



HOTS-Based Qiro'ah Textbook Development to Enhance Arabic Learners' Extensive Reading Skills

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Abstract :

This research is motivated by the weak skills in reading contemporary Arabic texts among students, caused by the lack of references for Arabic language learners regarding modern Arabic. Therefore, this study aims to develop a textbook for contemporary Arabic language, designed with Higher Order Thinking Skills (HOTS) approach, with the goal of enhancing the extensive reading skills of learners. The method used in this research is Research and Development (R&D) adopting Prof. Sugiyono's development model. Data collection in this research is carried out using observation, questionnaires, and tests. This research resulted in a textbook for contemporary Arabic language comprising 14 chapters. Each chapter consists of reading texts, a list of difficult vocabulary, text content summaries, and 5 types of exercises organized based on HOTS theory. The developed textbook is categorized as highly appropriate based on expert validation results with a score of 91% from the first validator and 88% from the second validator. Meanwhile, the field trial results state that this textbook is capable of improving student learning outcomes, as indicated by the pre-test score of 60.89% and the post-test score of 87.32%. Thus, there is a difference of 26.43% indicating a significant improvement. Therefore, the textbook is able to enhance the reading skills of Arabic texts for advanced levels, with a high level of text difficulty as well.

Keywords : Contemporary Arabic; Online Media; HOTS; Extensive Reading

Abstrak :

Penelitian ini dilatarbelakangi oleh lemahnya keterampilan membaca teks bahasa Arab kontemporer oleh mahasiswa, yang disebabkan oleh kurangnya referensi para pembelajar bahasa Arab tentang bahasa Arab modern. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan buku ajar bahasa Arab kontemporer, yang didesain dengan pendekatan HOTS, dengan tujuan meningkatkan keterampilan membaca ekstensif para pembelajar. Metode yang digunakan dalam penelitian ini adalah R&D dengan mengadopsi model pengembangan Prof. Sugiyono. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan observasi, angket, dan tes. Penelitian ini menghasilkan buku ajar bahasa Arab kontemporer yang memuat 14 bab. Setiap bab terdiri dari teks bacaan, daftar kosakata yang sulit, kesimpulan isi teks, dan 5 jenis latihan yang disusun dengan berdasarkan teori HOTS. Buku ajar yang dikembangkan ini dikategorikan sangat layak berdasarkan hasil validasi ahli dengan nilai sebesar 91% dari validator pertama, dan 88% dari validator kedua. Sedangkan hasil uji coba lapangan menyatakan bahwa buku ajar ini mampu meningkatkan hasil belajar mahasiswa, yang ditengarai dari nilai dari pretes sebesar 60,89% dan nilai postes sebesar 87,32%. Sehingga diketahui terdapat selisih sebesar 26,43% yang menjadi tanda adanya peningkatan yang cukup signifikan. Dengan demikian buku ajar mampu meningkatkan keterampilan membaca teks berbahasa Arab untuk tingkat lanjut,

dengan level kesulitan teks yang tinggi pula.

Kata Kunci: *Bahasa Arab Kontemporer; Media Online; HOTS; Membaca Extensive*

INTRODUCTION

Arabic is one of the most important international languages to learn. Besides being spoken by twenty five countries in the world located in Asia and Africa (Isnaini, 2019; Kasim dkk., 2022), Arabic also has the second largest number of speakers after English, with more than two hundred million speakers (Mualif, 2020). Therefore, it comes as no surprise that it has been an official language of the United Nations since 1973 (Pane, t.t.). As a result, some of the leading online media internationally choose Arabic as the main language for delivering oral news, including BBC, CNN, The Guardian, Al Jazeera, Gate Ahram, and so on. This shows how important the role of Arabic is in global communication, so that learners of Arabic are required to be able to achieve competence and skills in accordance with the times (Febriani, 2020).

In Indonesia, interest in Arabic is generally limited to santri or students studying in Islamic educational institutions, such as madrasah, pesantren, and Islamic Religious Universities (PTKI). Almost all pesantren and some PTKIs in Indonesia offer Arabic as one of the focuses and study programmes of interest to learners. Even at the University of KH. A. Wahab Hasbullah, which is located within PP. Bahrul Ulum Tambakberas Jombang, Arabic Language Study Programme ranks second with the most students after Islamic Education. This indicates that the interest and need for Arabic language competence is high.

For students of the Arabic Language Study Programme (PBA), the majority of whom are Santri, reading Arabic texts in the Yellow Book is a common and familiar activity. The Yellow Book usually refers to a collection of classical books in the Islamic scholarly tradition written in Arabic. The activity of reading Arabic texts in the Yellow Book is an integral part of religious and scientific education in the pesantren environment. However, PBA students, most of whom come from santri backgrounds, may face difficulties when dealing with contemporary Arabic texts, especially in online media, which often contain new terms and language styles. These texts often contain technical terms, slang or colloquialisms that are not specifically taught in the curriculum of traditional pesantren. This makes it difficult for PBA students to understand and interpret these texts correctly.

This problem requires more attention, as an effort to prepare human resources that are adaptive, have global insight, and have Islamic character. PBA students need to be equipped with the skills to read and understand various types of Arabic texts, including contemporary texts that are popular in this digital era. They need to be trained to be able to overcome obstacles in understanding these texts, such as expanding vocabulary, understanding the context in which terms are used, and identifying implicit meanings that are sometimes hidden in the text. Therefore, there is a need for a learning approach that focuses on developing reading skills in contemporary Arabic, so that students can face the demands of the times more prepared and empowered.

