitabah sections encourage active participation. The illustrations are relevant, but predominantly black and white.	Students are not merely passive, but their visual appeal is not yet optimal for the basic level.
Feedback and self-reflection	No answer keys, self-reflection rubrics, or self-assessments were found.	The absence of direct feedback is a critical weakness for achieving a state of flow.

Component	Findings in the Book	Interpretation
-----------	----------------------	----------------

Based on Table 4, the *Mari Belajar Bahasa Arab* textbook demonstrates the principles of deep learning, with particular emphasis on mindful and meaningful learning, and aims to promote joyful learning. For mindful learning, the material is presented in context through relevant dialogues and illustrations, and grammatical rules are introduced only after students have been exposed to the language. This approach encourages understanding rather than rote memorization. However, the exercises primarily consist of guided activities, which restrict opportunities for independent language use. Regarding meaningful learning, the content connects to students' experiences and is organized progressively and in an integrated fashion. Vocabulary repetition and *murāja'ah* support the connection of new knowledge, yet the textbook does not provide perception activities or prompts for student questions. In terms of joyful learning, the book aligns the difficulty level with students' abilities and establishes clear objectives to foster engagement. Nevertheless, its visual appeal is limited, and it lacks features such as feedback, self-reflection, and self-assessment, which are necessary to fully support an enjoyable learning experience.

DISCUSSION

Analysis of the Book *Mari Belajar Bahasa Arab* Based on W.F. Mackey's Theory

Selection

The process of selecting instructional materials is based on three interrelated components: learning objectives, students' ability levels, and available time (Melikuziyevna, 2025). In developing language learning textbooks, the selection process is crucial because not all material can be taught at once, and not all material is appropriate for students' ability levels at every stage. Based on W.F. Mackey's selection theory, there are four aspects that serve as guidelines for evaluating the selection of material in this textbook, namely:

Learning Objectives

The learning objectives in this book are clear and measurable, using operational verbs that align with Decision No. 973 of 2020 of the Kepala Kanwil Kemenag Jawa Barat regarding the MDTU Curriculum. This alignment is consistent with the view of (Ida Purwani, Irvan Iswandi, 2025). A good textbook must serve as a structured and operational elaboration of the curriculum. However, a far more crucial and pressing finding is the existence of a fundamental pedagogical gap between the textbook content and the direction of the 2025 MDTU Curriculum. While the latest curriculum has shifted entirely toward foundational literacy, focusing on phoneme mastery, pronunciation imitation, and basic writing, this textbook skips those stages altogether by emphasizing higher-level productive competencies such as sentence construction based on *tarkīb*. This stark contrast in orientation risks overburdening students' cognitive capacities, making adjustments or adaptations to the textbook's content an absolute necessity if it is to remain in the current curriculum.

Students' Proficiency Level

The book's content covers basic themes relevant to daily life and is organized into two semesters: the first semester covers the themes of *تعارف* and *أدوات مدرسية*. Meanwhile, the second semester covers *بعض الأشياء في المدرسة، المهنة، تعريف* and *مراجعة* and *بالاسم*. Each chapter includes vocabulary, conversations, exercises, and an introduction to Arabic grammar. The material is organized systematically and progressively, starting with simple concepts and progressing to more complex ones. This approach to organizing the material helps students improve their basic language skills, including listening, speaking, reading, and writing (AlfiaInsyah et al., 2025). The simple language and communicative exercises make this book more adaptable to the characteristics of beginner learners (Bujuri et al., 2022). This aligns with Tomlinson's (2023) principle that learning materials should be organized progressively based on linguistic principles.

Allocation Of Learning Time

The lesson time in this book has been adjusted to align with the Kementerian Agama' 2025 guidelines on the MDTU course load. At this level, the course load is set at 18 class hours per week, with each class lasting 30 minutes. Of this total, the Arabic language subject is allocated 3 class hours per week, or 90 minutes. Given the limited time, the

material must be organized effectively, structurally, and proportionally according to the students' abilities to ensure optimal learning.

Language Type

This book uses Classical Arabic as the primary language for the dialogues, vocabulary, and reading passages, and Indonesian for instructions and vocabulary explanations. This division of roles demonstrates the appropriate selection of language types: Arabic, as the target language, remains dominant, while Indonesian serves only to aid comprehension.

