

PEDAGOGICAL PARADIGM IN ARABIC TEXTBOOKS: COMPARATIVE STUDY OF KUNUZ TA'LĪM AL-'ARABIYYAH AND AL-'ARABIYYAH BAINA YADAİK

Nadila Nur Izatil Aqmar¹, Ahmad Maghfurin², Hasyim Asy'ari³

¹²³Universitas Islam Negeri Walisongo Semarang; Indonesia

Correspondence E-mail; nadillanurizzatilaqmar@gmail.com

Submitted: 12/04/2026

Revised: 20/04/2026

Accepted: 11/05/2026

Published: 29/05/2026

Abstract

This study aims to analyze and compare the pedagogical paradigms in two Arabic textbooks, namely *Kunuz Ta'lim al-Lugah al-'Arabiyyah* volume 1 and *Al Arabiyyah Baina Yadaik* volume 1, to understand the relationships among learning approaches, material design, activities, and evaluation systems. The difference between structural and communicative approaches is seen as a reflection of educational ideologies that shape the learning experience and the direction of language competence development. This study uses a qualitative method with a comparative content analysis approach. Data were obtained through documentation of learning objectives, material preparation, activities, and assessment systems. Data analysis uses the Philipp Mayring model through the stages of determining analysis units, compiling operational definitions, coding, categorization, and presenting data systematically. The results of this study show that *Kunuz Ta'lim al-Lugah al-'Arabiyyah* applies a structural approach that emphasizes grammatical mastery, mechanistic exercises, and precision-based evaluation. In contrast, *Al Arabiyyah Baina Yadaik* uses a communicative approach that emphasizes language use in social contexts through interactive activities, skill integration, and fluency-based assessments. This difference is consistent across aspects of the roles of teachers and students, the organization of materials, and the learning media. The study concludes that the two textbooks reflect harmony between the pedagogical paradigm and its implementation, and complement each other in developing linguistic and communicative competencies.

Keywords

Arabic Textbook; Comparative Analysis; Pedagogical Paradigm; Structural Approach.



© 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Textbooks as the main means of learning Arabic, reflect the educational paradigm embraced by the author of the learning design. Many writings in the field of language teaching emphasize that the curriculum framework, teaching language skills, exercises, and evaluation systems are tangible manifestations of the underlying learning approaches and methods (Kurniawan & Muhaiban, 2025). Articles against textbooks, *Kunuz Ta'lim al-Lughah al-Arabiyyah* shows a tendency towards a structural approach that emphasizes grammatical correctness and mastery of linguistic forms in a sequential and systematic manner (Jamal, 2025). These differences in orientation reflect variations in teaching paradigms, which affect learning experiences, student roles, and strategies for developing language skills. This condition further emphasizes the importance of comparative studies to obtain a more in-depth, systematic, and theory-based understanding of the ideological character and pedagogical construction of Arabic textbooks (Hikmah & Astuti, 2018).

Edward M. Anthony has revealed that the approach provides a philosophical basis, a method of drawing up a lesson plan, and a technique that provides an applicative practice, thus allowing for a structured and conceptual analysis of textbooks (Rahmadewi & Muhaiban, 2025). A classification of language teaching approaches developed by Jack C. Richards and Theodore S. Rodgers in their seminal work, *Approaches and Methods in Language Teaching* (Nasimova, 2022), strengthening communicative, structural, and competency-oriented introduction in the design of learning materials. In addition, the perspective of curriculum ideology by William F. Pinar emphasizes that teaching materials reflect educational values, learning orientation, and the development of student roles. The merging of these three foundations provides a deep theoretical basis for a systematic and relevant interpretation of the educational paradigm (Basa et al., 2021).

Although the theoretical foundations of language pedagogy have been quite concrete, there remains a significant gap between conceptual design and actual application in the creation of Arabic textbooks. Theories about the hierarchy of learning approaches emphasize the importance of alignment between philosophy, methodology, and teaching practice (Bido, 2025). However, some articles show that the arrangement of learning materials and the types of exercises in textbooks often align more with existing curriculum development methods than with the unity of a paradigm (Choiroh & Yusuf, 2021). In addition, the grouping of communicative and structural approaches in didactic studies of language has not been fully applied in the analysis of Arabic textbooks, leading to a descriptive understanding of pedagogical paradigms. This condition results in an academic gap

that indicates a lack of conceptual tools to systematically explore the relationship between learning ideology and didactic textbook design (Asbarin et al., 2022).

Thus, comparative studies based on an integrated theoretical framework are essential for connecting educational theory and its practice (Dudka & Chumak, 2020). The academic significance of this article lies in its role in strengthening the conceptual basis of Arabic textbook analysis with a structured and measurable teaching approach (Kabalmay et al., 2025). This article presents a combination of theories on how language is taught, curriculum articles, and classroom design analysis, allowing textbook assessments to include not only content descriptions but also interpretations of the educational paradigms that underlie them. Comparative analysis provides a more objective picture of textbook teaching features and opens up opportunities to validate the conceptual consistency between learning objectives, material organization, learning activities, and assessment (Absari et al., 2020). The results of this article can serve as methodological guidelines for curriculum developers, textbook writers, and educators in designing materials that are in accordance with contemporary language learning principles (Mohamed, 2023). Thus, this article enriches the literature on Arabic teaching while strengthening the ongoing relationship between theoretical reflection and teaching practice.

