



Visual Elements In The Arabic Lectural Book Ministry Of Religion: School Perspectives

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Abstract

Since 1968, Resources for Arabic education and learning have continued to advance, thanks to recent technological advancements. Junior high school Arabic textbooks have also been updated based on several factors, including correcting numerous errors and material organization to optimize use and circulation. Researchers discovered that this study, which revealed the visual aspects of the book released by Kemenag in 2020 from the perspectives of Sudarma and Erin M. McTigue, was conducted using exploratory qualitative research and descriptive analysis methodologies. Tables and 180 cartoon pictures or photos comprise most of the book's visual aspects; the remaining elements are design elements, including circles, blunt boxes, and other shapes. Readers may find it challenging to see some layout conditions because they are still random.

Keywords: Visual Elements; Arabic Teaching Book; Arabic Visual Source; Arabic Media Teaching.

ملخص البحث

ومنذ عام 1968، ما زالت أدوات تعلم وتعلم في اللغة العربية آخذة في التقدم بفضل التطورات التكنولوجية الحديثة. كما تم تحديث الكتب المدرسية العربية الإعدادية استناداً إلى عدد من العوامل، بما في ذلك تصحيح العديد من الأخطاء وتنظيم مواد الاستخدام والتداول الأمثل. واكتشف الباحثون أن هذه الدراسة، التي كشفت عن الملامح البصرية للكتاب الصادر عن KEMENAG 2020 من منظوري سودارما وإرين م. ماكتيغي، قد أجريت باستخدام منهجيات البحث النوعي والوصفي. وتشكل الجداول و 180 صورة أو صورة كرتونية أغلبية الجوانب البصرية للكتاب؛ والعناصر المتبقية هي عناصر التصميم، بما في ذلك الدوائر، والصناديق الحادة، والأشكال الأخرى. قد تجد القراء صعوبة في رؤية بعض ظروف التصميم لأنها لا تزال عشوائية.

الكلمات الرئيسية: العناصر المرئية لكتاب تدريس عربي عربي؛ المصدر المرئي - تعليم عربي؛ وسائل الإعلام المرئية - تعليم عربي

Introduction

If we know Arabic, then our Indonesian nation can be active in Arabic-speaking areas, even though there are different dialects among Arabic speakers. In learning Arabic globally and in Indonesia, it must be using different learning methods, learning media, learning evaluation, and methods of learning depending on time, regional conditions, and technological developments. According to Wahab (2015), the development of learning and learning devices in Arabic has been recorded since 1960–2013 (Wahab, 2015); however, in fact, learning methods and devices are still evolving to this day, which is undergoing developments due to restricted access to meetings in large numbers due to the Corona Virus Disease pandemic⁹ (COVID-19). It forces all parties to change their learning conditions and practices in order to achieve the goal of learning.

The teaching book, according to PERMENDIKBUD RI number 8 year 2016 chapter 1 paragraph 1 (Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 8, 2016), is a priority textbook used to educate students to attain and master the basic competencies and core competencies that deserve to be listed by the Ministry of Education and Culture in each educational unit, either remote or within the scope of the city. So each unit of education has sorted and chosen the right book, and according to the level of each of them, from the youth of kindergarten (TK) to the upper middle level (SMA), even higher than that.

The teaching book itself focuses on a specific purpose, deals with a specific field of science, has an orientation to student learning, is structured on the basis of educational curricula, and can direct classroom learning to adapt to the intellectual development capacity of students. This is revealed by (Muslich, 2010) and (Azahri, 2018). Since the teaching books have a high urgency, (al-Gali and Abdullah, 2012) and (Azhari, 2018) show that the goal of learning can be achieved while there are intermediaries who direct teachers in learning so that there is a transformation of science from teacher to student. This will affect the behavior and decisions taken in the various activities of students after learning is carried out. There are some differences between Vandayo and Hilmi's research on how the visual elements in books are effective in learning, while (Vandayo & Hilmi, 2020) research visual media and their implementation in Arabic language learning. However, from Vandayo's and Hilmi's research, this research emerged as a result of curiosity about visual media in the eighth

grade textbook, which was initiated by Vandayo and Hilmi despite different objects. Basically, the use of textbooks is tailored to the level of students' abilities through the class system used; in each country, there is a different class system because each individual student has its own uniqueness. Because of this, the government entrusted with setting up the Indonesian education system starts with regulations, curricula, and even educational media systematically structured by the government (Halim, 2018).