Gradation

Gradation is a principle of organizing learning materials that emphasizes a gradual progression from simple to more complex content. Materials need to be organized systematically and interconnected so that students can grasp the material step by step. Mackey divides gradation into two aspects: grouping and sequencing.

Organization

In terms of grouping, the material in the *Mari Belajar Bahasa Arab* textbook demonstrates thematic unity and inter-chapter coherence. The themes focus on school life, ranging from *التعارف، أدوات مدرسية، بعض الأشياء في المدرسة، المهنة* to *تعريف بالاسم* and concludes with *murāja'ah* as reinforcement. Each chapter covers four language skills: *istimā'*, *kalām*, *qirā'ah*, and *kitābah*, along with *tarkīb* material adapted to the needs of learners. The thematic organization of materials and exercises supports directed learning. However, the *istimā'* skill is not yet supported by audio media, several *qirā'ah* texts lack harakat, and the exercise variations have not fully encouraged independent language use. Furthermore, the placement of *تعريف بالاسم* in Chapter VII is considered disproportionate and would be more systematic if positioned after Chapter III.

Sequencing

The material progresses from simple to complex structures, starting with basic pronouns (*أنا، أنت*), then demonstrative nouns, interrogative sentences, and concluding with attached pronouns. Coherence is maintained by situating each chapter within the broader school environment. Skills such as listening, speaking, vocabulary, reading, sentence structure, and writing are presented consistently, helping students follow the learning sequence. The review in Chapter VIII further reinforces structured learning and aligns with Mackey's (1965) principle of gradation.

Presentation

The presentation aspect of W.F. Mackey's theory concerns how language material is conveyed effectively, systematically, and in an easily understandable manner. Mackey (1965) states that effective language textbook presentation requires more than just a linear presentation of material. The presentation must take into account appropriate presentation procedures based on the learners' background and learning outcomes, with a focus on four main procedures: differential, ostensive, pictorial, and contextual. The following analysis examines the presentation aspects of the textbook *Mari Belajar Bahasa Arab* using these procedures.

Differential Procedures

The differential procedures refer to using the mother tongue to facilitate understanding of the target language (Alqahtani, 2024). *Buku Mari Belajar Bahasa Arab* applies the differential procedure by using Indonesian as a support to explain learning objectives, exercise instructions, and vocabulary notes in *tarkīb* lessons. Meanwhile, Arabic remains the primary language in dialogues, reading texts, and core material. This proportional division of functions positions Indonesian solely as a support for understanding, without diminishing Arabic's dominance as the target language.

Ostensive Procedures

Ostensive procedures are evident in dialogues and texts depicting real-life communication situations, such as self-introductions, school supplies, and professions, as well as in paired dialogue practice in *maharah kalām*. This approach has proven to be more effective than translation alone in the early stages of language skill acquisition (Astina et al., 2024). However, the book does not yet include guidelines for using real objects, so the application of ostensive procedures remains limited to presenting texts and dialogues.

Illustrated Procedures

This book employs consistent visual illustrations in each chapter: images of students getting acquainted (Chapters I–III), the classroom and its equipment (Chapters IV–V), various professions (Chapter VI), and student dialogues (Chapter

VII). Relevant and thematic illustrations have been shown to help elementary-level students understand the meaning and context of communication more concretely (Safitriani et al., 2025).

Contextual Procedures

Contextual procedures are evident in dialogues and texts relevant to students' daily lives, such as self-introductions, objects in the school environment, and professions. Contextual presentation is more effective at building students' communicative competence than instruction that focuses solely on memorizing grammatical rules.

Repetition

Repetition plays a key role in ensuring that students truly master the material, rather than merely understanding it momentarily. In this book, repetition is evident through the exercises that follow the presentation of the material, such as answering questions, practicing dialogues, completing sentences, matching items, and rewriting. These exercises help students recall and apply the material both orally and in writing. Repetition is also evident in vocabulary and language structures. Basic vocabulary words such as *أنا*, *أنت*, *هو*, *تلميذ*, and *مدرس* reappear in dialogues, vocabulary lists, exercises, and writing activities. Simple sentence patterns like *مَنْ أَنْتَ؟* and *أنا* are also used repeatedly in exercises and conversation practice. This indicates that learners are not merely introduced to the material once but are also given opportunities to reuse it in various activities, in accordance with Mackey's principle of repetition. Nevertheless, the variety of exercises still needs to be enriched so that repetition is not merely mechanical but also encourages more productive language use (Kord et al., 2025).