This article presents the current situation by combining language pedagogy analysis, curriculum review, and instructional design evaluation in an orderly comparative framework. Previous articles on Arabic textbooks have highlighted content suitability, relevance to the curriculum, and linguistic analysis, thereby often leaving aspects of the pedagogical paradigm conceptually overlooked (Pahlevi, 2021). This article provides a perspective on textbooks as reflections of learning ideologies, using Edward M. Anthony's hierarchy of language learning approaches and Jack C. Richards and Theodore S. Rodgers's grouping of language teaching methods. This method yields an analysis model that links learning objectives, material structure, learning activities, and assessments into a single, integrated conceptual framework. Another innovative contribution is the comparative analysis of the pedagogical paradigms of two well-known textbooks, which resulted in a theoretical synthesis relevant to the development of the article and to current practices in the teaching of Arabic (Kurniawan & Muhaiban, 2025).

Previous relevant articles show that articles on Arabic textbooks have evolved following several complementary focuses. Several articles explore the suitability of the content to the curriculum and the language skills to be achieved, thus providing an overview of the relevance of teaching materials to students' needs (Pransiska & Widodo, 2021). Other articles offer linguistic analyses that include grammatical structure, vocabulary, and discourse representation

the accuracy and depth of the material (Mamac & Bangga, 2022). Some articles examine aspects of teaching design, such as the organization of learning units, types of exercise variations, and evaluation systems, to assess the quality of material delivery pedagogically (Theelen & Van Breukelen, 2022). In addition, there are writings that discuss communicative approaches in the teaching of modern Arabic, emphasizing the importance of using language in real contexts (Almelhes & Alsaiari, 2024). These findings provide a strong empirical basis while underlining the need for a more comprehensive analysis to fully understand the pedagogical paradigm (Machmudah et al., 2019).

Based on the method of the article that previously saw Arabic textbooks as an object to evaluate the content and assess the suitability of the curriculum (Aziz et al., 2025) This article introduces conceptual innovation by relocating textbooks as a holistic and ideological construct in the context of education. This approach allows the analysis of textbooks not only in terms of content and presentation methods, but also in terms of the relationship between learning objectives, teaching design, learning activities, and assessment orientation as a form of approach in language learning (Alsubhi et al., 2023). The novelty in this theory is supported by the combination of the hierarchical approach of learning from Edward M. Anthony with the classification of language teaching methods developed by Jack C. Richards and Theodore S. Rodgers, thus creating a systematic and coherent framework of analysis (Semianiv, 2023). In terms of methodology, this article presents a comparative content analysis model, grounded in clear, reapplicable educational indicators, to map the construction of learning paradigms in a structured, measurable way.

The theoretical contribution of this paper lies in strengthening the conceptual framework for Arabic textbook articles by seeing it as a systematic and ideological construct of the educational paradigm (Yusuf, 2023). Combining the hierarchy of approaches to language learning by Edward M. Anthony with the grouping of teaching methods by Richards and Theodore S. Rodgers yields a theoretical synthesis that connects aspects of learning philosophy, teaching design, and educational practice into a comprehensive analytical framework (Imansyah, 2021). From a practical point of view, this article presents a model for content analysis that can be compared using operational, repeatable educational indicators. This model can be used by researchers, curriculum developers, and textbook authors to evaluate the suitability of learning objectives, material preparation, learning activities, and assessment systems (M et al., 2022). In addition, the results of this article provide practical guidance for educators on selecting and creating teaching materials that align with the principles of effective, context-based language learning.

The urgency to write this article arose from the dynamics in Arabic teaching that increasingly require harmony between textbook design and modern teaching methods (Susiwati & Al Fajr, 2025). The development of language education in the digital and global era is driving a shift from structure-focused learning to communicative learning that emphasizes language skills in real-world situations (Jump, 2023). Various textbooks used in the educational environment still reflect a range of pedagogical orientations that have not been adequately conceptualized, so teachers often choose teaching materials without sufficient analysis (Roziqi, 2020). Theoretically, the framework for language teaching should demonstrate consistency between learning philosophies, methods, and practices in the classroom, as expressed by Edward M. Anthony, as well as the development of the communicative approach formulated by Jack C. Richards and Theodore S. Rodgers (Luqmonovna & Nozima, 2024). The gap between theoretical needs and the reality of textbook use emphasizes the importance of comparative studies that can provide an academic basis for assessing and developing Arabic teaching materials in line with the progress of today's education.

