Content Analysis and Student Perceptions of "*Ayo Fasih Berbahasa Arab*" Book

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ENGLISH ABSTRACT

This study aims to analyze the suitability of the textbook "*Ayo Fasih Berbahasa Arab*" for grade XI of Madrasah Aliyah based on The 2024 Assessment Instrument by the Center for Research and Development of Literature, Religious Heritage, and Organizational Management (LKKMO 2024), and to explore students' perceptions regarding its effectiveness in Arabic language learning. A descriptive, qualitative approach was employed, utilizing content analysis and descriptive statistics. The research involved 41 students from XI Science 1 and 2 classes at SMA Daarut Tauhid Putri, Bandung. The researcher employed a descriptive qualitative research method, with data collected through observation, questionnaires, and documentation. The LKKMO 2024 instrument evaluates four aspects: content/material, presentation, language and religious terminology, and graphics. The results indicate that the textbook scored "very good" in content, presentation, and language use, but only "fairly good" in graphics due to inconsistent illustrations. Student responses indicated that 72.7% found the textbook suitable for their learning level and effective in supporting their reading and speaking skills. However, the development of listening skills remains a challenge. This research contributes to improving Arabic textbooks aligned with curriculum standards and learners' needs. The findings are expected to guide educators and policymakers in enhancing the quality of teaching materials. While the book is considered effective overall, further refinement is recommended, particularly in the listening component and in creating a more cohesive visual presentation to optimize learning outcomes.

Keywords: Content Analysis, Student Perception, Arabic Textbook, LKKMO 2024

INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk menganalisis kesesuaian buku ajar "Ayo Fasih Berbahasa Arab" untuk kelas XI Madrasah Aliyah berdasarkan Instrumen Penilaian Tahun 2024 dari Pusat Penelitian dan Pengembangan Lektur, Khazanah Keagamaan, dan Manajemen Organisasi (LKKMO 2024), serta mengeksplorasi persepsi siswa terhadap efektivitas penggunaannya dalam pembelajaran bahasa Arab. Penelitian ini menggunakan

pendekatan kualitatif deskriptif dengan metode analisis isi dan statistik deskriptif. Subjek penelitian terdiri atas 41 siswa kelas XI IPA 1 dan 2 di SMA Daarut Tauhid Putri, Bandung. Teknik pengumpulan data dilakukan melalui observasi, angket, dan dokumentasi. Instrumen LKKMO 2024 mengevaluasi empat aspek utama: isi/materi, penyajian, bahasa dan istilah keagamaan, serta grafika. Hasil penelitian menunjukkan bahwa buku tersebut memperoleh kategori "sangat baik" pada aspek isi, penyajian, dan penggunaan bahasa, namun hanya "cukup baik" pada aspek grafika karena adanya ketidakkonsistenan dalam ilustrasi. Respon siswa menunjukkan bahwa 72,7% menilai buku ini sesuai dengan tingkat kemampuan mereka dan efektif dalam mendukung keterampilan membaca dan berbicara. Namun, pengembangan keterampilan menyimak masih menjadi tantangan. Penelitian ini memberikan kontribusi dalam perbaikan buku ajar bahasa Arab yang selaras dengan standar kurikulum dan kebutuhan peserta didik. Temuan ini diharapkan dapat menjadi acuan bagi pendidik dan pengambil kebijakan dalam meningkatkan kualitas bahan ajar. Meskipun secara keseluruhan buku ini dinilai efektif, penyempurnaan lebih lanjut direkomendasikan—khususnya pada komponen mendengarkan dan konsistensi visual— guna mengoptimalkan hasil pembelajaran.