Analysis of the Book *Mari Belajar Bahasa Arab* Based on the Principles of Deep Learning

This study analyzes the quality of the book *Mari Belajar Bahasa Arab* through three principles of deep learning: conscious, meaningful, and enjoyable learning. This evaluation aims to measure the extent to which the book supports learners' awareness of their learning, understanding of the content, and comfort with the process of mastering the material. The results of the analysis show that the fulfillment of these three principles is uneven, with the principle of meaningful learning being the most fully realized, while the principle of enjoyable learning still has significant shortcomings, particularly regarding the lack of visual appeal, variety of activities, self-reflection, and feedback.

Principles of Mindful Learning

According to Langer (2016), deep learning is a process that necessitates learners' active engagement in comprehending new information, attending to context, and considering multiple perspectives rather than quickly restricting understanding to a single viewpoint. In the context of Arabic language learning, this approach implies that learners should not only memorize grammar rules and vocabulary but also develop understanding through active engagement with diverse language-use situations (Baharun & Masnun, 2025).

The textbook employs the principle of mindful learning by introducing vocabulary in context through dialogues and illustrations, followed by summarization in vocabulary tables. Its relevance to MDTU students' daily experiences is demonstrated through the selection of familiar themes, including introductions, school supplies, and professions. Furthermore, the principle of avoiding premature cognitive commitment is systematically applied by positioning sentence construction (*tarkīb*) after listening (*istimā'*), speaking (*kalām*), vocabulary (*mufradat*), and reading (*qirā'ah*) activities. This approach enables students to internalize the language before engaging with its grammatical rules. The sequence of material presentation is illustrated in Figure 1.

Figure 1. Sequence of Presentation of Learning Components

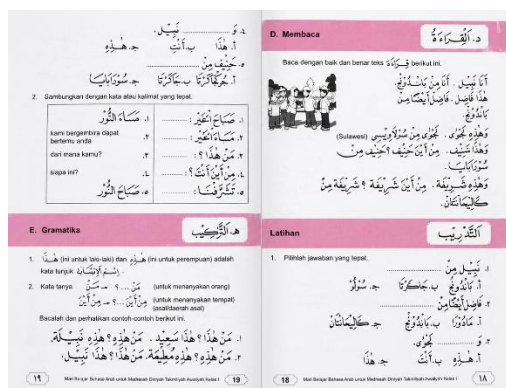


Figure 1. On pages 18–19 of the book *Mari Belajar Bahasa Arab*, Section D (Reading/القراءة) is placed before Section E (Grammar/التركيب). This indicates that grammatical rules are presented after learners have first been exposed to reading texts in context. This finding aligns with the results of a study by Cahyani et al (2023), which showed that presenting material that prioritizes language skills before grammar provides students with greater natural and contextual exposure to the language, thereby supporting deeper understanding. Nevertheless, this book still has limitations in distinguishing between active and independent language production. The variety of contexts for vocabulary use across chapters remains relatively uniform, and most exercises are limited to copying, filling in blanks, and following example patterns without providing space for students to use language independently in new situations. Therefore, the book needs to be enhanced with more open-ended and varied exercises.

Principles of Meaningful Learning

According to Ausubel (1968), meaningful learning occurs when new knowledge is integrated into learners' existing cognitive structures, leading to a deeper, more organized understanding. This approach guides the selection of themes relevant to students' daily lives, such as introductions, school supplies, classroom objects, and professions, with functional vocabulary supporting the development of the four language skills. Progressive differentiation further

reinforces these themes, as seen in the material's progression from basic pronouns (ana, anta, anti) in early chapters to more complex structures such as demonstrative nouns and attached pronouns in later chapters, as shown in Figure 2.