One of the approaches used in learning Qira'ah is Extensive Reading (ER), an approach that involves reading a series of large texts in order to develop good

reading habits (Meniado, 2021). ER is defined as the reading of longer texts for pleasure only, the purpose of which is to understand the general meaning (Ferdila, 2014), so as to understand the text to the end, without placing more emphasis on grammatical and lexical aspects (Chien & Yu, 2015). ER has been widely researched as it is considered effective for language learners in improving language acquisition, motivation and text comprehension (Al-Mansour & Al-Shorman, 2014; Mustapa dkk., 2018; Nasir & Nafi'ah, 2020).

This study of the actual developing language is considered necessary so that Arabic learners can know and learn Arabic in accordance with its development. To present a lively language, the materials in this textbook are taken from modern texts found in leading international online media, such as The Guardian, CNN Arabic, BBC Arabic, etc. These online media use Modern Standard Arabic as one of the languages of instruction. These online media use Modern Standard Arabic as one of the languages of instruction.

In addition to Extensive Reading, the preparation of this textbook is also based on the theory of HOTS (Higher Order Thinking Skill), where learners in this context are not only required to understand texts, but also produce texts. This is achieved through the presentation of exercises in each chapter that are directed at the cognitive domain level C6 in Bloom's taxonomy, namely evaluating and creating (Zubaidah dkk., 2022). Thus, this textbook not only features *fahmul maqru'* (text understanding) exercises, but also how to use new terms and *uslub-uslub* in the form of *ta'bir kitaby* (written expression) as an application of creating.

In other words, the designed textbook does not only focus on improving reading skills, but also includes aspects of *ta'bir kitaby*, which aims to improve writing skills (Al Aghar dkk., 2023; Murad & Murad, 2022). Thus, the implementation of HOTS in this context goes hand in hand with the ER approach, which claims to improve language skills, including the ability to read and write Arabic texts.

The above is in line with several studies on ER which state that ER is a way of improving language skills, including reading, writing and even speaking. Among the studies on ER is a study conducted by Celik in 2017, which found that extensive reading has an important impact on language learning by making learners aware of collocation, which is the natural use of word combinations (Celik, 2017). Similar research was also conducted by Benettayeb, who investigated the role of extensive reading in learning and teaching vocabulary, accuracy and reading fluency (Benettayeb, 2010).

Research on ER was also carried out by Nasir & Nafi'ah entitled 'Developing Extensive Reading Materials Using Arabic Story Book Based on Bilingual Parallel Text' (Nasir & Nafi'ah, 2020). The development research showed a good response from students when using the developed materials, so it was considered capable of increasing students' motivation to learn. The effectiveness of ER in improving language skills was tested by Al-Mansour & Al-Shorman. In an experimental study he conducted in 2014, it was found that there was a significant effect associated with the use of ER in improving students' writing skills (Al-Mansour & Al-Shorman, 2014). Elley and Mangubhai (1983)

tested the effect of giving large numbers of English storybooks to schoolchildren in Fiji. In a carefully conducted experiment over two days, they found that children in the experimental group improved their general reading comprehension skills at twice the normal rate (Elley & Mangubhai, 1983).

Based on the above, this research aims to produce a textbook 'Contemporary Arabic in Online Media' as an effort to improve the general reading skills of Arabic language students. In addition, this research also aims to fulfil the availability of Maharah Qira'ah textbooks that can provide understanding and knowledge of Fahmul Maqru' for Arabic language learners in Indonesia.

It is hoped that the results of this development can enrich the list of literature in the field of Qira'ah and become a reference option for Arabic language learners in Indonesia to improve their reading skills of Arabic texts, especially modern texts that often intersect with terms in the fields of science, technology, politics, economics, health, diplomacy, social, culture, etc. This is done to prepare Arabic learners who are able to communicate globally in the era of Society 5.0. This is done to prepare Arabic learners who are able to communicate globally in the era of Society 5.0.

Specifically, the development of the textbook 'Contemporary Arabic in Online Media', which served as the main reference in the Qira'ah Muwassa'ah course for students of the Arabic Language Education Study Program, Faculty of Islamic Religion, KH. A. Wahab Hasbullah University Jombang. It is hoped that this book will facilitate the implementation of teaching and learning activities to make the lectures more effective and efficient.

RESEARCH METHOD

In order to achieve the objectives of this study, the research design used in this study is R&D (research and development) by adopting Sugiyono's development model. The research stages of this model begin with potential and problems, data collection, product design, validation, use tests, product revision, product testing, design revision, product revision, and mass production (Sugiyono, 2017, hlm. 409).

This research uses two forms of data, namely qualitative and quantitative. Qualitative data was obtained from the results of preliminary studies by conducting needs analyses and initial interviews, as well as from the assessment of media experts, material experts and learners through questionnaires which were analysed descriptively. Quantitative data was obtained through pre- and post-tests and feasibility testing by conducting product experiments.

The instruments used in this study were questionnaires, interviews and tests. In the data collection process, the researchers used validation sheets, competency test questions, interview guidelines and questionnaire sheets. The validation sheet is used to find out whether the developed product is feasible or needs to be improved, which is filled in by experts. The test instrument is used to determine the level of effectiveness of the use of the teaching materials. The interview guide is used to guide the interview process. The questionnaire sheet is used to determine the feasibility value of the product.