Kata Kunci*: Analisis Konten, Persepsi Siswa, Buku Ajar Bahasa Arab, LKKMO 2024*

Introduction

The Arabic language in learning Indonesia has an important role in the education system, especially in madrasah and Islamic-based schools. One of the main aspects of this learning is the use of teaching materials that suit the needs of students and are in line with the applicable curriculum. To achieve learning objectives, a textbook is needed (Nazilah et al., 2023). The textbook used must be able to provide a comprehensive understanding of Arabic, both in terms of grammar, vocabulary, and reading skills (Komariah & Halimah, 2022). A good textbook should be able to present material in a way that is clear, easy to understand, and relevant to the needs and abilities of students (Fathoni, 2023). In addition, effective textbooks must also be by the applicable curriculum and be able to facilitate students to achieve learning objectives optimally (Hoesni et al., 2022; Azhar et al., 2024). Also, textbooks should pay attention to the graphical elements of book presentation because these aspects have a crucial role in increasing user reading interest (Sinambela & Juwairiah, 2023). In line with the importance of the quality of textbooks in supporting student understanding and engagement, various steps have been taken to present textbooks that are in line with learning needs. One such effort can be seen in the publication of the book *"Ayo Fasih Berbahasa Arab"* by Hasan Saefuloh, which is designed as an official textbook for *Madrasah Aliyah* (Islamic High School).

The book *"Ayo Fasih Berbahasa Arab"* for grade XI of Madrasah Aliyah has been widely used in various Islamic high schools. This book is designed to help eleventh-grade students improve their Arabic language skills, covering the aspects of listening *(mahārah al-istimā'),* speaking *(mahārah al-kalām),* reading *(mahārah al-qira'āh),* and writing (*mahārah al-kitābah*). This book integrates a communicative approach with text-based learning methods, QR Code-based audio, and exercises, so that students can develop their language competencies thoroughly. In addition, the book is organized based on a systematic and progressive structure, which allows students to grasp Arabic concepts gradually.

As a textbook used in Madrasah Aliyah, *"Ayo Fasih Berbahasa Arab"* has been adapted to the applicable curriculum and designed to improve students' understanding of Arabic texts, both in academic and religious contexts. The book is also equipped with various practice questions, interactive activities, and examples of language application in everyday situations designed to hone students' communication skills in Arabic. The communicative approach in language learning has been proven to improve students' competence in Arabic (Rifa, 2021).

Through the application of this approach, it is expected that the book can function as an optimal tool in supporting the Arabic learning process for students. Thus, students can not only improve their competence in language skills as a whole, but also more easily understand and analyze various texts, both from the treasures of classical Islamic literature and from modern Islamic literature that continues to develop along with the times.

Although this book has various advantages, its effectiveness in supporting students' learning still requires a more comprehensive evaluation. Mohamed (2023), notes that in the context of under-resourced languages like Arabic, textbook authors and teachers often rely on intuition when selecting or adapting texts, highlighting the need for informed, research-based approaches to ensure alignment with students' linguistic development. Therefore, this study aims to analyze the level of conformity of the *"Ayo Fasih Berbahasa Arab"* book with the standards set in the LKKMO 2024 teaching material assessment instrument and examine its role in improving students' language skills. Through this analysis, it is hoped that useful recommendations can be obtained for

textbook developers and educators in designing materials that are more aligned with student needs.

To obtain a more holistic picture of the effectiveness of the book, evaluation is not only carried out based on the teaching material assessment instrument, but also considers the direct experience of users. Students' perception of the book's effectiveness is an important factor in determining its success as a learning tool (Herman et al., 2022) . Students' perceptions can reflect the extent to which the book helps them understand the material, improve their language skills, and motivate them in learning (Hendra & Nurqaidah, 2022; Supriatin et al., 2022). Therefore, this study also seeks to explore students' perceptions regarding the effectiveness of books in supporting learning in the classroom

Furthermore, this study aims to examine the relationship between the results of textbook analysis based on the LKKMO 2024 assessment instrument and students' perceptions of its effectiveness in the learning process. This dual approach is important to provide a comprehensive understanding of textbook quality from both objective evaluation standards and the subjective experiences of direct users. Awawdeh et al. (2024), emphasized that students' perceptions are essential for evaluating educational environments, as they reflect how learners engage with and respond to the resources provided. Similarly, this study explores students' perspectives on the effectiveness of using the *"Ayo Fasih Berbahasa Arab"* textbook in Arabic language learning.