Wright (2014) have researched related second Language Instructors (L2) Qatar often uses visual stimulus to support learning, and that is the majority of the content; however, not all visual elements are effective in supporting curricula. They used the Graphical Analysis Protocol, which has been used to assess US science textbooks, to evaluate how well graphics in scientific readings support knowledge of content and second language mastery. It revolves around how the researchers looked at the book with the theory of McTigue et. al. as well as (Sudarma et al., 2015), who focused their theory on visual elements so that a communicative, unified, and orderly design was created.

Jumhana (2021) researches the teaching books of Arabic madrasah in Indonesia. The book selected is the Arabic Book (for students) of the fourth grade of Madrasah Ibtidaiyyah, written by Mundiroh, Uswatul Hasanah, and Shofar Sholahuddin. This book consists of two books for students and teachers. 2) The Arabic "Durus al-Lughah al-'Arabiyyah" for Tsanawiyyah Madrasah Seventh Class, written by Zaenal Muttaqin, Momon Mujiburrohman, and Faruq Baharudin. This book is composed of two volumes, for students and teachers. It's different from what is being studied today in different aspects, yet researching from the same source is a textbook. The books used in this research are published by the Directorate of KSKK Madrasah, the Directorate General of Islamic Education, and the Ministry of Religion, RI. As for the research carried out by (Sodikin, 2020) in the final thesis project, Sodikin's research examined the 2018 package book with the 2013 curriculum focusing on visual media in books through Charles Sanders Peirce's semiotic analysis. The difference in this research is that this research uses the theory of (Sudarma et al., 2015) about Message Design and supporting Sudarma theory, namely Graphic Analysis Protocol through an exploratory qualitative descriptive view; As for Sodikin, who uses Charles Semiotics Analysis by using descriptive to find relationships between variables, namely the type of visual media, textbooks and book feasibility.

In accordance with the development of curriculum since 1990 to the present day, it has undergone various changes and improvements according to the conditions of society and the new direction of education in Indonesia. This also affects the layout and content of textbooks, teaching techniques, as well as what is necessary during the learning process (Syukron et al., 2021).

According to Vandayo and Hilmi, the media by nature is divided into three parts: auditive media, visual media, and audio-visual media. This is because visual media can only be accessed through the visual senses; they do not even have a voice. (Vandayo & Hilmi, 2020).

So this study aims to record the evaluation and effectiveness of the textbooks of the 8th grade MTs compiled by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, and Ministry of Religion RI, which will be released in 2020.

Method

The research method used is the qualitative research method of descriptive research through explorative techniques. The researchers at the outset carefully examined the image-per-picture of the Arabic language textbook published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religion of RI in 2020. (Masrukhin,. 2020). Then take a note of the picture and write down the description that indicates the intention of the image. Then the researchers tested the student's understanding of the picture in the book to see whether it could be understood by the student or not. It then becomes an evaluation of the proper preparation and placement of images so that the goal of the research, which is to develop a visual textbook, can be well accomplished. The source of the data is the 8th grade Arabic language package book published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religion of RI (Masrukhin,. 2020). The required data are the visual elements in the Arabic language package book of the 8th grade published by the Directorate of KSKK Madrasah, the Directorate General of Islamic Education, the Ministry of Religion of RI, and the student's understanding of the visual elements that have been listed and printed on the package. As for the student's understanding, the researcher gains it through unstructured interviews about the description or explanation given to each student.

Finding and Discussion

A. Teaching Books or Teaching Packages

A textbook is defined by the Department of National Education (KEMENDIKBUDRISTEK) of (Halim, 2018) as an educational learning medium held and studied by students in connection with a particular field of science. It has been structured systematically and standardized by experts according to the cluster of science equipped with learning means and used to support learning programs in various places and schools.