FINDINGS AND DISCUSSION

Situation Analysis

Qira'ah muwassa'ah is one of the compulsory courses with a weight of 2 credits taken by students of Arabic Language Education at KH. A. Wahab Hasbullah University in the seventh semester. This course is a continuation of a series of Qira'ah courses presented from semester one to semester four, beginning with Qira'ah Mukatsafah 1, Qira'ah Mukatsafah 2, Maharah Qira'ah Lil Mutawassith 1, and Maharah Qira'ah Lil Mutawassith 2. Therefore, the presentation of this course is intended as the final objective of the reading material.

The Qira'ah Muwassa'ah course is aimed at learning advanced Arabic texts, both in the form of classical texts found in the Books of Turats, and modern texts found in online mass media or social media platforms. The learning process requires students to be able to understand the text comprehensively and holistically, with an emphasis on vocabulary acquisition. Reading the text with the punctuation marks at the end of the word (without *mewaqaqkan*) is also a must for the students. This is done so that the teacher can determine the students' level of understanding of the text being read. In other words, *nahwu* is a science that cannot be separated from this course.

The inclusion of *Nahwu* in the Qira'ah course poses its own challenges for PBA students. *Nahwu*, as an aspect of Arabic linguistics, is often considered by some students to be a difficult subject to understand (Nashoih, t.t.; Wahab, 2014). This is due to the complexity of the grammatical rules and concepts, which are sometimes complicated and confusing. In addition, the application of *nahwu* in reading Arabic texts often requires a deep understanding of the relationship between the elements of the sentence. This can cause difficulties for students in understanding the meaning of the whole text, especially when they have to pay attention to complex sentence patterns and use various grammatical rules appropriately (Erlina, 2018; Munajat, 2015).

Students are also required to describe the content of the text and to identify and determine the main idea in each paragraph. This activity is quite time-consuming as students have to read repeatedly. In addition, not all the vocabulary in the text can be understood, so a dictionary is needed to help understand the text. However, students often do not find the meaning that fits the context of the sentence, so they need more time to find and determine the appropriate meaning.

It should be noted that students in the Arabic language programme at KH. A. Wahab Hasbullah University come from different backgrounds. Most of the students are boarding students from Bahrul Ulum Tambakberas Islamic Boarding School and several other Islamic boarding schools such as Mamba'ul Ma'arif Denanyar, Tebuireng and other Islamic boarding schools around Jombang. However, there are also some students who do not go to a boarding school. However, almost all students come from Madrasah Aliyah, whether private or public.

The difference in educational background affects the level of mastery of language materials, especially *Nahwu*. The low mastery of *Nahwu* certainly affects the mastery of the four language skills (Nashoih & Darmawan, 2019),

including reading. As a result, some students find it difficult to follow the Qira'ah Muwassa'ah course. Their difficulties are compounded by the fact that the Arabic vocabulary is quite minimal. In order to be able to understand the text, quite a few of the students use the translation tool provided by Google.

The use of Google Translate is not forbidden in the academic world. However, this activity is not considered scientific because it undermines academic honesty. In addition, the main purpose of learning is to gain the learning experiences that are necessary to master competency standards and learning materials. These experiences will shape the attitudes, characters, mindsets and skills needed in everyday life. Based on the above conditions, a new approach is needed that can change the learning tradition of students, namely by developing textbooks that can facilitate students' learning of Arabic texts by presenting materials from a living language.

Development of Modern Arabic Textbooks in Online Media

One of the most important aspects of the development of the textbook 'Modern Arabic in Online Media' is the relevant and up-to-date content of the book. The content developed is adapted to the needs of Arabic language students in the global era, which reflects the reality of everyday life (Amrillah, 2022, hlm. 50). In this context, 'contemporary' becomes a key word that requires the selection of texts that are not only relevant to the current cultural, social, scientific and technological contexts, but also reflect the latest developments in Arabic in the international arena (Rochma dkk., 2021).

The choice of topics is very important in order to arouse students' interest and motivate them to learn. The selected texts can cover various aspects of modern life such as technology, social media, politics and other global issues (Syahid & Mufti, 2021). For example, a topic on technological development could include articles on innovations in the world of information technology, the latest smartphone applications or the development of artificial intelligence. Therefore, the selection of new and recent texts is a must. For example, recent news stories, articles from online media or extracts from popular television programmes can be sources of current content.

As stated earlier, in order to present a lively and dynamic language, the material contained in this textbook is taken from online media, both from the Aljazeera site, BBC Arabic, CNN Arabic and several other sites. The use of these mass media as a source of material is motivated by the assumption that the language elements used in them are modern Arabic, living and developing in Arab society today (Fitriyah dkk., 2023). These media are very relevant platforms for sourcing materials because they provide high quality and extensive news, articles, interviews and other content.

Furthermore, the use of online media sources allows Arabic learners to connect directly with the social, cultural and political realities of the Arab world. This encourages them to learn Arabic in a context that is current and relevant to their daily lives, thus accelerating the learning process and increasing their interest and motivation in mastering the language. In addition, by using materials from online media, this textbook can also help students broaden their

horizons on various important issues that are happening in the Arab world, thus enriching not only their language skills but also deepening their understanding of the social and cultural context in which Arabic is widely used.