Several previous studies have analyzed Arabic textbooks from various perspectives. For instance, Siregar et al. (2022) evaluated Arabic textbooks for grade XI at Madrasah Aliyah using William Francis Mackey's theory and ACTFL standards. This study focused on four main elements in textbook development: material selection, difficulty level, method of presentation, and repetition of concepts. The findings indicated that the textbook aligned well with all four aspects of Mackey's framework.

Similarly, Hilyatul Khalisa (2024) with the title Analysis of the *"Ayo Fasih Berbahasa Arab"* Grade XI textbooks based on the Theory of Abdul Hamid et al. This study uses literature review and content analysis methods to assess the suitability of the presentation of the *"Ayo Fasih Berbahasa Arab"* The book was analyzed based on the framework proposed by Abdul Hamid et al., covering seven main aspects: content, material coverage, readability level, language use, appearance and packaging,

illustrations, and component completeness. Although the book is generally categorized as good teaching material, this study identified several weaknesses, including errors in vowel markings (*harakāt*), unclear instructions for teachers, inappropriate examples of *waqf*, and a lack of accuracy in pronunciation by native speakers in the accompanying audio recordings.

These findings highlight the importance of linguistic precision and consistency. Comparable concerns were raised in Alaoui's (2025), study on Morocco's educational policy, which examined the controversy surrounding the inclusion of dialectal Arabic (*Dārijah*) in early-grade textbooks. The study highlighted how deviations from Standard Arabic (*fuṣḥā*) in instructional materials may lead to confusion and reduced comprehension, reinforcing the need for careful language planning in textbook development.

In contrast to previous studies that assessed textbooks based on curriculum standards or certain linguistic theories, this study aims to assess the book *"Ayo Fasih Berbahasa Arab"* with the latest standard, namely LKKMO 2024. In addition, this study will also review the effectiveness of textbooks from the perspective of users, namely grade XI of Madrasah Aliyah students. Thus, this study is expected to contribute to the development of Arabic textbooks that better align with the learning needs of students in the madrasah. In addition, the findings of this study can be a consideration for stakeholders to improve the quality of teaching materials in Indonesia to support the effectiveness of Arabic language learning at the secondary education level.

Methods

Descriptive qualitative methods are used to understand phenomena in a natural context without the influence of engineered conditions, such as experiments or laboratory environments (Zulharby et al., 2021). This study uses a descriptive qualitative approach with the content analysis method to assess the feasibility of the *"Ayo Fasih Berbahasa Arab"* textbook based on the LKKMO 2024 instrument. Although the approach used is qualitative, this study also incorporates descriptive statistical analysis to process quantitative data obtained from the textbook evaluation and students' perceptions.

The data analysis technique in this study used *content analysis* and descriptive statistical analysis. Content analysis is used to evaluate textbooks based on the LKKMO 2024. Which assessment instrument includes four main aspects: (1) Content/Material Aspects (Content, Eligibility, and material content requirements). (2) Presentation Aspects (techniques, Presentation, and presentation support). (3) Aspects of Language and Use of Religious Terms (accuracy of language in the context of learning Arabic). (4) Graphics Aspects (Illustrations and Layout) (visual and design attractiveness of textbooks). Descriptive statistical analysis is applied to calculate the average score per aspect, which includes content/material, presentation, language and religious terms, and graphics. The average score is used to determine the textbook evaluation category based on the Likert scale. Additionally, descriptive statistical analysis is also used to calculate the percentage of students' perceptions regarding the effectiveness of the book's use in learning.

