

## Analysis of Quraniyyah Mufradat Content in Basic Arabic Language Textbooks

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**ABSTRACT.** This study aims to analyze the vocabulary in the Arabic language textbook for grade IV of Madrasah Ibtidaiyah published by the Ministry of Religious Affairs of the Republic of Indonesia by reviewing its suitability to Qur'anic values. The research method used is qualitative with a content analysis approach. The research data is in the form of vocabulary vocabulary contained in several chapters in the textbook. The results of the study show that the vocabulary presented in the textbook is arranged contextually and is close to the daily lives of students, thus facilitating the gradual understanding of Arabic vocabulary. In addition, the analyzed vocabulary contains Qur'anic values that are reflected through the meaning of vocabulary and the context of its use, such as an attitude of gratitude, responsibility, social concern, and love for the homeland. Based on the results of the analysis, it can be concluded that the vocabulary in the Arabic language textbook for grade IV of Madrasah Ibtidaiyah is in accordance with the objectives of learning Arabic in Madrasah Ibtidaiyah and supports the formation of students' Islamic character. Thus, this textbook is relevant to be used as a source for learning Arabic at the Madrasah Ibtidaiyah level.

**Keywords:** *Mufradat, Arabic Language Textbook, Qur'anic Values, Elementary Madrasah.*



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### INTRODUCTION

Arabic language education at the primary level cannot be separated from its dual objectives: the development of linguistic competence and the internalization of Islamic values. Arabic functions not only as a means of communication but also as the primary medium for accessing and understanding the Qur'an as the fundamental source of Islamic teachings. Therefore, Arabic language instruction from an early age should not merely aim at building communicative linguistic skills, but also consider its intrinsic relationship with the main source of the Arabic language itself, namely the Qur'an.

Within the context of Islamic education, Arabic is understood as the language of both the Qur'an and Hadith, thereby occupying a crucial role as the main bridge for gaining a profound understanding of Islamic teachings. This positioning underscores that Arabic language learning is not simply language instruction, but also a process of cultivating religious orientation and Islamic identity among learners from an early stage (Al-Batal, 2017; Suleiman, 2013).

In Islamic educational institutions, particularly at the level of *Madrasah Ibtidaiyah* (Islamic primary schools), Arabic language instruction is directed toward providing learners with foundational linguistic skills while simultaneously introducing Islamic values. At this stage, students are expected to acquire basic vocabulary related to daily life as well as vocabulary frequently encountered in the Qur'an. Thus, Arabic serves as a supportive medium for the gradual understanding of Islamic teachings (Nation, 2013).

In the context of Arabic language learning, vocabulary mastery (*mufradāt*) constitutes a fundamental and essential component underlying other language skills. Vocabulary knowledge plays a decisive role in reading comprehension, listening, speaking, and writing. As Efendi and Cirebon (2025) argue, the development of language competence is a strategic step toward achieving comprehensive text understanding. Without sufficient vocabulary mastery, learners face significant difficulties in comprehending both texts and contexts in Arabic. One particularly important aspect of vocabulary learning is its connection to Qur'anic-based vocabulary (*mufradāt qur'āniyyah*). Qur'anic vocabulary refers to Arabic lexical items derived from the Qur'an that embody Islamic values, thereby functioning not only linguistically but also possessing religious and educational dimensions (Haleem, 2010).

Arabic language instruction in *Madrasah Ibtidaiyah* relies heavily on textbooks as the primary learning resources. Textbooks serve as essential guides for both teachers and students in classroom instruction. Consequently, the content of textbooks significantly influences the learning process, including the selection of vocabulary introduced to learners. One of the textbooks widely used is the Grade IV Arabic language textbook published by the Ministry of Religious Affairs of the Republic of Indonesia. This textbook is designed to develop students' communicative competence while simultaneously laying the foundation for Arabic language skills. Given its status as a compulsory textbook, its content selection plays a vital role in shaping students' understanding, particularly in linking linguistic elements with Islamic values rooted in the Qur'an (Richards, 2014).