Figure 2. Tarkīb Presentation Pattern

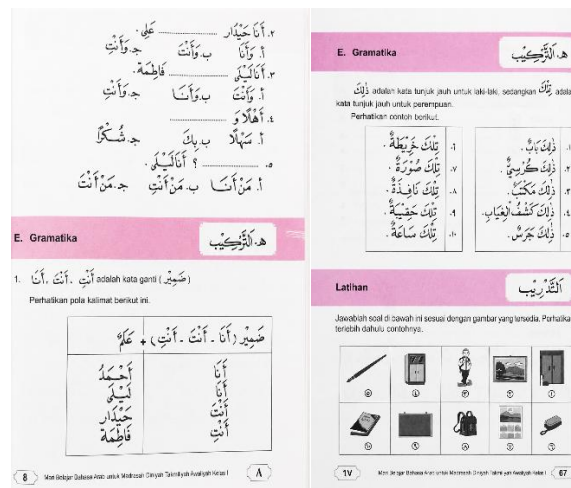


Figure 2 depicts the structured presentation of grammar (التركيب), progressing from the basic pronoun pattern (*isim damīr*) on page 8 to the more advanced demonstrative noun (*isim isyārah*) on page 67. This hierarchical sequencing indicates that the development of new grammatical rules builds upon cognitive structures already acquired by learners, consistent with Ausubel's (1968) theory. This approach is further validated by Hamida et al (2022), whose systematic review found that sequencing material from simple to complex concepts significantly enhances meaningful learning among elementary-level students. Beyond the benefits of progressive differentiation, the book also demonstrates effective integrative reconciliation by unifying *hiwar*, *mufradāt*, *qirā'ah*, *tarkīb*, *tadrībāt*, and *kitābah* within a single thematic framework in each chapter. Nevertheless, the book exhibits certain limitations, such as the absence of an apersepsi or trigger question at the start of each chapter to explicitly activate students' prior knowledge. Additionally, the predominance of mechanical exercises in Figure 2 restricts opportunities for students to develop independent understanding.

Principles of Joyful Learning

In this study, joyful learning is based on Csikszentmihalyi's (1990) theory of flow, which holds that optimal learning occurs when learners are fully engaged through a balance of challenge and ability, clear goals, and adequate feedback. This aligns with Krashen's (1982) affective filter, which addresses the impact of affective factors on language acquisition. The book *Mari Belajar Bahasa Arab* reflects these principles by providing clear learning objectives at the start of each chapter, a systematic sequence of material, and concrete illustrations that integrate verbal and visual elements. Figure 3 demonstrates these aspects by showing the learning objectives and an illustration of the classroom setting with its various objects.

Figure 3. Learning Objectives and Vocabulary Illustrations

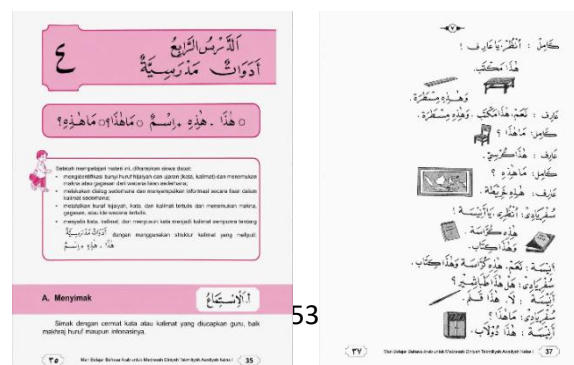
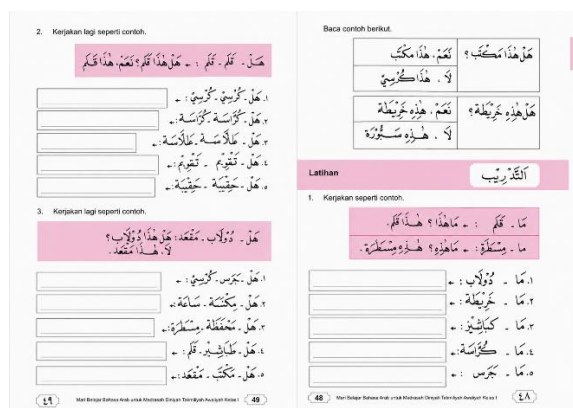


Figure 3 illustrates that the vocabulary material is presented concretely and is relevant to students' daily experiences. This observation is consistent with Thayyibah et al (2025), who highlight the importance of verbal, visual, and design elements in textbooks for motivating students and supporting comprehension. Nevertheless, the book's visual appeal is limited due to the predominance of black-and-white imagery, despite Marwa et al (2025) noting that color illustrations can substantially increase students' interest in learning and improve retention of Arabic vocabulary. This limitation is also apparent in the exercise section, as depicted in Figure 4.