The research subjects consisted of 41 students from XI IPA 1 and XI IPA 2 classes at SMA Daarut Tauhid Putri, Bandung. Data collection techniques include: observation, to understand how textbooks are used in learning. Questionnaires, to collect data on students' perceptions of the suitability and effectiveness of textbooks in supporting learning. Documentation, in the form of content analysis of the *"Ayo Fasih Berbahasa Arab"* textbook, to assess its feasibility based on the criteria of the LKKMO 2024 assessment instrument.

The assessment instrument uses a Likert scale, which is a scale often used to measure attitudes, perceptions, and evaluations in social and educational research (Salkind, 2012). In this study, the Likert scale is used to assign numerical ratings to the four main aspects of the textbook, based on the LPPKMO 2024 assessment instrument. The scale used refers to the Likert scale model with a range of 1-5 (Sahir, 2021), where a score of 5 indicates an "Excellent" category, 4 indicates "Very Good," 3 indicates "Fairly Good," 2 indicates "Good," and 1 indicates "Poor." The selection of scale categories in this study is based on the Likert scale model developed by Likert. The terms used, Excellent, Very Good, Fairly Good, Good, and Poor, are adapted to the standards of textbook analysis in education (Krathwohl, 2002).

Data analysis was carried out by calculating the average score of each aspect of the assessment, which was then presented in the form of percentages and descriptive

interpretations to assess the extent to which the coursebook met the criteria set by LKKMO 2024.

Suitability of Teaching Materials for *"Ayo Fasih Berbahasa Arab"* Book Reviewed from LKKMO 2024 Assessment Instrument

Content/Material Aspect

In this aspect, the book is considered to be in a special category in its presentation. Some of the assessments in this aspect include: the suitability of learning objectives with learning outcomes. The analysis shows that the book presents the material well by the CP. For example, in the first chapter that discusses buying and selling activities, the material presented includes understanding social functions, text structures, and linguistic elements related to the description of the shape, scale, and characteristics of an object. This is a statement in line with basic competency 3.1, which emphasizes the understanding of texts themed التسوق (shopping).

In addition, the material in this book has integrated speech acts that are in accordance with Arabic communication competencies. Speech acts are important because they can affect the effectiveness of communication in Arabic language learning (Mubarok, 2021). For example, the use of numbers (الف، مليون، مليار) in buying and selling transactions supports context-based learning.

The content assessment in each chapter shows that the material aligns with the values and norms of Pancasila. It does not contain any form of discrimination based on ethnicity, religion, race, or intergroup relations (SARA) (Zulfikar & Dewi, 2021). The textbook is also free from gender bias, pornography, violence, hate speech, and other inappropriate content.

Presentation Aspect (Completeness)

The analysis of the presentation aspect indicates that this book is structured with good consistency, systematic organization, and coherence. According to Fatimatulfarida & Dwi Turistiani (2023), coherence or cohesion and order in the preparation of text is very important to help readers understand the purpose of writing. The book shows that the structure of each chapter follows a consistent pattern, beginning with basic competencies and continuing with the development of

language skills, including مهارة الاستماع (listening), مهارة الكلام (speaking), مهارة القراءة (reading), and مهارة الكتابة (writing). The material is complemented by an understanding of grammatical structures (فهم التراكيب) as well as practice questions that help students apply the knowledge they have learned. This consistency is evident in Chapters 1 (pp. 2–31) and 2 (pp. 33–59), which follow a uniform structure that helps students understand the logical flow of the learning materials (Nurrosyiid et al., 2022).

In terms of adaptivity to science and technology, environmental issues, and local culture and wisdom, this book also shows relevance to the times and the context of students' lives. Teaching materials that are interesting and relevant to students' lives can increase the understanding of the concepts taught in the context of real life, to encourage active involvement of students in learning (Solihin et al., 2024). For example, on page 13, the book's dialogue discusses traditional markets, reflecting local cultural elements and introducing vocabulary commonly used in daily activities. The book also accommodates technological developments by including material on communication tools and the use of the internet in Arabic language learning on page 127, reflecting the 21st-century adaptation to the development of science (Malina et al., 2021).