METHOD

This article uses a qualitative, content-analytic approach to examine the pedagogical paradigm in Arabic textbooks. The study focuses on learning objectives, the preparation of materials, learning activities, and the assessment system as representations of the educational ideology that underlies the two books. The main data are in the form of text documents from the books *Kunuz Ta'lim al-Lugah al-Arabiyyah Volume 1* and *Al Arabiyyah Baina Yadaik Volume 1*, which are analyzed as a representation of learning design. Supporting data include theoretical literature on language learning approaches and pedagogical paradigms. The content analysis approach is used to identify, classify, and interpret meaning in learning structures (Sumarno, 2020). This method aims to systematically and conceptually uncover ideological constructions. Data collection was conducted through a documentation study, including a thorough review of learning units.

The main data in this article are the texts' content, the unit structure, the type of exercise, and the evaluation system in the two Arabic textbooks analyzed. The data were chosen because they directly reflect pedagogical practices in learning design. Supporting data are theoretical references on structural and communicative approaches and pedagogical paradigm concepts in language learning. Data collection was carried out using documentation techniques that enabled researchers to obtain in-depth, iterative data without external intervention. This process involves intensive reading, recording relevant sections, and grouping data according to predetermined pedagogical

indicators. This technique provides accuracy in identifying learning patterns and supports analytical consistency in systematically comparing the two textbooks (Huang et al., 2022).

Data analysis was carried out using a qualitative content analysis model developed by Philipp Mayring, based on the structuring content analysis approach (Komor & Grzyb, 2023). The analytical framework draws on Edward M. Anthony's learning hierarchy and Richards and Rodgers' classification of language-teaching methods as the basis for developing categories (Dos Santos, 2020). The analysis stage begins with determining the analysis unit, including learning objectives, material structure, learning activities, and assessment systems. Furthermore, the development of categories was carried out deductively based on the theoretical framework. The next stage is preparing the operational definition of the category to ensure clarity in the analysis criteria. The coding process involves systematically classifying the data. The categories were revised iteratively according to the findings. The results are presented in a comparative matrix and interpreted to conceptualize the pedagogical paradigm.

FINDINGS AND DISCUSSION

Findings

The results of this article categorize the pedagogical paradigm in two textbooks, namely *Kunuz Ta'lim al-Lugah al-Arabiyyah* volume 1 and *Al Arabiyyah Baina Yadaik* volume 1 as representations of two different orientations in language teaching. Here, pedagogy is interpreted as a conceptual framework that sets learning objectives, the structure of learning materials, learning activities, and evaluation systems. The analysis found that the two books contain educational ideologies that are systematically reflected in the design of the material. This article examines learning objectives, material design, learning activities, and evaluation systems as reflections of the educational ideologies behind the two books. The analytical framework used refers to the hierarchy of learning approaches put forward by Edward M. Anthony and the classification of language teaching methods presented by Richards and Rodgers.

facilitator, encouraging student participation in communicative activities. These findings suggest that structural pedagogy emphasizes academic control, while communicative pedagogy emphasizes autonomy and active participation.

Figure 3. *Kunuz Ta'lim al-Lugah al-Arabiyyah* (3)



Kunuz Ta'lim al-Lugah al-Arabiyyah volume 1
volume 1, p. 23

Kunuz Ta'lim al-Lugah al-Arabiyyah volume 1
volume 1, p. 26

Al-Arabiyyah Baina Yadaik vol. 1, p. 10

Al-Arabiyyah Baina Yadaik volume 1, pp. 11-12

This paradigm can also be seen in the composition of content and learning activities. *Kunuz Ta'lim al-Lugah al-Arabiyyah* volume 1 arranges the content in order according to the level of grammatical difficulty. Learning activities mainly include substitution, transformation, and gap-filling exercises to reinforce language accuracy. On the other hand, *Al-Arabiyyah Baina Yadaik*, volume 1, applies a thematic-contextual approach that integrates various language skills. Learning activities include dialogue, role-playing, and interactive tasks that encourage natural language use. These findings suggest that pedagogical approaches are crucial for students' learning experiences in understanding and using language.

Figure 4. *Kunuz Ta'lim al-Lugah al-Arabiyyah* (4)