Figure 4. Presentation of the exercise



2. Kerjakan lagi seperti contoh.

هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

1. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

2. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

3. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

3. Kerjakan lagi seperti contoh.

هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

1. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

2. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

3. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

4. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

5. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

6. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

7. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

8. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

9. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

10. هَلْ تَكُنْ تَكُنْ : هَلْ هَذَا تَكُنْ تَكُنْ هَذَا تَكُنْ

Baca contoh berikut.

هَلْ هَذَا تَكُنْ تَكُنْ	تَكُنْ هَذَا تَكُنْ تَكُنْ
هَلْ هَذَا تَكُنْ تَكُنْ	تَكُنْ هَذَا تَكُنْ تَكُنْ
هَلْ هَذَا تَكُنْ تَكُنْ	تَكُنْ هَذَا تَكُنْ تَكُنْ
هَلْ هَذَا تَكُنْ تَكُنْ	تَكُنْ هَذَا تَكُنْ تَكُنْ

Latihan

اَلتَّكْرِيْب

1. Kerjakan seperti contoh.

مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

1. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

2. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

3. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

4. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

5. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

6. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

7. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

8. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

9. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

10. مَا تَكُنْ : مَا هَذَا ؟ هَلْ هَذَا تَكُنْ تَكُنْ

Figure 4 indicates that the exercises in the textbook primarily consist of matching, fill-in-the-blank activities, and pattern imitation, with no inclusion of language games, open-ended simulations, or creative tasks. This lack of variety impedes the attainment of flow, as a diverse range of challenges matched to learners' abilities is essential for full engagement (Csikszentmihalyi, 1990). Additionally, the absence of answer keys, self-correction guides, and opportunities for self-reflection results in feedback being entirely dependent on the teacher. This dependence prevents students from independently evaluating their comprehension and limits the development of self-regulation skills. Comparable results were observed in Muhaiban (2025) a study of the 12th-grade Arabic textbook under the Merdeka Curriculum, which found that insufficient exercise variety and the lack of self-directed feedback are primary barriers to fostering active and creative language competencies.

These three principles constitute an integrated framework for deep learning, functioning synergistically rather than as isolated criteria. Mindful learning enhances cognitive awareness, which is sustained only when connected to prior knowledge, consistent with the principle of meaningful learning. Both processes are most effective within a positive learning environment, referred to as joyful learning, which maintains cognitive engagement. Sutopo et al (2025) found that the integration of meaningful, mindful, and joyful learning produces holistic deep learning, rather than a simple aggregation of three distinct practices. In *Mari Belajar Bahasa Arab*, this integration is demonstrated through the use of contextual vocabulary in dialogues relevant to students' daily experiences, such as introductions and school supplies, supported by illustrations and explicit learning objectives. Therefore, the observed high level of meaningful learning

outcomes and the low level of overall learning outcomes in this book should not be viewed as separate findings; instead, they suggest that a strong cognitive foundation has not yet been matched by sufficient affective support to achieve comprehensive deep learning.

Examining the Connection Between W.F. Mackey's Theory and Deep Learning Principles

Mackey's theory and the principles of deep learning possess distinct analytical emphases, yet together they provide a comprehensive framework for evaluating textbook quality. Mackey's theory primarily addresses the structure and organization of content, specifically how textbooks select, sequence, present, and review language material, making it more structurally descriptive. Conversely, the principles of deep learning, which encompass mindful, meaningful, and joyful learning, concentrate on students' cognitive and affective processes. These principles assess the extent to which textbook structure effectively supports mindful, meaningful, and enjoyable learning experiences.