This textbook has been designed with an organised structure to facilitate effective learning for Arabic language students. Each section of the book plays an important role in systematically presenting the learning material. Starting with the introduction to the topic, students are introduced to the learning context and the objectives to be achieved. This helps them to understand the relevance and importance of the material to be learnt. Next, the book presents Arabic texts, carefully selected to meet the learning needs, depicting contemporary life and the language used in online media.

After understanding the texts, students are invited to improve their critical thinking skills through various exercises that require the application of Higher Order Thinking Skills (HOTS). From analysis to evaluation to synthesis, the exercises invite students to think more deeply and develop a deeper understanding of the material. At the end of the book there are *uslub-uslub*, which are contained in the reading text, as well as sentence writing exercises using these *uslub*. These are presented at the end of each chapter to give students the opportunity to reflect on what they have learnt and consolidate their understanding. With a clear and organised structure, this textbook is an effective tool for guiding students through a thorough and systematic learning process.

The textbooks developed have been designed to cover 14 different topics, corresponding to the number of sessions in an academic semester. The topics are: 1) education; 2) economy; 3) politics; 4) diplomacy; 5) warfare; 6) culture; 7) social; 8) crime; 9) health; 10) sports; 11) tourism; 12) science; 13) technology; 14) literary texts. Each of these themes will form the basis of a learning chapter. This ensures that the material presented covers different aspects of life that are relevant and useful.

The diversity of these themes is included to provide a comprehensive understanding of the different aspects of Arab life. In addition, the presence of topics such as science, technology and literary texts adds a broader dimension of science and culture to Arabic language learning. The selection of these topics is based on the assumption that each topic has a strong relevance to everyday life and is an integral part of the social, cultural and political realities of the Arab world.

The first to thirteenth themes, such as education, economics, politics, etc., were chosen because they are closely related to the reality of everyday life. In Arabic language learning, it is important for students to be able to recognise and understand the language used in these contexts, as they are topics that often appear in daily discussions and in the media. By learning Arabic used in contexts such as education, business and politics, students can develop their ability to communicate and gain a deeper understanding of important issues in Arab society.

Then the fourteenth theme, literary texts, is also included in this textbook to provide a broader scope in Arabic language learning. Literary works are an integral part of the Arab cultural heritage and play an important role in

understanding the identity and values of Arab society. In fact, Arabic literature is considered to be one of the oldest literatures in the world. Through the study of literary texts, students can develop their understanding of the Arabic language and appreciate the cultural and literary richness of the Arab world. In addition, literary themes open the door for students to explore various aspects of the Arabic language and Arabic literary styles, such as sentence structure, writing style, use of vocabulary and distinctive meanings. Therefore, the reading of literary texts is intended to provide new experiences for students of the Arabic Language Education programme.

Each chapter in this textbook is structured according to the RPS (Semester Study Plan), starting with a complete news text taken directly from a reliable Arabic website. The news texts are carefully selected to reflect the variety of topics relevant to contemporary life and are then presented in their entirety. The news text is followed by a table of vocabulary and terms that may be difficult for students to understand. The purpose of this table is to facilitate effective and efficient comprehension of the text, to help students overcome any language barriers they may face, and to expand their vocabulary and understanding of Arabic.

In addition, this textbook is equipped with a brief summary or description of the content of the text written in Arabic. This summary is presented in easy-to-understand language, allowing students to get an overview of the content of the text before studying it in detail. It allows students to know the outline of the topics discussed in the text, so that they can mentally prepare themselves before reading in depth. The summary can also serve as an initial guide for students to capture the essence of the news text, helping them to build a more comprehensive understanding.



Picture 1. Start of each chapter



Picture 2. View Vocabulary List

The next section of the textbook is tadribat, or exercises designed to measure students' understanding of the text. These exercises aim not only to test literal comprehension of the text, but also to encourage students to apply the new concepts they have learnt in different contexts (Kadarwati, 2013). The exercises are based on HOTS (Higher Order Thinking Skill) theory, which emphasises critical, analytical and creative thinking skills (Fauziah dkk., 2020). In other

words, this textbook emphasises not only the understanding of the text (fahmul maqru'), but also the use of new terms and appropriate language styles in the form of ta'bir kitabyi. It aims to train students to apply the concepts they learn in real-life situations and to develop their ability to create and produce original and high quality written work.

To achieve these learning objectives, the author of this textbook arranges five types of exercises in each chapter, covering different aspects of text comprehension and production. Each exercise is systematically designed to encourage students to think critically and creatively and to become actively involved in the learning process. First, there is a true/false format exercise designed to test students' understanding of the information presented in the text. This exercise allows students to identify correct and incorrect information and sharpens their ability to interpret the content of the text. Second, there are exercises that emphasize the ability to identify the main idea of each paragraph in the text. This exercise helps students understand the structure and organization of the text and improves their ability to write effective summaries. Third, there are fill-in-the-blank exercises that require students to fill in the blanks in the text with the appropriate information. This exercise is designed to test students' deep understanding of the learning material, as well as to enrich their vocabulary and understanding of the Arabic language. Fourth, there are exercises that emphasize the ability to write with the uslub found in the text. This exercise allows students to practice the use of language styles used in the original text, as well as develop their ability to write with precise and effective language. Fifth, there are exercises that require students to rewrite the content of the text in their own language, not in the original language of the author of the text (muallif language). This exercise encourages students to synthesize and analyze the learning material and develops their ability to convey information in a unique and original language style.