The presentation aspect related to the book's usage instructions is provided on page xii, which includes a dedicated section for teachers. This section offers guidance on how to use the textbook effectively, particularly in delivering content and explaining grammar and sentence structure. These instructions support teachers in facilitating learning more efficiently.

Overall, the analysis indicates that the book meets a high standard of presentation completeness, with a systematic structure, content that is adaptive to contemporary developments, and clear instructional support for educators.

Aspects of Language and Use of Religious Terms

Based on the analysis of the textbook, the use of Arabic meets the standards of *fuṣḥā*, with grammatical structures that follow the rules of *nahwu* and *ṣarf*. The sentences are logically structured, effective, and easy to understand, without unnecessary repetition.

The book promotes active learning through exercises that develop critical thinking, such as rearranging sentences in logical order. For example, Arabic practice questions on page 112—especially in the *mahārah al-kitābah* (writing skills) section—guide students to understand language structures contextually by reordering steps related to Umrah activities.

The analysis of text excerpts indicates that the vocabulary and structures used conform to formal Arabic (*fuṣḥā*), without incorporating dialectal elements (*'āmmiyyah*). Therefore, the textbook can be considered highly effective in supporting Arabic language acquisition both academically and communicatively.

Graphical Aspects (Illustration and Layout)

The graphical aspect in this textbook is quite good because it reflects the effort in presenting an attractive visual display to support the learning process (Harmony & Nation, 2024). On page 98, an illustration of the atmosphere of the Hajj and Umrah pilgrimages in Makkah and Madinah is used to strengthen students' understanding of the text theme. In terms of color, this book applies turquoise green for headings and black for the main text, which helps readers in distinguishing important information. Layout consistency is also seen in Chapter 1 and Chapter 2, where the main title is always placed at the top-center, subheadings are bolded, and illustrations are used as a background relevant to the related title.

According to Prayoga et al. (2024) consistency and proportionality in the placement of layout elements enhance both the aesthetic and functional value of textbooks, thereby supporting effective learning. However, this study found inconsistencies in the presentation of print and digital versions, particularly in the use of illustrations. For instance, on page 103, Chapter 4 (*Al-Ḥajj wa Al-'Umrah*), different visual styles are used to depict people performing Umrah, ranging from realistic human figures to caricature images. This inconsistency may reduce the visual cohesion of the textbook and potentially hinder students' understanding of the material. Therefore, ensuring uniformity in the use of illustrations is a key consideration for future revisions or the development of new textbooks to improve their overall instructional effectiveness.

Students' Perceptions of the Effectiveness of Using the Book "*Ayo Fasih Berbahasa Arab*"

In this study, the researcher evaluated the textbook using a questionnaire comprising five key indicators. The first assesses the alignment of the book's content with students' abilities, measuring how well the material matches their level of understanding. The second focuses on the development of language skills, including listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). The third evaluates comprehension, examining the effectiveness of exercises in reinforcing the concepts taught. The fourth covers visual and presentation aspects, such as layout, illustrations, and structural clarity. The fifth assesses student motivation and engagement, including interest in learning and participation in completing tasks.

Alignment of Book Content with Students' Abilities

The questionnaire results indicated that most students found the textbook content appropriate for their level. A total of 28 students (68.3%) agreed, 8 students (19.5%) strongly agreed, and 5 students (12.2%) disagreed; none strongly disagreed. These findings suggest that the textbook aligns well with students' comprehension levels. This is consistent with the findings of Nuryasana and Desiningrum (2020), who emphasized that teaching materials tailored to students' competencies can enhance both learning effectiveness and motivation.