Kunuz Ta'lim al-Lugah al-Arabiyyah volume 1
volume 1, p. 94

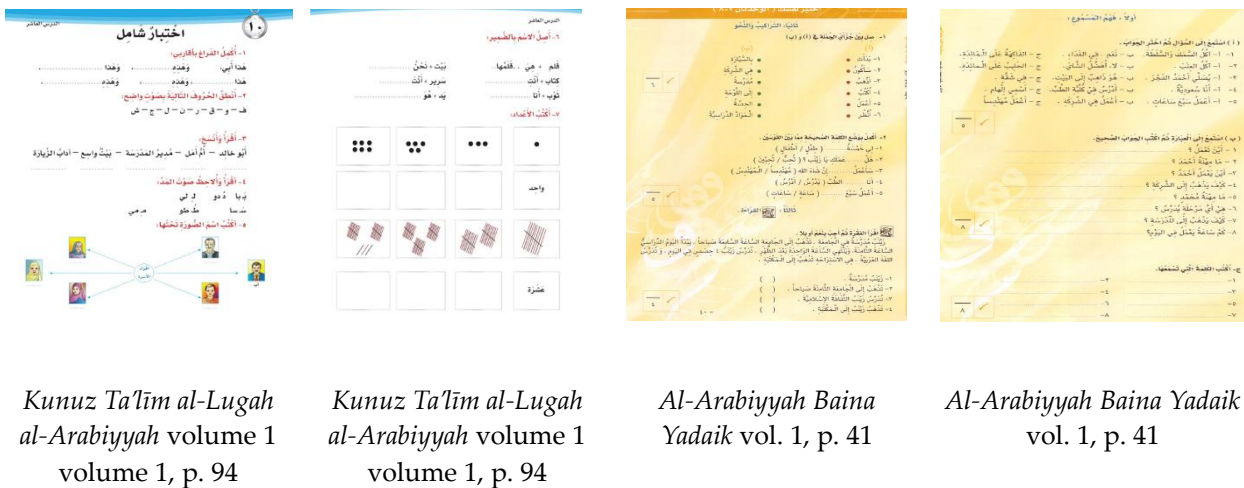
Kunuz Ta'lim al-Lugah al-Arabiyyah volume 1
volume 1, p. 97

Al-Arabiyyah Baina Yadaik vol. 1, p. 41

Al-Arabiyyah Baina Yadaik vol. 1, p. 43

Furthermore, the system for evaluating and applying learning materials emphasizes the pedagogical nature of each textbook. *Kunuz Ta'līm al-Lugah al-Arabiyyah*, volume 1, presents an assessment of grammatical accuracy using objective instruments that focus on mastering morphological and syntactic rules in the context of the text. Visual media, such as tables and diagrams, are used to describe language rules cognitively. In contrast, *Al Arabiyyah Baina Yadaik*, volume 1, evaluates the success of learning in terms of receptive and productive skills in real-world social contexts. Visual media, in the form of situational and iconic illustrations, are used to enhance students' understanding of everyday reality. These findings show that structural pedagogy focuses on formal truths, while communicative pedagogy prioritizes the meaningful use of language in everyday social interactions.

Figure 5. *Kunuz Ta'līm al-Lugah al-Arabiyyah* (5)



The conclusion of this article confirms the striking difference in pedagogical paradigm between the *Kunuz Ta'līm al-Lugah al-Arabiyyah* textbook volume 1 and "Al Arabiyyah Bayna Yadayk," Volume 1, in the context of Arabic language teaching. *Kunuz Ta'līm al-Lugah al-Arabiyyah* volume 1 consistently applies a structural pedagogy that prioritizes linguistic accuracy through structured structuring of material and repetitive mechanical exercises to build a strong grammatical foundation. On the other hand, *Al Arabiyyah Baina Yadaik*, volume 1, applies a communicative pedagogy that emphasizes the importance of social interaction through a dynamic, contextual thematic approach. These philosophical differences show that each textbook conveys a specific educational ideology that systematically shapes students' language development. The integration of theoretical frameworks from Edward Anthony, Richards, and Rodgers in this analysis provides scientific support for the unique characteristics of each textbook.

The application of these approaches directly affects students' roles and the assessment systems used in the Arabic language learning process. *Kunuz Ta'lim al-Lugah al-Arabiyyah*, volume 1, builds a learning environment that emphasizes academic supervision by placing students at the center, ensuring strict adherence to formal rules. Meanwhile, *Al Arabiyyah Baina Yadaik*, volume 1, positions students as active participants who develop independence through interactive activities that reflect real social conditions. The use of learning materials in the form of cognitive schema tables in *Kunuz Ta'lim al-Lugah al-Arabiyyah* volume 1 and iconic situational illustrations in *Al Arabiyyah Baina Yadaik* volume 1 further emphasizes the pedagogical differences between the two books. The findings of this article have significant theoretical implications for educators in choosing learning materials that meet the competencies, both in terms of formal accuracy and fluency in communication.

Discussion

The findings regarding the paradigm dichotomy between *Kunuz Ta'lim* and *Al Arabiyyah Baina Yadaik* show that there is strong coherence between the adopted curriculum ideology and the resulting instructional design. This is in line with William F. Pinar's theory of curriculum ideology, which states that each teaching material is a reflection of certain educational values and learning orientations (Siswanto, 2020). This alignment between educational philosophy and material design ensures that textbooks serve not only as sources of information but also as tools to shape students' linguistic mindsets. This analysis is validated through the fact that:

The teaching paradigm in *Kunuz Ta'lim al-Lugah al-Arabiyyah* Volume 1 is based on the philosophy of structuralism, which views language as a formal system composed of interconnected linguistic elements. This method emphasizes the importance of mastering grammar rules and the formation of correct sentences both in terms of morphology and syntax as the core of learning Arabic (Muzakki, 2020). The authors believe that a deep understanding of the internal structure of language is crucial for learners before they can use it for broader communication. In this view, Arabic is seen as a science that requires a high degree of precision in the gradual internalization process of each part of the linguistic element (Fatton, 2019). The emphasis on linguistic accuracy suggests the aim of equipping learners with a solid foundation from the outset of their learning journey.