<p style="text-align: center;">التدريب ١</p> <p style="text-align: center;">ضع علامة (✓) أو (X)، ثم صحح الخطأ!</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">الجملة</th> <th style="width: 50%; text-align: center;">الجواب</th> </tr> </thead> <tbody> <tr> <td>١. إن إدخال كلمات من اللغة العامية في المناهج التعليمية هو خطوة جديدة في تقدم نظام التعليم في المغرب.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>٢. مشكلة التعليم في المغرب يقتصر على إدخال اللغة العامية في المناهج فقط.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>٣. يرى الكاتب أن الكلمة العامية "بغرية" تعتبر خطوة جديدة في إفساد التعليم في المغرب.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>٤. إن التغيير في نظام التعليم في المغرب يجب أن يتضمن الهوية وتقاليد المجتمع المغربي والثقافة لبناء حضارة الأمة.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>٥. ذكر أن هناك مؤسسة حكومية وحيدة تعمل في</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	الجملة	الجواب	١. إن إدخال كلمات من اللغة العامية في المناهج التعليمية هو خطوة جديدة في تقدم نظام التعليم في المغرب.	<input type="checkbox"/>	٢. مشكلة التعليم في المغرب يقتصر على إدخال اللغة العامية في المناهج فقط.	<input type="checkbox"/>	٣. يرى الكاتب أن الكلمة العامية "بغرية" تعتبر خطوة جديدة في إفساد التعليم في المغرب.	<input type="checkbox"/>	٤. إن التغيير في نظام التعليم في المغرب يجب أن يتضمن الهوية وتقاليد المجتمع المغربي والثقافة لبناء حضارة الأمة.	<input type="checkbox"/>	٥. ذكر أن هناك مؤسسة حكومية وحيدة تعمل في	<input type="checkbox"/>	<p style="text-align: center;">التدريب ٢</p> <p style="text-align: center;">اكتب الفكرة الرئيسة من كل الفقرات من الناص السابق!</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; text-align: center;">١. الفكرة الرئيسة في الفقرة الأولى</td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;">٢. الفكرة الرئيسة في الفقرة الثانية</td> <td></td> </tr> <tr> <td style="text-align: center;">٣. الفكرة الرئيسة في الفقرة الثالثة</td> <td></td> </tr> <tr> <td style="text-align: center;">٤. الفكرة الرئيسة في الفقرة الرابعة</td> <td></td> </tr> <tr> <td style="text-align: center;">٥. الفكرة الرئيسة في الفقرة الخامسة</td> <td></td> </tr> <tr> <td style="text-align: center;">٦. الفكرة الرئيسة في الفقرة السادسة</td> <td></td> </tr> </tbody> </table>	١. الفكرة الرئيسة في الفقرة الأولى		٢. الفكرة الرئيسة في الفقرة الثانية		٣. الفكرة الرئيسة في الفقرة الثالثة		٤. الفكرة الرئيسة في الفقرة الرابعة		٥. الفكرة الرئيسة في الفقرة الخامسة		٦. الفكرة الرئيسة في الفقرة السادسة	
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Picture 3. First Exercise View	Picture 4. Second Exercise View																								

التدريب ٣

أجب هذه الأسئلة التالية بإجابة صحيحة على أساس ما فهمت من النص السابق!

١. ما هي الخلفية التي تكون سببا لرفض إدخال اللغة العامية إلى المنهاج التعليمية؟
٢. لماذا يُعتبر إدخال كلمات من اللغة العامية إلى المنهاج خطوة إفسادية للتعليم في المغرب؟
٣. لماذا رأى الكاتب في النص أعلاه أن التعليم في المغرب يمر بفترة الاخطاط؟
٤. كم عدد المؤسسات التي تنشط في اقتطاع التعليم؟ واذكر اسم تلك المؤسسات!
٥. ما هي كلمة العامية التي أصبحت راجحة بسبب إدخالها في مناهج التعليم؟
٦. لماذا يقول الكاتب إن إدخال كلمات من اللغة العامية إلى المنهاج هي قضية ثانوية؟
٧. ماذا اقترح الكاتب كخطوة أولى لتغيير نظام التعليم في المغرب؟
٨. في رأي الكاتب، ماذا ينبغي أن يكون التركيز الرئيسي على إصلاح نظام التعليم في المغرب؟
٩. لماذا انتقد الكاتب تعيين شخصية تكتوقراطية أو من حزب سياسي ليس لديها الدعم الجماهيري كوزير التعليم في المغرب؟
١٠. في عين الكاتب، من يجب أن يتحمل مسؤولية لحالة نظام التعليم في المغرب؟

Picture 5. Third Exercise View

The developed textbook also contains an explanation of some uslub contained in the text. The determination of uslub is based on the use of words or phrases that have a special meaning or are different from their lexical meaning when used separately. In addition, some uslub are also taken from words or phrases that have meanings that have special nuances or are good in the context in which they are used. The identified uslub are marked by thickening the words in the text, making it easier for students to identify them.

In addition, the usulbs are arranged in a table with their corresponding meanings. The table not only provides a brief definition of each uslub, but also includes examples of sentences in the text that use the uslub. Thus, students can learn and understand the different uslub used in the text in a systematic and structured way. In addition, the explanation of the uslub in the text also helps students to develop their understanding of the Arabic language more deeply. By knowing the different uslub used in the text, students can expand their vocabulary and understanding of the Arabic language, as well as improve their ability to understand and analyze the text more effectively.