A book, according to (Ni'mah et al., 2021) is a printing or record of the composer or individual author of the fruit of his thoughts in a single book or in a series. A textbook is a structured and systematically printed written text containing a lesson prepared by the author or author using the applicable curriculum standards. The substance or content of the book has competencies that must be mastered by students, especially by the teacher who teaches the textbook.

Prastowo (2015) teaching books are among the various kinds of learning sources, and the teaching materials are printed. This is because books are the primary global learning resource. It is not enough until al-Gali and Abdullah of (Azhari, 2018) mentioned that because of the presence of textbooks, the learning process globally can run and connect between the teacher and his pupils so that the desired learning objectives can be achieved.

As Prastowo, Halim (2018) lists, the characteristics of the textbook are: 1) legal recognition through the publisher and registered ISBN; 2) the priority mission of the compilation of the book is to optimize the development of declarative knowledge and procedural knowledge; 3 always refers to KEMDIKBUDRISTEK, which consists of: a) the applicable National Education Curriculum; b) an orientation focused on process skills using contextual approaches, technologies, societies, demonstrations, and experiments; c) providing a clear learning scheme as well as synergies between disciplines.

According to Dwiyoogo (In Febrianto & Puspitaningsih., 2020), the character of the textbook is structured systematically, explaining the purpose of learning, presenting learning motivations, anticipating learning difficulties, and providing summaries and feedback. The book is one of the sources of learning, according to Sanjaya (in Utami et

al., 2021), because the book is a thing made for his students to study materials and learning experiences with the aim of achieving the purpose of learning.

B. Arabic language lessons at Madrasah Tsanawiyah

As we know, Arabic is not just a formality to learn but has been rooted in Indonesian society in several events, such as international conferences, scientific journal writing, and even racing events at the local and national levels. So some Islamic schools in particular prepare curricula and Arabic subjects as evidence of the existence of Islamic values in school learning.

But it is not enough to just transform knowledge between students and teachers, because the true language is the pronunciation of sentences as a medium of interaction between individuals, so it becomes a matter of discretion if learning Arabic is limited only to learning in writing without being followed by practice As (Pribadi, 2017) Argued.

In a book published by the Directorate of KSKK Madrasah, the Directorate General of Islamic Education, and the Ministry of Religion of RI in 2020, the focus of learning from the 7th grade MTs is basic Arabic teaching as well as the introduction of several aspects such as family, school facilities, and family day-to-day activities. In the eighth grade textbook, learning is divided into seven chapters, beginning with chapters discussing the time until the chapter visits the sick. In this class, the teaching is from the Arabic (*Adad al-Tartibiy*) to the previous word (*al-Fi'l al-Madiy*) and the working sentence (*Al-Jumlah al-Fi'liyyah*).

In both formal and non-formal Arabic language learning, there have been many developments and implementations of the learning media used, teaching materials, learning methods, and so on. One of them is (Akhsan & Muhammadiyah, 2020) on learning and learning models that result in learning via Whatsapp, Google Meet, or Zoom, through video tutorials from YouTube or CDs, even from Google Asks. And teachers, according to (Akhsan & Muhammadiyah, 2020), need to be digital, use technology as a source of learning and communication, present fun and meaningful learning, and become role models.

C. Visual Media and Visual Elements Media

It is one of the most frequently used means of communication between presenters and audiences, but in learning, the media is used as an intermediary between teachers and students in the hope of effective and efficient learning. The media itself, according to Henrich et al., is a tool containing information and knowledge that functions for the implementation of the learning process. According to (Angkowo & Kosasih., 2007), media is a facility or tool used to channel messages and stimulate thought; it can arouse the enthusiasm, attention, and will of students so that it can encourage the occurrence of their learning process. According to (Scolari, 2023) that media are physical devices that plan messages and encourage students to learn than the world is changing more quickly than the ideas and theories that people develop to try to make sense of it.

Williams (2003) in (Yaumi, 2018) personally describes several classifications of the means of communication used in learning, including: 1. unprojected media (examples of exhibitions and models); 2. projected models (compact disk (CD) audio, source lectures, music recording); 3. video media (e.g., VCDs, DVDs, blue-ray discs); 4. computer-based learning; and 5. multimedia and computer networking.