Several aspects demonstrate the connection between these two frameworks. Mackey's concept of gradation, which emphasizes organizing material from simple to complex, aligns with Ausubel's (1968) principle of progressive differentiation in meaningful learning. In this textbook, both principles are realized through the sequencing of material from basic pronouns to connected pronouns and the integration of components within each chapter. Mackey's focus on presentation, particularly contextual and ostensive procedures, also corresponds with meaningful learning. While Mackey describes how material is presented contextually, Ausubel clarifies the importance of this approach, noting that new material is linked to learners' existing experiences and cognitive structures.

A clear connection exists between the presentation aspects identified by Mackey and the concept of mindful learning described by Langer (2016). The sequencing of *tarkīb* after exposure to natural language elements such as *istimā'*, *kalām*, *mufradat*, and *qirā'ah* demonstrates a systematic approach and the use of strategies designed to prevent premature cognitive commitment. These observations highlight both structural and cognitive strengths. Additionally, the repetition emphasized by Mackey aligns with mindful learning, as repeated exposure to new vocabulary and sentence patterns can enhance students' active engagement when provided in diverse contexts. However, this book offers limited contextual variety and few opportunities for independent language production. Therefore, although the structural criterion of repetition is addressed, it does not yet fully support optimal mindful learning.

The connection between this book and joyful learning remains limited because Mackey's theory focuses only on technical, structural aspects such as selection, gradation, presentation, and repetition, without considering emotional aspects. In contrast, joyful learning, based on Csikszentmihalyi's (1990) flow theory, emphasizes a balance between challenge, clarity of purpose, and feedback. Although Mackey's structure has been well implemented in this book, the conditions for flow have not been achieved due to a lack of feedback, self-reflection, and variety in activities. These two frameworks complement each other: Mackey's theory assesses the book's technical and structural soundness, while the principles of deep learning evaluate the quality of students' conscious, meaningful, and enjoyable learning experiences. Adherence to the structure in the book *Mari Belajar Bahasa Arab* is not sufficient to meet the principles of joyful learning; therefore, the evaluation of textbooks must consider their impact on students' overall learning experiences.

CONCLUSION

The book *Mari Belajar Bahasa Arab* demonstrates high-quality content by systematically addressing selection, gradation, presentation, and repetition, as outlined in W.F. Mackey's theory, and by aligning with the curriculum. From a deep learning perspective, the book effectively applies principles of mindful and meaningful learning by presenting contextual material. However, the joyful learning component is limited due to a narrow range of activities, minimal visual appeal, and few opportunities for reflection. These findings suggest that textbook evaluations should consider both the material's structural organization and students' affective learning experiences. It is recommended that the author and publisher enhance the book by including vowel marks, expanding independent practice exercises, and incorporating a feedback feature. Future research should investigate the effectiveness of this book in classroom settings.

REFERENCES

- Alqahtani, F. A. M. (2024). The impact of native language utilization on sentence structure and pattern learning. *XLinguae*, 17(2), 150–160. <https://doi.org/10.18355/XL.2024.17.02.10>
- Alsubhi, A., Azrien, M., Mohamed, B., Yusof, A., Awae, F., & Abuhassna, H. (2023). Cooperative Learning , Method , Strategy , and Its Importance in Language Learning : Arabic Language as a Model. *International Journal of*