الأساليب اللغوية			
الأمثلة	الترجمة	الأسلوب	التمريرة
بدلاً من تغيير المقررات الدراسية يجب تغيير البيئة التحتية التي تحضن المنظومة التربوية والتعليمية في المغرب	Sebagai ganti	بدلاً من	١
والحقيقة أن هذا القافز، إما هو نقابٌ جانبي يستهدف البعض لا الكل، ويُضيق يوماً جديداً في سلسلة أيام احتضار المنظومة التعليمية والتربوية ببلاد المغرب الأقصى	Sebenarnya	الحقيقة أن...	٢
وبهذا قيل بأن لكل مؤسسة اختصاصاتها واستقلالية قررها إلا أن العادة تتلذذ على أن تجرح الواحد لا يتسع لعمارتين اثنين كما يصح بذلك نقل المعنى للمعرب	Apapun/ bagaimanapun	وبهذا	٣
وبهذا قيل بأن لكل مؤسسة اختصاصاتها واستقلالية قررها إلا أن العادة تتلذذ على أن تجرح الواحد لا يتسع لعمارتين اثنين كما يصح بذلك نقل المعنى للمعرب	Hanya saja	إلا أن	٤
إن النقاد الخفي الذي يجب أن يُستثنى من قول مختلف مكونات المجتمع للمعرب، هو ذلكم القافز	Oleh	عن قِبل	٥

التدريب ٤

اكتب بعض الجمل التي فيها أساليب لغوية!

التمريرة	الأسلوب	الجملة التي فيها الأساليب
١	الحقيقة أن	
٢	بدلاً من	
٣	وبهذا	
٤	إلا أن	
٥	عن قِبل	

Picture 6. Uslub Display

Picture 7. Fourth Exercise View

The next section of the textbook presents the last two exercises, which are an important stage in the learning process. The fourth exercise emphasizes the practice of forming sentences by incorporating the use of the *uslub* previously learned. In this way, students are expected to internalize and apply *uslub* in different contexts, thus expanding their ability to use Arabic more creatively and effectively.

The fifth and final exercise is the practice of rewriting the content of the text in a concise manner. It is designed to test students' understanding of the material as a whole and to develop their ability to summarize information clearly and concisely. In this exercise, students are asked to rewrite the content of the text in their own language, thus testing their ability to present information efficiently and in an appropriate writing style.

These last two exercises are concrete efforts to realize the theory of HOTS (Higher Order Thinking Skills), namely by presenting assessments aimed at level C6 in Bloom's Taxonomy (Mustain, 2019, hlm. 391). Thus, the designed textbook for *maharah qira'ah* not only develops receptive skills or *maharah istiqbaliyyah*, but can also develop productive skills or *maharah intajiyah* in the area of *kitabah*, as an embodiment of level C6 in Bloom's taxonomy, namely creating.

Validity of Arabic Teaching Materials

At the feasibility testing stage, the developed teaching materials were subjected to a validation process by two experts in Arabic language education. The two experts were from KH. A. Wahab Hasbullah University (UNWAHA) Jombang and Darul Lughah wad Da'wah International Islamic University (UII DALWA) Pasuruan, who have experience and competence in their respective fields. This validation focused mainly on the material aspects presented in the teaching materials.

This evaluation process covers several aspects, including the validity and relevance of the material presented, especially the modern texts used. The experts also assessed the suitability of the material to the level and needs of the students, as well as its relevance to the current curriculum. In addition, the assessment aspect included an evaluation of the assessment tools used, such as exercises and tests, to ensure that they were appropriate to the learning objectives and could effectively measure students' abilities.

The purpose of this due diligence process is to ensure that the materials developed meet high quality standards and are relevant to students' needs. By involving experts in the field of Arabic, it is expected that the evaluation results obtained will provide valuable input for the improvement and further development of these teaching materials. Thus, the final product produced will have valid, authentic, and high quality material content so that it can be effective in improving students' learning of Arabic.

The evaluation guidelines for this textbook are based on a questionnaire prepared by the researcher. The validation tool used consists of three main aspects, namely material aspects, language aspects, and evaluation aspects, each of which has specific evaluation subcategories as follows;

1. First, the material aspect contains ten assessment items that focus on the quality and relevance of the material presented in the textbook. It evaluates the completeness, depth, and timeliness of the information presented, as well as the appropriateness of the material to the curriculum and student needs.
2. Second, the language aspect includes five assessment items that evaluate the use of Arabic in the textbook. This includes the clarity and density of the text, the fluency and readability of the writing, and the appropriateness of the language style to the target audience.
3. Third, the evaluation aspect also consists of five evaluation items that evaluate the evaluation tools used in the textbook. The evaluation is carried out on the suitability of the exercise questions and tests with the material presented, as well as their ability to accurately measure students' understanding and ability.

This validation tool also takes into account other factors such as clarity of instructions, variety of content, and ease of use of the coursebook. All aspects and sub-aspects of the assessment are designed to provide a comprehensive picture of the validity or feasibility of coursebooks in supporting student learning of Arabic.

Based on the evaluation table presented, it can be concluded that the developed course book reached an excellent level of validity according to the assessment of the first material expert. The details of the evaluation show that the material aspect was evaluated with 92%, the language aspect reached 88%, and the evaluation aspect reached 92%. With an overall percentage of 91%, it can be concluded that this teaching material meets the criteria of being a very feasible learning resource in the context of learning Arabic through online media, especially for Maharah Qira'ah courses.