Some of the most commonly found media are printed media in the form of brochures, handouts, graphic media or exhibition media in reality, models, and so on; then there are audio media that are recordings of sound or music processing or in other forms still in the category of sound; there are moving images or media that show moving images integrated with sound elements, including video or film; and the last is multimedia that is created from the development of technology, especially digital. It's because multimedia can combine text, video, graphics, and audio as Sinamarta (2020) Argued.

As for the visual element, according to Winn (1987) in (McTigue & Flowers., 2011). presented an organizational scheme in which instructional graphics are divided into three categories: picture/illustration, graphics, and diagrams. According to the Winn tripartite taxonomy from Slough et al., in (Wright et al., 2014) a graphic is defined as a representation of the relationship between variables with at least one continuous variable. For example, in the teacher activity chart, The chart contains the name of the teacher and the number of teachers present. The number of teacher attendances is one

continuous variable, while the teacher names are a fixed category that remains unchanged. A chart shows a correlation between categorical variables, as in a chart that shows vitamins and their natural sources. Diagrams differ from diagrams and graphs in functions, complexity, and visual properties. Although the diagram and graph depict relationships between variables, the diagram represents the whole process or structure and therefore often contains a greater amount of detail.

The principles of graphic elements, according to (McTigue & Flowers., 2011), are: 1. Graphics should be considered by form and function; 2. Graphics should create the mind-construction of readers about a model of system or knowledge; 3. Graphics should be physically integrated; 4. Graphs and text should be semantically integrated. All of this has to be fulfilled in order to build a good learning visual element that is integrated between text and graphics such as images, cartoons, diagrams, and other visual forms.

According to Pujiyanto of (Sudarma et al., 2015), Nirmana is the foundation of graphic design because design is a collection of elements that are structured to create a good and aesthetic image. Unity, because a design consists of various elements, means that harmony in the composition of the elements to make a design is important; otherwise, it can produce unattractive unity. 2. Regularity is meant because there is a visual element, which is the main element. There is also a visual element that functions as a complementary element, so that it is ordered into one of the Nirmana trees. 3. Diversity: Diversity is still related to the visual element; if you only include that visual element alone, it creates a monotonous, less attractive, and boring impression so that visual enthusiasts will quickly get tired of reading it. Exhibited as a choir or orchestra that uses different tones and instruments to vary the experience of its listeners; 4. Communicative: This is because it's true that design always creates a message, either directly or indirectly. So you have to pay more attention to the purpose of the creation of the work or design. If it's intended for children, then it should highlight concrete pictures and interesting letters..

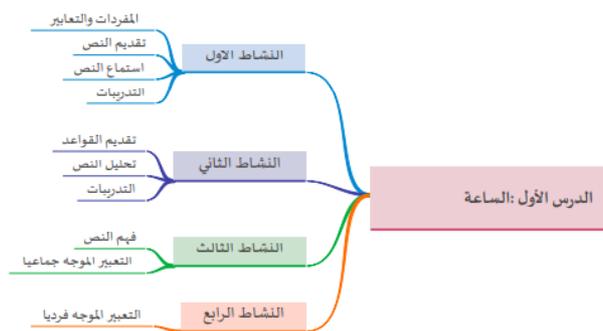
D. Results of Visual Elements Research in Arabic Language Teaching Books Class 8

Researchers have looked at and collected data showing that the visual elements in the Arabic textbooks are dominated by forms of buildings, either square or irregular, as well as some illustrations as instructions to focus the mind or indicate "this chapter to build..." As for some of the chapters contained in the book, it consists of chapters 1 as-

Sa>a'tu(Time), chapter 2 *Yaumiyyauna*> (daily activities), chapter 3 *Al-Hiwa>yatu* (Hobby), chapter 4 *Al-Riya>d~atu* (Olahraga), chapter 5 *Al-Mihnatu* (work/profession), and chapter 5 *Iya>dat al-Mari>di~* (mengunjungi orang sakit).