Instead, *Al Arabiyyah Baina Yadaik* Volume 1 adapts a functional-communicative method that sees language as a tool for social interaction in everyday life (Soekarba, 2019). This method shifts attention from simply understanding the rules to using language to convey information and capture others' intent. The authors of this textbook place the communication function at the center of each

topic, so that each learning is closely related to students' practical experience. With this approach, Arabic is learned as a way to express thoughts and feelings, as well as meet daily needs in a variety of sociolinguistic contexts (Irfan, 2022). Success in learning with this paradigm is measured not only by grammatical accuracy but also by students' ability to create meaningful communication relationships with other Arabic speakers.

The application of structural views in *Kunuz Ta'lim al-Lugah al-Arabiyyah* Volume 1 has a significant impact on the roles of teachers and students in the classroom. In this content-focused teaching method, pupils are placed as active recipients of language patterns systematically determined by the textbook authors. The role of teachers as teachers, who guide the process of understanding language rules through structured, organized teaching methods, has become prominent. The main goal of these interactions is to achieve a high level of language accuracy through a series of structured exercises, thereby reducing the opportunity for students to improvise independently (Juryatina & Amrin, 2021). This state reflects a content-focused formal learning atmosphere designed to ensure each student has a consistent grammatical understanding.

Instead, *Al Arabiyyah Baina Yadaik* Volume 1 creates a learning environment that is more student-focused, using an inclusive communicative approach. In this context, students are affirmed to be active actors, taking part in a variety of interactive activities that reflect real-world situations. Teachers serve as facilitators and partners in communication, encouraging the development of students' language skills without putting undue pressure on minor errors in grammar (Muchtar, 2019). This textbook structure supports student cooperation through social discussions and simulations, making them central to the learning process. By actively and independently participating, students can build confidence in communicating and strengthen language adaptability in a variety of social situations (Ritonga et al., 2021).

The integration of linguistic accuracy and pragmatic competence in both books reflects the evolving needs of Arabic learners in the increasingly complex modern era. In accordance with Edward M. Anthony's learning hierarchy which emphasizes the importance of alignment between approach and technique (Nasrullah et al., 2021), the success of these two books in achieving their competency targets is supported by the organization of materials and a specific evaluation system. As Jack C. Richards emphasized the importance of grammatical competence as a pillar of proficiency, the linguistic literacy offered by structural paradigms remains a vital instrument in language education (Rustandi et al., 2025). This is clearly implemented through the following structure:

The structure of material in *Kunuz Ta'lim al-Lughah al-Arabiyyah* Volume 1 is organized in stages, arranged according to the level of difficulty and the rational order of Arabic grammar. Each section in this book gradually introduces a specific grammatical pattern, starting with the most basic and progressing to the more complex. This setting ensures that students receive a structured, targeted language introduction in accordance with a language-focused curriculum (Heriansyah et al., 2021). The author spends significant time explaining the rules and presenting example sentences that enrich students' understanding of the Arabic language system. Through this continuous grammatical development, *Kunuz Ta'lim al-Lughah al-Arabiyyah* Volume 1 provides teachers and students with clear guidance to achieve thorough and measurable mastery of aspects of the language.

In contrast, *Al Arabiyyah Baina Yadaik* Volume 1 organizes the material around functional and situational themes directly related to daily life. The division of learning units in this book does not follow grammatical order, but focuses on topics such as family, hobbies, and housing, each of which requires a specific vocabulary. In each topic, various language structures are integrated into dialogue and reading texts, so that students can learn grammar in a real-life context. This theme structure makes it easier for learners to relate the material to the practical communication needs they may encounter in their social environment (Heriansyah et al., 2021). With this method, *Al Arabiyyah Baina Yadaik* offers more engaging and relevant learning content for adults who appreciate the immediate results of the language-learning process.

The evaluation system applied in the *Kunuz Ta'lim al-Lughah al-Arabiyyah*, volume 1, places strong emphasis on achieving formal precision in the use of Arabic. Assessment instruments are designed to assess the extent to which students can apply grammar rules and choose vocabulary in accordance with the rules taught. A student's educational progress is often determined by the scores they get in exams that emphasize objective and measurable linguistic aspects (Farid, 2018). This evaluation approach provides very detailed feedback on students' structural weaknesses, allowing teachers to take appropriate steps to correct those mistakes. By applying strict standards of accuracy, *Kunuz Ta'lim al-Lughah al-Arabiyyah* Volume 1 seeks to ensure that students' language use remains in accordance with the correct and standardized rules of Arabic.