- Academic Research In Business and Social Sciences*, 13(12), 1053–1075. <https://doi.org/10.6007/IJARBS/v13-i12/19932>
- Amali, F. R., Mas, L., & Hasan, U. (2025). Kendala dan Peluang dalam Pendidikan Bahasa Arab Dasar : Perspektif Pengajaran dan Pembelajaran. *An-Nuha: Jurnal Pendidikan*, 5(1), 79–86.
- Astina, C., Rahman, R. A., Burdah, I., & Nurbayan, Y. (2024). Internalisasi Budaya Arab Melalui Pengenalan Ta ' bir Arab Dalam Pembelajaran Maharah Al-Kalam. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 08(02), 188–203.
- Aulia, H., & Mahliatussikah, H. (2025). Implementing Deep Learning In Arabic Language Education at Madrasah Aliyah : Enhancing Critical Thinking and Contextual. *Abjadiah : International Journal of Education*, 10(3), 584–594. <https://doi.org/10.18860/abj.v10i3.33342>
- Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart and Winston.
- Baharun, S., & Masnun. (2025). Exploring the Impact of Contextual Arabic Language Learning in Pesantren: A Case Study of Madrasah Aliyah Students. *Lisanuna: Jurnal Ilmu Bahasa Arab Dan Pembelajarannya Volume*, 15(1), 1–12. <https://doi.org/https://doi.org/10.22373/ls.v15i1.32095>
- Bujuri, D. A., Ananda, N., Saputra, A. D., & Handayani, T. (2022). Pengembangan Bahan Ajar Tematik Berbasis Model Pembelajaran Contextual Teaching And Learning Di Madrasah Ibtidaiyah Swasta. *SITTAH: Journal of Primary Education*, Vol. 3 (2), 117–132. <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/sittah>
- Cahyani, M., Sunarko, A., & Mulyani, P. S. (2023). Evaluasi Buku Teks Bahasa Arab Kelas VIII Madrasah Tsanawiyah KMA Nomor 183 Terbitan Kemenag Tahun 2020. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 07(01), 1–17.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.
- Hamida, N. A., Sein, L. H., & Ma, W. (2022). Implementasi Teori Meaningful Learning David Ausubel dalam Pembelajaran Sejarah Kebudayaan Islam di MI Nursyamiyah Tuban. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 6(4), 1386–1400. <https://doi.org/10.35931/am.v6i4.1294>
- Husna, L. Al, Asriri, I., & Machmud, U. (2023). *Analysis Of Arabic Textbooks According To Mackey ' S Theory (Study Of Mts Class Viii Arabic Book)*.
- Ida Purwani, Irvan Iswandi, M. M. A. (2025). Analisis Materi Buku “33 Hari Mahir Bahasa Arab” Karya Ustadz H. Syaiful Alim, Lc., M.Pd. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10(September). <https://journal.unpas.ac.id/index.php/pendas/article/view/32949/16911>
- Ilmiyah, D. F., Taufiq, M. A., & Faza, A. M. (2023). Book Analysis of 33 Days of Proficient Arabic from the Perspective of Amani and Awatif. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 6(2), 133–145.
- Khalid, S. M., Maulani, H., Saleh, N., Imaduddin, M. F., Maimun RNM, E. K., & Taufik, I. H. (2023). Analysis of Arabic Teaching Books Class X with Praxeology Approach. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 10(1), 63–75. <https://doi.org/10.15408/a.v1i1.31578>
- Kord, M. A., Samavati, N., Okati, K., & Samavati, K. (2025). The effect of teaching grammar in context on EFL learners ' grammar performance. *American Journal of Creative Education*, 8(2), 15–25. <https://doi.org/10.55284/ajce.v8i2.1509>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Krippendorff, K. (2013). *Content Analysis An Introduction to Its Methodology* (M. Byrnie, S. Palermi, A. Virding, & J. Selhorst (eds.); Third edit). Sage Publications, Inc.
- Langer, E. J. (2016). *The power of mindful learning*. Da Capo Press.
- Mackey, W.F. (1965). *Language Teaching Analysis*. Longmans.
- Marwa, Baso, N., Sarmilawati, Kaharuddin, & Mustafa. (2025). Pengaruh Literasi Visual terhadap Peningkatan Pemahaman Mufradat Siswa Kelas VIII MTS Swasta Baburrahmah Baebunta Luwu Utara. *Jurnal Studi Guru Dan Pembelajaran*, 8(3), 1442–1452.
- Melikuziyevna, E. F. (2025). Selection And Systematization Of Educational Materials For Improving The Methodological Training Of Prospective Foreign Language Teachers. *The American Journal of Social Science and Education Innovations*, 07(17). <https://doi.org/10.37547/tajssei/Volume07Issue11-02>
- Muhaiban, F. (2025). Analisis Buku Bahasa Arab Kelas XII Kurikulum Merdeka Berdasarkan Kriteria Dr . Rusydi Ahmad Thu ' aimah. *Journal of Innovative and Creativity*, 2024(450), 30350–30361.