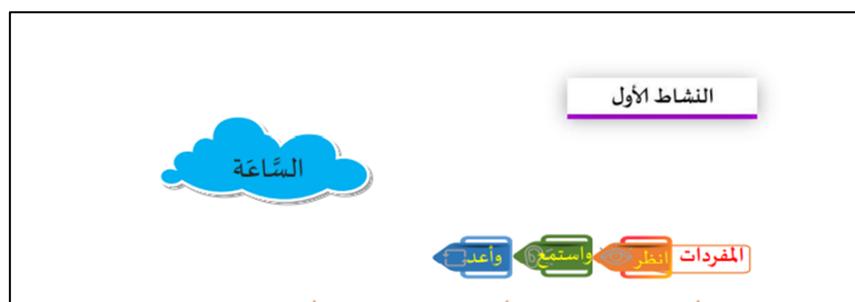
Here are some visual media along with visual elements listed in the book. Some may have advantages and disadvantages that will be listed later in the description after listing the images found, as follows:

Figure 1. Mindmap or concept map of one of the materials



In each of the six chapters, there is an illustration like the picture above, which is intended for teachers and students to really understand how the chapter will be discussed, but the main purpose of this chapter is to guide teachers in learning so that the goal of learning is achieved well. The total mind map of this concept map contains six images. The visual elements in the mind map are square-length buildings and branched lines that have a correlation between them, so according to the researchers referring to the concept of (McTigue & Flowers, 2011). No obstacles.

Figure 2. Picture of sub-pages in chapter 1



As you can see from the concept map to the first sub-chapter, Subchapters to be discussed are always marked by al-Nashat al-Ula until the last subchapter. Based on the opinions of (McTigue & Flowers., 2011). and (Sudarma et al., 2015), The language theme

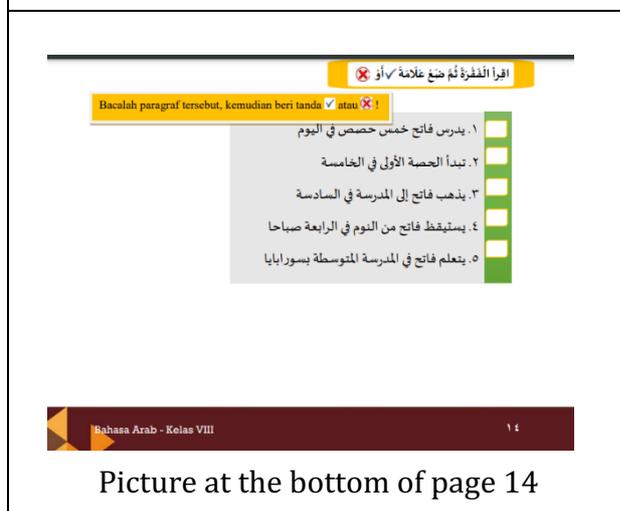
and sub-chapters are well visible, but for the command to see, hear, and repeat, which is less clearly visible with the gray icon, it is becoming unclear what the meaning of the composer is for the teacher along with the pupil.



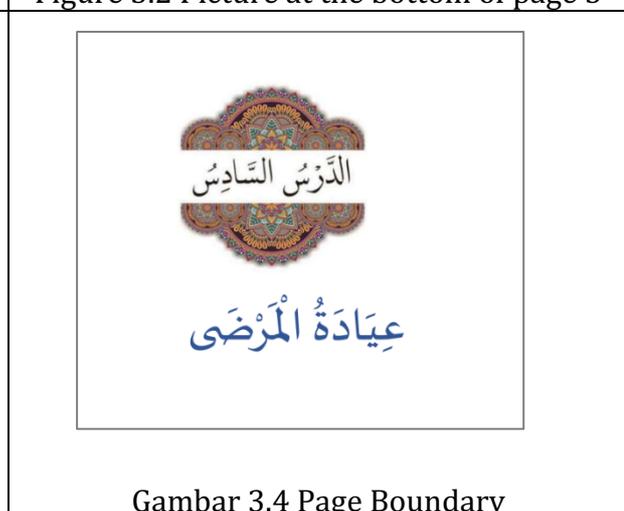
Figure 3.1 Picture at the bottom of page 4