Overall, the evaluation results show very good qualifications, but there are some parts that need to be improved. This evaluation should be seen not only as a final result, but also as a milestone for improvement and refinement. Comments and suggestions from the validators become guidelines for improving the quality of the materials developed. One of the notes that emerged was the need for additional completeness of the materials in the form of a glossary. This glossary is expected to be a useful reference for students in understanding terms related to institutions, both at the national and international level. With the glossary, it is expected that students will be able to more easily understand and apply these terms in the context of learning Arabic.

It is also recommended to include a description of learning objectives for each topic presented in the textbook. The purpose of this is to provide students with a clear picture of what competencies or skills they are expected to achieve through learning. With the description of learning objectives available, it is expected that students will have a better understanding of the desired learning direction and objectives, so it can better motivate them to achieve the expected competencies.

By receiving constructive comments and suggestions from subject matter experts, the development team can improve the coursebook to ensure that it meets higher quality standards and is more effective in supporting student

learning. This includes improvements to various aspects such as the depth of the material, the clarity of the language, and the effectiveness of the assessment tools used. This will make the textbook more comprehensive and effective in supporting the learning process of Arabic language students.

The results of the second materials expert's evaluation give a positive picture of the quality of the textbooks developed. According to this evaluation, this textbook received an overall percentage of 88%, which indicates that the textbook can be classified as very valid. The evaluation of the material aspect shows that this textbook received a score of 90%, with a very valid category. This indicates that the material presented in the coursebook has high depth, accuracy, and relevance according to the students' needs.

In addition, in assessing the language aspect, the second validator judged that the language elements used in the coursebook also reached the very valid category with a score of 84%. This shows that the use of Arabic language in the coursebooks met high standards in terms of clarity, density, and fluency of writing.

Meanwhile, the evaluation aspect was also rated as very valid by the second validator with a percentage of 88%. Thus, the average percentage of the three aspects is 88%, which confirms that this coursebook meets the criteria of a highly valid learning resource. However, the suggestions and input provided by the second validator can be used as a reference for further improvement so that this coursebook can be more effective in supporting the learning process of Arabic language students.

The results of the second material expert assessment also provided information that the developed textbook obtained an overall percentage of 88%, so it was classified as highly valid. Validity in the material aspect obtained a score of 90% with a very valid category. then in the language aspect, the validator assessed that the language elements used in the textbook reached a very valid category with a score of 84%. While the evaluation aspect was also considered very valid by the second validator, who obtained a percentage of 88%. Thus, the average of the three aspects reached 88% with a very valid category.

Table 1. Conversion results of the scores of two validators

Validator	Maximum Score	Assessment Result	Percentage
First	100	91	91%
Second	100	88	88%
Total	200	179	89,5%

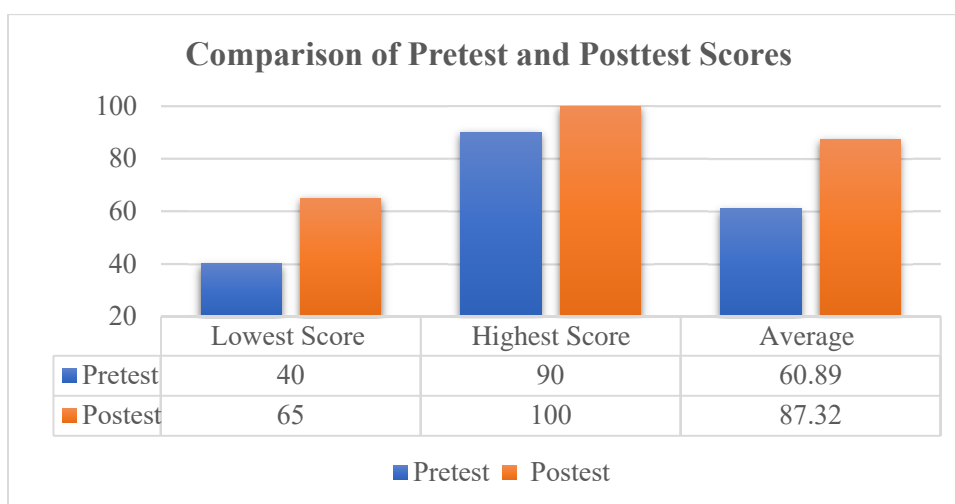
From the analysis of Table 3, it can be concluded that the average score of the validation results of two material experts is 89.5%. This figure shows that contemporary Arabic textbooks in the form of online media were considered very feasible to be implemented in learning qira'ah muwassa'ah (extensive reading), which aims to support the extensive reading learning model.

The achievement of an average score close to 90% confirms that the textbook has achieved high quality standards as expected. This indicates that the material presented in the textbook was found to be relevant, accurate, and in line

with students' learning needs. In addition, the use of online media as a learning platform expands accessibility and flexibility for students in accessing learning materials.

Field Trial

After completing the validation phase and making the necessary revisions, the researcher proceeded to conduct two trials of the developed textbooks. The first trial was conducted with a small number of respondents, namely 5 students. While the second trial involved all the students of the seventh semester of the Arabic Language Study Program, a total of 28 students. The experimental process was carried out in stages, starting with giving pre-tests to the students. The pretest aims to evaluate the students' initial abilities in relation to the material to be taught through the textbook.