On the other hand, the assessment in *Al Arabiyyah Baina Yadaik* Volume 1 emphasizes success in communication and the role of language in interaction. This assessment focuses on the student's ability to convey information clearly, understand others' intentions, and respond to social situations with appropriate reactions. Although the grammatical aspect is also assessed, it is not the only

measure of success in this communication-based learning process. Assessments tend to be formative, which are done by observing students' performance while undergoing interactive and simulated tasks in class (Ferdinal & Isramirawati, 2021). By prioritizing effective communication, *Al Arabiyyah Baina Yadaik* volume 1 gives greater credit to students' efforts in using Arabic, which, in turn, encourages more positive, sustainable motivation to learn.

The integration of learning media in these two textbooks reflects different cognitive load management strategies, reflecting their respective pedagogical orientations. *Kunuz Taʿlīm* uses visual media, such as schematic tables and diagrams, as tools for cognitive organization to simplify the complexity of Arabic grammar rules. The use of this scheme aligns with cognitive load theory, which states that visually organizing information can help students construct a clear mental model of abstract linguistic systems (Syagif, 2024). This emphasis on formal visual forms ensures that students' attention is focused entirely on the logical relationships among language elements, without the distractions of contextual information. This is very effective at accelerating the internalization of morphological and syntactic rules, which are the main targets in the structural paradigm, ensuring the accuracy of language production from the early stages.

In contrast, *Al Arabiyyah Baina Yadaik* uses situational and iconic illustrations rich in social context to stimulate students' associative abilities in relation to real-world realities. The visual media in this book are not designed to explain the formula of language but to build a bridge between linguistic symbols and their communicative function in everyday life situations. This approach supports the principle of meaningful learning where new information is more easily absorbed when presented in an empirical experiential frame that is relevant to the learner (Paidia et al., 2025). The use of representative images helps students understand the pragmatic and cultural nuances inherent in each Arabic expression, thus increasing the overall effectiveness of communication (Al-khresheh et al., 2020). Through the synchronization of illustrations and texts, the book creates an immersive learning environment that encourages emotional engagement and students' intrinsic motivation to master language as a tool for global interaction.

CONCLUSION

The conclusion of this article emphasizes that the pedagogical paradigm in Arabic textbooks serves as a conceptual framework that systematically shapes learning objectives, material organization, learning activities, and evaluation systems. A comparative analysis shows that *Kunuz Taʿlīm al-Lugah al-Arabiyyah*, volume 1, represents a structural pedagogy oriented towards the gradual, systematic, and linguistically accurate mastery of language rules. In contrast,

'*Arabiyyah Baina Yadaik* volume 1 represents a communicative pedagogy that emphasizes the use of language in social contexts through interactive activities and the integration of language skills. This paradigm difference has proven consistent across all aspects of learning design, from the roles of teachers and students to the forms of exercise and assessment.

The findings imply that each textbook contains an educational ideology that directly affects the learning experience and the direction of students' competency development. Structural pedagogy tends to produce high formal precision, while communicative pedagogy encourages fluency and meaningful communication. Thus, the results of this article provide a theoretical contribution in the form of an integrated pedagogical analysis model, as well as practical contributions that serve as a reference for educators and curriculum developers in selecting and designing teaching materials that align with the objectives of learning Arabic in a contextual and effective manner.

REFERENCES

- Al-khresheh, M. H., Khaerurrozikin, A., & Zaid, A. H. (2020). The Efficiency of Using Pictures in Teaching Speaking Skills of Non-native Arabic Beginner Students. *Universal Journal of Educational Research*, 8(3), 872–878. <https://doi.org/10.13189/ujer.2020.080318>
- Almelhes, S. A., & Alsaiari, H. E. (2024). A Conceptual Framework for Teaching Arabic as a Second Language. *Theory and Practice in Language Studies*, 14(7), 2110–2118. <https://doi.org/10.17507/tpls.1407.18>
- Alsubhi, A., Mohamed Adnan, M. A. B., Yusof, A. B., Awae, F., & Abuhassna, H. (2023). Unlocking the Future of Arabic languages teaching: Exploring Communicative Language Teaching Methodology. *International Journal of Academic Research in Business and Social Sciences*, 13(10), pages 1603-1626. <https://doi.org/10.6007/IJARBSS/v13-i10/19015>
- Andi Paida, Anin Asnidar, & Irfandi Irfandi. (2025). The Effect of the Meaningful Learning Model on the Improvement of Explanatory Text Learning in Class XI of SMAS Muhammadiyah Lempangang. *Equator: Journal of Education and Social Humanities*, 5(4), 450–464. <https://doi.org/10.55606/khatulistiwa.v5i4.7705>
- Asbarin, A., Mach, U., Amalia, N. N., & Taufik, M. (2022). An Analysis on the Principles of Arabic Textbooks for Madrasah Aliyah in Indonesia: Based on the Ministry of Education and Rusydi Ahmad Thu'aimah. *Al-Ta'rib : Scientific Journal of the Arabic Language Education Study Program IAIN Palangka Raya*, 10(2), 171–184. <https://doi.org/10.23971/altarib.v10i2.4449>
- Bido, J. R. (2025). Educational Philosophy and Teaching Style of Language and Literature (LL) Teachers. *Journal of Natural Language and Linguistics*, 3(1), 218–223. <https://doi.org/10.54536/jnll.v3i1.5845>
- Dos Santos, L. M. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms. *Journal of Education and e-Learning Research*, 7(2), 104–109. <https://doi.org/10.20448/journal.509.2020.72.104.109>
- Dudka, T., & Chumak, M. (2020). Pedagogical Potential of International Comparative Research. *Science and Education*, 2020(2), 84–90. <https://doi.org/10.24195/2414-4665-2020-2-12>