- Mulyani, M., Widaningsih, S., Wiyati, R., & Novianti, A. (2025). Sosialisasi Proses Implementasi Deep Learning dalam Pembelajaran Bahasa : Mewujudkan Pengalaman belajar yang. *KOMUNITA: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 4(3), 699–708. <https://doi.org/10.60004/komunita.v4i3.246>
- Oranga, J., & Matere, A. (2023). *Qualitative Research: Essence , Types and Advantages*. 10, 1–9. <https://doi.org/10.4236/oalib.1111001>
- Safitriani, I., Khasairi, M., Alfian, M., Budi, A., Ayni, N., & Ahgaff, U. Al. (2025). Exploring Arabic Reading and Speaking Skills through Picture Storybooks : Study Literature Review. *Mantiqul Tayr: Journal of Arabic Language*, 5(2).
- Salim, N. M., Muslim, U., & Medan, N. A. (2023). *Effect of Using English Song o n Students ' Vocabulary Mastery at 7th Grade of MTS Private Al Azhar Education Foundation Medan*. 3(2), 153–160.
- Siregar, H. H., Moh. Ainin, Muassomah, Dadang Firdaus, & Rendi Pramadi. (2022). Exploring of Arabic Text Book for MA KMA 183 in 2019 Based on Mackey's Theory and ACTFL Standards. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 8(1), 123–152. <https://doi.org/10.14421/almahara.2022.081-06>
- Srinivasa, K. G. (2022). *Adaptive Teaching/Learning* (pp. 201–240). https://doi.org/10.1007/978-981-19-6734-4_9
- Suryani, R. R. (2025). Takāmul al-Ta'allum al-'Amīq fī Manhaj al-Lughah al-'Arabiyyah: al-Tawaqu'āt wa al-Taḥaddiyāt. *Ihya Al-Arabiyyah; Jurnal Pendidikan Bahasa Dan Sastra Arab*, 11. <https://jurnal.uinsu.ac.id/index.php/ihya/article/view/24694/11287>
- Sutopo, A., Widyasari, C., & Rahmawati, F. P. (2025). Implementasi Prinsip Pengelolaan Meaningful , Mindful , dan Joyful Learning dalam Proses Pembelajaran Mendalam : Studi Kasus di Sekolah Dasar Islam Terpadu. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 9(5), 2172–2181. <https://doi.org/10.31004/obsesi.v9i5.7339>
- Tomlinson, B. (2023). Principled blended learning materials for language acquisition. *Journal of English Language Teaching Innovations and Materials (Jeltim)*, 5(1), 1. <https://doi.org/10.26418/jeltim.v5i1.60159>
- Thayyibah, U., Maswani, & Ridlo, U. (2025). Telaah Penyajian Materi Dan Teknik Evaluasi Buku Ajar Bahasa Arab Kelas X Madrasah Aliyah. *Al-Kilmah: Jurnal Pendidikan Bahasa Arab Dan Humaniora*, 4(2), 68–82. <https://doi.org/10.58194/al-kilmah.v4i2.3194>
- Wachdah, R. L. (2020). Evaluasi Buku Ajar Bahasa Arab Kelas X Madrasah Aliyah: Pendekatan Saintifik Kurikulum 2013. *Al-Ma'rifah*, 17(1), 41–47. <https://doi.org/10.21009/almakrifah.17.01.04>
- Wahyuni, P., & Suasti, Y. (2024). Development of Problem-based Learning LKPD to Improve Student Understanding. *International Journal of Educational Dynamics*, 6(2), 460–465.
- Wargadinata, W., Rusuly, U., & Amalia, N. N. (2024). Analyzing the Content of the Arabic Language Series Book for Teaching Arabic to Non-Native Speakers: A Study in the Context of William Francis Mackey. *Journal of Arabic Language Learning and Teaching (JALLT)*, 2(1), 59–70.
- Wuqu, A. N., & Arifa, Z. (2024). Manhajiyyah Ta'lim Tarjamah al- Qur'ān fī Kitāb al- Ḥ isān: Dirāsah Tahliliyyah Tarbawiyyah Wifqa Nazariyyah Mâkī. *Ijalt: International Journal of Arabic Language Teaching*, 4(4). <https://doi.org/10.32332/ijalt.v6i02.9613>