Figure 3.2 Picture at the bottom of page 5



Picture at the bottom of page 14



Gambar 3.4 Page Boundary

Some images from 3.1 to 3.2 have errors, either placement errors or design elements. In Figure 3.1, the time illustration in the last two images is clearly visible, but the first image contains an inscription, but the background element of the inscription is missing. Either because of the word export process or something else that could make the afternoon illustration background not read well, So according to (Sudarma et al., 2015), the theory is still too orderly to be read well. For the elements, according to (McTigue & Flowers., 2011) there are no restrictions on the visual elements.

In Figure 3.2, there is a working command in the building element with a dull square end length, but its layout is stacked above the item or task being done, so there are placement errors that can be caused by the same as in Figure 3.1. So the opinion of (Sudarma et al., 2015) says that the orderly placement of elements is still poor, which further affects the column of tasks not read well. It's similar to pictures 3.3 and 3.4,

where the placement is not good. In Figure 3.3, the command in the Indonesian language almost covers what needs to be done in the sub-chapter, and on the page boundary in Fig. 3.4, the position shifts slightly to the left so that it is less towards the center; however, on the other chapter boundaries, the picture in the middle corresponds to the picture page. For the view of (McTigue & Flowers., 2011). Against the illustrations and images from Figures 3.2 to 3.4, there are no impediments, so it corresponds with the theory.

In Figure 4, there are actually illustrations in accordance with the description of the writings listed as the theory of (McTigue & Flowers., 2011); however, (Sudarma et al., 2015). disagree because the placed writings are irregular, making it less comfortable for readers to see the description.



Figure 4. Visual illustration with sports chapter description

And in the last one, figure 5.1 and figure 5.2. In figure 5.1, it is clear that the writing that hits the image reduces the readability of the writing. It is, according to (Sudarma et al., 2015). less regular. However, according to (McTigue & Flowers., 2011), this is not an obstacle at all. In Figure 5.2, there is a big picture, so the text for the description of the image at the bottom goes to the next page. In fact, it's not a problem, but it doesn't fit in with the picture and is less organized, so it needs to be reversed when students and teachers read the bottom picture; this is according to (Sudarma et al., 2015). but according to (McTigue & Flowers., 2011), there are no obstacles.

Table 1.1 Student Interview Results^a

Category	Number of Student result
<i>Jayyid</i> (Perfect)	10 Students
<i>Nisfun</i> (Good)	6 Students
<i>Naqis</i> (Less)	9 Students

^a. Data Processed independently by Researchers

It's not apart from the individual ability of the student in the classroom and how the student learns both in class and at home. Because other factors may influence the student's understanding of the image and pronouncing or explaining the image in Arabic.

Conclusion

From this research, it can be concluded that there is still a visual element that reduces the readers' ability to enjoy the visual element in the book. In general, however, according to (McTigue & Flowers., 2011), this book no longer has any obstacles to use in learning; only there are still layout or placement errors and regularity in some aspects, whether the researchers have mentioned or not. This is supported by the opinion of (Sudarma et al., 2015). in how images can communicate through visual elements that are assembled into one aesthetic design and must meet some of the criteria mentioned by (Sudarma et al., 2015) As for the visual elements recorded by the researchers, 180 images are dominant in vector illustrations of cartoons, and the majority are in tables or have background images to attract the interest of both teachers and students. Then there is an icon in the form of a cartoon or a photo that accompanies the sub-chapter or command in the book.

The layouter's role in publishing this textbook is pretty good, but how good is it if the illustration is in the first sub-chapter of each chapter edited in image applications like Canva, Microsoft Publisher, Corel Draw, and so on? Because this can make it easy to place a picture from a number of images into one image. It has been written about how the preparation of the material has been reached by various people and parties, so materially, it has been quite good. For other researchers who read this journal, we hope to study the Graphic Analysis Protocol developed by McTigue for further visual element research, and do not forget that the visual element will not escape from the theory of visual communication design.

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