- Farid, R. N. (2018). The Significance of Portfolio Assessment in EFL Classroom. *Lantera: Journal of Education*, 13(1). <https://doi.org/10.33654/jpl.v13i2.346>
- Faton, A. (2019). Arabic Learning for Academic Purposes. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 2(2), 149–164. <https://doi.org/10.22219/jiz.v2i2.10096>
- Ferdinal & Isramirawati. (2021). *The Impact of Formative Assessment on Students' Academic Achievement: A Case Study of English Students of Faculty of Humanities, Andalas University, Padang, Indonesia*. The 3rd International Conference on Educational Development and Quality Assurance (ICED-QA 2020). <https://doi.org/10.2991/assehr.k.210202.024>
- Heriansyah, H., Darni, P., Fajri, R., & Sahardin, R. (2021). Competency-Based Curriculum, Relevant Second Language Learning Theories, and its Language Assessment. *English Education Journal*, 12(3), 416–427. <https://doi.org/10.24815/eej.v12i3.21631>
- Huang, R., Tlili, A., Zhang, X., Sun, T., Wang, J., Sharma, R. C., Affouneh, S., Salha, S., Altinay, F., Altinay, Z., Olivier, J., Jemni, M., Wang, Y., Zhao, J., & Burgos, D. (2022). A Comprehensive Framework for Comparing Textbooks: Insights from the Literature and Experts. *Sustainability*, 14(11), 6940. <https://doi.org/10.3390/su14116940>
- Iis Susiawati & Rizka Al Fajr. (2025). From Classical Texts to Digital Platforms: Reconstructing Arabic Language Pedagogy for Multidisciplinary Education Goals. *Proceedings of the International Conference on Global Education and Learning*, 2(1), 32–45. <https://doi.org/10.62951/icgel.v2i1.146>
- Irfan, N. (2022). Literature Study of Communicative Approaches in Arabic Learning. *Al-Lughah: Journal of Language*, 11(1), 16. <https://doi.org/10.29300/lughah.v11i1.6448>
- Jamal, D. (2025). The Effectiveness of Learning Arabic Using the Book of Al-'Arabiyyah Bain Yadaik (Descriptive-Analytical Research in Dayah Ruhul Qur'ani Meulaboh. *Mikhayla: Journal of Advanced Research*, 2(2), 112–118. <https://doi.org/10.61579/mikhayla.v2i2.545>
- Juryatina, J., & Amrin, A. (2021). Students' Interest in Arabic Language Learning: The Roles of Teacher. *Journal of Educational Management and Instruction (JEMIN)*, 1(1), 40–49. <https://doi.org/10.22515/jemin.v1i1.3459>
- Kabalmay, T., Muhaiban, M., & Khasiyitullah, Z. (2025). Analysis of Arabic Textbook for Grade X of ISMUBA Curriculum (2017) in The Perspective of Rushdi Ahmad Thu'aimah. *Insyirah: Journal of Arabic Language and Islamic Studies*, 8(1), 99–121. <https://doi.org/10.26555/insyirah.v8i1.13181>
- Komor, M., & Grzyb, K. (2023). Qualitative Content Analysis – A Research Method in Social Science. *Przegląd Badań Edukacyjnych*, 2(43), 143–163. <https://doi.org/10.12775/PBE.2023.032>
- Kurniawan, I., & Muhaiban, M. (2025). Analysis of the Twelfth-Grade Arabic Textbook Based on Rusydi Ahmad Thuaimah's Perspective. *Book*, 3(3), 152–157. <https://doi.org/10.18860/kitaba.v3i3.37122>
- Luqmonovna, O. N., & Nozima, N. (2024). Communicative Approach in Teaching a Foreign Language. *Innovative Technologica: Methodical Research Journal*, 3(4). <https://doi.org/10.47134/innovative.v3i4.127>
- M, M., Jaeni, M., & Salamah, S. (2022). The Use of Arabic with a Communicative Approach: A Sociolinguistic Review. *Reslaj: Religion Education Social Laa Roiba Journal*, 5(1), 199–206. <https://doi.org/10.47467/reslaj.v5i1.1378>
- Malik Aziz, A., Kosim, N., & Wahyudin, D. (2025). Analysis of the Content Alignment of the Grade VII Arabic Textbook Published by Erlangga with the Merdeka Curriculum. *Tadris Al-'Arabiyyah: Journal of Arabic Language and Arabic Language Education*, 4(1), 113–128. <https://doi.org/10.15575/ta.v4i1.44923>
- Mamac, M. H., & Scott, L. A. (2022). Using Linguistic-Informed Analysis to Assess Model Texts for EFL Reading and Writing. *Indonesian Journal of Applied Linguistics*, 12(2), 421–433. <https://doi.org/10.17509/ijal.v12i2.45868>