Language Skill Development

Language skill development must be based on the four main skills in learning Arabic, namely listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*) (Nurrohman et al., 2022). These four skills are interrelated and must be developed in a balanced manner so that Arabic language learning can take place optimally. The following is a discussion of the development of each of these skills, accompanied by the results of the questionnaire that the researcher obtained based on these four main skills.

Development of Listening Skills (Istimā')

A total of 22 students (53.7%) agreed, 15 students (36.6%) disagreed, 3 students (7.3%) strongly agreed, and 1 student (2.4%) strongly disagreed that the

book aids in developing *istimā'* (listening) skills. The relatively high percentage of students who disagreed indicates the need for improvement in this aspect.

Research by Rahman et al. (2024) states that listening to Arabic learning materials helps students acquire vocabulary more effectively. The successful development of *Istimā's* skills depends on three key phases: planning, implementation, and evaluation. Furthermore, the use of audio and audiovisual media plays a crucial role in enhancing listening comprehension.

Development of Speaking Skills (Kalām)

In the speaking aspect, 34 students (82.9%) agreed, 5 students (12.2%) disagreed, and 2 students (4.9%) strongly agreed. There were no students who strongly disagreed. Although most students found the textbook helpful, improvements are still needed, such as providing more interactive dialogue exercises. According to Hatta (2024)This study shows that the use of creative and communicative learning patterns, including repeated practical training, can improve students' Arabic and confidence in speaking ability.

Development of Reading Skills (Qirā`ah)

A total of 36 students (87.8%) agreed, 3 students (7.3%) strongly agreed, and 2 students (4.9%) disagreed regarding the book's effectiveness in enhancing reading skills. These results indicate that the book adequately supports the development of reading skills. Alimudin et al. (2023), in their research, emphasized that a well-structured textbook facilitates students in developing their reading skills by presenting material in an organized manner.

Writing Skill Development (Kitābah)

A total of 32 students (78%) agreed, 7 students (17.1%) disagreed, and 2 students (4.9%) strongly agreed. There were no students who strongly disagreed. Although most students found the book helpful. results show that more structured and contextualized writing exercises can improve Arabic writing skills more effectively. This is in line with the learning objective of *mahārah kitābah*, which is to equip students with the ability to write well and by applicable the rules. So that learners can write according to the rules, grammar, and be able to express their thoughts (Aima et al., 2024).

Understanding of the Material

A total of 29 students (70.7%) agreed, and 7 students (17.1%) strongly agreed that the practice questions in the book strengthened their understanding of the material. 5 students (12.2%) disagreed, and no students strongly disagreed. This indicates that, in general, the practice questions in the book are quite effective in supporting students' understanding. the scores obtained by students are increasing due to frequent practice with questions (Yuliana & Listiadi, 2021).

Visual and Aspects of Book Structure

A total of 31 students (75.6%) agreed and 5 students (12.2%) strongly agreed that the layout and format of the book facilitated their understanding. 5 students (12.2%) disagreed, and no students disagreed. The visual design of textbooks plays an important role in making it easier for students to understand the material. Because the right book visuals help students understand the concepts presented (Singh et al., 2023) . Therefore, optimizing the graphic aspects in this book can still be improved.

Student Motivation and Engagement in Learning

Task Completion

A total of 29 students (70.7%) agreed, 5 students (12.2%) strongly agreed, 7 students (17.1%) disagreed, and no students disagreed, that they were able to complete assignments from books on time. This shows that the book is enough to support the completion of assignments, although there are still students who face difficulties. This is supported by a study from Farhan (Oktarina, 2024), which states that the availability of challenging tasks but according to students' abilities, can increase their involvement in learning.

Efforts to Understand the Material

A total of 27 students (65.9%) agreed, and 14 students (34.1%) strongly agreed that they tried to understand the learning material in the book. And there are no students who disagree or strongly disagree, which indicates that students' learning motivation is quite high. Malik's study (Burhanuddin, 2024) shows that

students' intrinsic motivation is influenced by how the material in the textbook is packaged in an interesting and relevant.