Picture 8. Graph of Comparison of Pretest and Posttest Scores

In addition, after the pretest was administered, the textbook was implemented into the learning process. Students were given the opportunity to study the material presented in the textbook. The learning process is carried out by paying attention to various aspects, including the clarity of material presentation, student involvement in learning, and responses to the learning methods and tools used. At the end of the learning process, students were given a post-test to evaluate their understanding after using the textbook. The purpose of this post-test is to measure the extent to which students have understood the material taught and the feasibility of the textbook in supporting their learning process. Based on the information contained in the data above, it can be seen that there was a significant increase in the learning outcomes of the students in the Qira'ah Muwassa'ah course. The significance of the improvement can be observed by comparing the lowest score to the highest score on the pre- and post-tests. Previously, there were three students who scored the lowest on the pre-test with a score of 40, while on the post-test only one student scored the lowest with a score of 65.

The average score of the obtained pretest results was 60.89%. However, after going through the implementation of the developed textbook, the post-test

score increased to 87.32%. From this comparison, it can be seen that there is a considerable difference between the average score of the pre-test and the post-test, which is 26.43%. This shows that the textbook "Contemporary Arabic in Online Media" proved to be effective in improving students' Arabic text reading skills.

The results, which show a significant increase, provide evidence that the learning approach used through the textbook has a positive impact on students' learning outcomes. Thus, this textbook can be considered as an effective tool to support the Arabic language learning process, especially in the context of learning qira'ah muwassa'ah. This evaluation also provides encouragement for further development of learning methods and materials to further improve the quality and effectiveness of learning in the future.

In order to measure the feasibility of the teaching materials, the researchers also use a questionnaire to be filled out by the students. There are twelve statement items that are used as evaluation indicators, including the attractiveness of the book, book instructions, material content, vocabulary list, material discussion, practice questions, and so on. For more details, the details and results of the questionnaire can be observed in the table below.

Table 2. Student Response Questionnaire Results

No	Assessment Criteria	Score	%
1	The book material attracts attention	125	89%
2	The clarity of the book's instructions	134	96%
3	The material content helps students develop insights and knowledge	127	91%
4	The vocabulary list helps in understanding the text material	119	85%
5	The vocabulary list supports vocabulary acquisition	120	86%
6	The discussion of the material is presented clearly	127	91%
7	The exercises align with the material	133	95%
8	The exercises measure text comprehension	124	89%
9	The exercises help students in self-development	127	91%
10	The textbook increases students' motivation to learn Arabic, particularly reading	110	79%
11	The textbook supports independent learning	112	80%
12	The textbook helps students improve their Arabic proficiency, particularly in reading	123	88%
Jumlah keseluruhan		1481	88%

The questionnaire results provide additional support for the post-test results, which show an increase in students' learning outcomes after using the textbook. The overall evaluation provides a strong picture of the quality and effectiveness of the textbook in supporting the learning process of contemporary Arabic. Based on the students' positive responses, this textbook can be considered a very valuable and useful learning resource in the context of Arabic language learning.

Of the twelve statements in the questionnaire, statement item number 10

about increasing learning motivation through the use of coursebooks received the lowest score, which was 79%. However, the value is still considered valid. While the highest value is found in item number 2 about the clarity of the book's instructions, which received a score of 96%. Although this Contemporary Arabic Textbook in Online Media is written in Arabic, most students can understand the instructions in the book, so it is hoped that students will be able to learn Arabic.

However, there is an interesting note on statement number 11, which discusses independent learning from textbooks. This statement received a score of 80% with one valid category. However, this shows that there is something contradicting statement number 2, because the ease of instructions should also go hand in hand with independent learning. It is possible that the low value of the course book's ability to encourage students to learn independently is due to the level of difficulty of the material presented in the book.

The difficulty level of the material, which may be too high, may be an obstacle for students to learn independently. This may lead to the need to adapt or simplify the material to make it more suitable for the students' level of understanding. In addition, providing clearer and more specific instructions on how students can use the textbook independently can also be an effective solution.

CONCLUSION

This research results in a product in the form of a HOTS-based "Contemporary Arabic" textbook used in the Qira'ah Muwassa'ah course. This book contains 14 chapters, each of which consists of reading texts, lists of difficult vocabulary, conclusions about the content of the text, and 3 types of exercises. The first, second, and third exercises are text comprehension exercises, starting with true-false exercises, essay questions, and exercises to determine the main idea in each paragraph. While the fourth and fifth exercises are about forming sentences and reorganizing the content of the text in a concise manner. The last two exercises are an embodiment of the HOTS approach, which requires students to think more to produce a text.

This textbook is considered very feasible and valid to be used in the teaching and learning process. This is demonstrated by a series of material validation activities that have been carried out. The results of the expert evaluation indicated that this textbook was rated as very feasible, with a score of 91% from the first validator and 88% from the second validator. On the other hand, the results of the field test indicated that this coursebook was able to improve the learning outcomes of the students, which was indicated by the pretest value of 60.89% and the posttest value of 87.32%. Thus, it is known that there is a difference of 26.43%, which is a sign of significant improvement. Thus, the textbook "Contemporary Arabic in Online Media" is considered to be able to improve the reading skills of Arabic texts at the advanced level, even with a high level of text difficulty.

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