- Mohamed, S. (2023). The Development of an Arabic Curriculum Framework Based on a Compilation of Salient Features from CEFR Level Descriptors. *The Language Learning Journal*, 51(1), 33–47. <https://doi.org/10.1080/09571736.2021.1923781>
- Muchtar, M. I. (2019). Application of the Al--Arabiyyah Bayna Yadaika' Method in Arabic Language Learning at Ma'had Al-Birr Makassar. *HUNAF: Journal of Islamic Studies*, 12(1), 121. <https://doi.org/10.24239/jsi.v12i1.379.121-140> P
- Muzakki, A. (2020). Reconstruction of Morphological (Ilmu Sharf) Learning Methods for Arabic Language and Literature Students. *Ijaz Arabi Journal of Arabic Learning*, 4(1). <https://doi.org/10.18860/ijazarabi.v4i1.9873>
- Nasimova, M. (2022). Communicative Language Teaching. *Общество и инновации*, 3(5/S), 222–228. <https://doi.org/10.47689/2181-1415-vol3-iss5/S-pp222-228>
- Nasrullah, N., Mu'in, F., & Rosalina, E. (2021). Teaching English In Secondary School: Approaches, Methods, and Technique. *Inovish Journal*, 6(1), 13. <https://doi.org/10.35314/inovish.v6i1.1909>
- Ritonga, A. W., Wargadinata, W., Ritonga, M., & Febriani, S. R. (2021). Ta'lim Maharah al-Kalam 'ala Asas al-Tsaqafah bi Istikhdam Kitab al-'Arabiyyah baina Yadaik fi Marhalah al-Mutawassithah. *Arabiyatuna : Arabic Journal*, 5(1), 1. <https://doi.org/10.29240/jba.v5i1.1942>
- Rustandi, A., Febriani, R. B., & Sugiarto, B. R. (2025). Pragmatic and Grammatical Competence Interface in Second Language Acquisition: Conceptual Framework and Construction. *JALL (Journal of Applied Linguistics and Literacy)*, 9(1), 45. <https://doi.org/10.25157/jall.v9i1.17802>
- Semianiv, A. (2023). Competent Approach to Instructions from Foreign Language. *Methodological Studia*, (55), 86–96. <https://doi.org/10.32782/2307-1222.2023-55-7>
- Sintya Rahmadewi & Muhaiban. (2025). Analysis of Arabic Textbooks Grade X Scientific Approach Curriculum 2013 Perspectives Rusydi Ahmad Thu'aimah. *Digital footprint: Multidisciplinary Scientific Journal*, 1(3), 281–294. <https://doi.org/10.63822/dpgyh069>
- Siswanto. (2020). The Islamic Moderation Values on the Islamic Education Curriculum in Indonesia: A Content Analysis. *Journal of Islamic Education*, 8(1), 121–152. <https://doi.org/10.14421/jpi.2019.81.121-152>
- Soekarba, S. R. (2019). Al-Arabiyyatu Bayna Yadaik (Analysis of Arabic Language Teaching in a Cross-Cultural Perspective). *IJAS: Indonesian Journal of Arabic Studies*, 1(2), 64. <https://doi.org/10.24235/ijas.v1i2.5287>
- Sumarno, S. (2020). Content Analysis in Language and Literature Learning Research. *Literary Language Education*, 18(2), 36–55. <https://doi.org/10.47637/elsa.v18i2.299>
- Syagif, A. (2024). John Sweller's Theory of Cognitive Burden and its Implications in Arabic Language Learning at the Elementary Education Level. *Fashluna*, 5(2), 93–105. <https://doi.org/10.47625/fashluna.v5i2.883>
- Theelen, H., & Van Breukelen, D. H. J. (2022). The Didactic and Pedagogical Design of e-Learning in Higher Education: A Systematic Literature Review. *Journal of Computer Assisted Learning*, 38(5), 1286–1303. <https://doi.org/10.1111/jcal.12705>
- Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, & Leleka, T. (2023). The English Language Teaching in the Conditions of the World Globalization and Society Digitalization. *Academic Notes Series Pedagogical Science*, 1(207). <https://doi.org/10.36550/2415-7988-2022-1-207-185-189>
- Yusuf, M. (2023). Development of Arabic Language Teaching Materials With 4D Model for the Second Semester at STAI Al-Furqan Makassar. *Bulletin of Science Education*, 3(3), 152. <https://doi.org/10.51278/bse.v3i3.662>