Arabic Language Skills Improvement

A total of 30 students (73.2%) agreed, 3 students (7.3%) strongly agreed, and 8 students (19.5%) disagreed that their Arabic language skills improved after studying the textbook for two semesters. No students strongly disagreed. These results indicate that the textbook has a generally positive impact on the development of students' Arabic proficiency. Oktarina (2024) found that the use of systematic and leveled textbooks is positively correlated with the overall improvement of students' language skills.

Based on the analysis of the textbook "*Ayo Fasih Berbahasa Arab"*, the evaluation was conducted using a Likert scale on four main aspects: content/material (5), presentation or completeness (5), language and religious terminology (5), and graphics, which include illustrations and layout (3). The overall average score was calculated at 4.5, falling within the "Very Good" category (range 4.21–5.00) (Naufal et al., 2022). These results indicate that, in general, the book has a very high quality in terms of content/material, presentation, and the use of language and religious terminology, all of which received the highest scores. However, in the graphics aspect, the book scored only 3, which falls under the "Fairly Good" category. This suggests that the illustrations and layout of the book require further improvement to enhance its effectiveness in supporting the learning process.

Based on the analysis of students' perceptions regarding the effectiveness of the textbook, a total of 298 student responses indicated agreement across various assessed aspects. Overall, 72.7% of the total student responses stated that the book is effective in supporting Arabic language learning.

This percentage indicates that the book has received a positive reception from students, particularly in the aspects of reading skills development (87.8%), speaking skills (82.9%), and the book's visual and structural presentation (75.6%). However, in the aspect of listening skills development (53.7%), the percentage is relatively lower compared to other aspects, suggesting the need for further improvements in this area to better support students' listening proficiency.

Overall, it can be concluded that the book is included in the effective category based on the assessment of the majority of students, although there are still some aspects that can be improved to maximize its benefits in learning. Thus, the results of this study are expected to be used as evaluation material for curriculum developers and textbook writers in developing more optimal Arabic teaching materials. The impact of results of this study can be used as a basis for improvement in the preparation of learning materials that are more adaptive to the needs of students and applicable educational standards.

Conclusion

This study aims to analyze the use of the book *"Ayo Fasih Berbahasa Arab"* in supporting Arabic language learning among students based on the LKKMO 2024 assessment instrument and students' perceptions. The textbook analysis using the assessment instrument resulted in a "very good" rating. In general, the textbook scored highly in terms of content, presentation, language usage, and religious terminology. However, in the graphic aspect, the book only received a score of three, categorized as "fairly good." This indicates that improvements in illustrations and layout are needed to enhance the effectiveness of learning optimally.

The results of the analysis of the students' perceptions showed that students gave a positive assessment of the textbook, with a total of 72.7% of students agreeing that this book was effective in various aspects of learning. The book was rated excellent in terms of content suitability to students' abilities, development of reading and speaking skills, as well as visual aspects and presentation of the book structure. However, there is still an aspect that requires improvement, namely the development of listening skills, which has a lower level of agreement compared to other aspects.

The main contribution of this research is to provide insights for teaching material developers, educators, and policymakers in designing Arabic language textbooks that are more in line with the needs of learners. The findings of this study indicate that the book can be used as an effective teaching material in improving students' Arabic language competence. However, further development is needed, especially in the presentation of listening exercises and increasing the interactivity of the material to be more optimal in supporting all language skills.

The limitations of this study lie in the limited sample size and the approach that is still focused on students' perceptions. The scope of the study is restricted to a single textbook, and the use of qualitative research methods is not yet supported by more in-depth quantitative analysis. Further research can be conducted with a broader range of teaching materials and alternative methodological approaches to gain a more comprehensive understanding. Additionally, exploring the effectiveness of the textbook in various learning contexts and developing a more systematic evaluation model will help measure the textbook's impact on students' Arabic language competency more thoroughly.

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