Previous studies have examined Arabic language learning from various perspectives. Adila et al. (2023) explored Arabic teaching methods from the perspectives of the Qur'an and Hadith, while Indonesia and Makassar (2023) highlighted Arabic language learning through a Qur'anic exegesis (*tafsīr*) approach. Additionally, Susiawati (2022) investigated Arabic language instruction with a focus on teachers' competencies in selecting appropriate learning modules. However, these studies predominantly emphasize teaching methods and pedagogical approaches, and have not specifically analyzed Qur'anic vocabulary usage within Arabic language textbooks, particularly at the Grade IV level. Therefore, further investigation in this area is necessary to complement existing research.

Based on this background, this article aims to analyze the presence and forms of *mufradāt qur'āniyyah* in the Grade IV Arabic language textbook for *Madrasah Ibtidaiyah* published by the Ministry of Religious Affairs of the Republic of Indonesia. The findings of this study are expected to contribute to Arabic language education, particularly in efforts to integrate linguistic competence and Islamic values in a more balanced and systematic manner.

## **METHOD**

This study employs a descriptive qualitative method using a content analysis technique, aiming to systematically describe and explain the data content (Waruwu et al., 2023). The subject of this research is the Grade IV Arabic language textbook for *Madrasah Ibtidaiyah* published by the Ministry of Religious Affairs of the Republic of Indonesia (2020).

The analysis was conducted across all chapters of the textbook; however, it specifically focused on core Qur'anic vocabulary (*mufradāt qur'āniyyah*) that supports vocabulary mastery and the achievement of basic competencies. Data were collected through a library research approach, which involved reading the textbook comprehensively and identifying the main vocabulary items along with their contextual usage.

Data analysis was carried out using a qualitative descriptive approach by categorizing the vocabulary items according to their functions, examining the consistency of their presentation across chapters, and evaluating their relevance to the instructional objectives. Through this method, the study provides a clear depiction of how the textbook presents *mufradāt qur'āniyyah* and facilitates students' vocabulary acquisition.

## **RESULT AND DISCUSSION**

The Grade IV Arabic language textbook for *Madrasah Ibtidaiyah* examined in this study was published by the Ministry of Religious Affairs of the Republic of Indonesia through the Directorate General of Islamic Education. The preparation and publication of this textbook represent the government's effort to implement the Ministerial Decree (KMA) Number 183 of 2020. The book was authored by Jauhar Ali, edited by Siti Shalihah, and developed with the involvement of various stakeholders under the coordination of the Ministry of Religious Affairs as an instructional resource for students.

In response to technological and educational developments, the Islamic Religious Education (PAI) and Arabic language curriculum is designed to continue fulfilling its mandate of transmitting national character values to learners. The textbook explicitly emphasizes that Islamic education and Arabic language instruction should be conducted in a directed, structured, and learner-relevant manner in accordance with contemporary developments.

The development of this textbook is not solely aimed at providing comprehensive and moderate religious knowledge, but also at guiding the internalization of Islamic values among students. Furthermore, the book is expected to serve as a reference for shaping students' ways of thinking and acting in daily life, enabling them to apply these values within social, national, and civic contexts. This aligns with Rosyadi (2019), who argues that Arabic language instruction at the *Madrasah Ibtidaiyah* level should comprehensively prepare learners to develop listening, speaking, reading, and writing skills. Therefore, the PAI and Arabic curriculum is viewed as a dynamic document that remains open to continuous development and improvement. Any identified shortcomings may be reported to the responsible authorities, namely the Directorate General of Islamic Education and the KSKK of the Ministry of Religious Affairs, for refinement.

Based on the textbook review, its structure is systematic and well-organized, incorporating essential elements such as a foreword from the Directorate General of Islamic Education, a table of contents, Arabic–Latin transliteration guidelines, learning indicators, concept maps, core competencies, and basic competencies. The book consists of six chapters: Address, Profession, Aspirations, Family Members, At Home, and Love for Indonesia. The textbook also emphasizes sincerity in the learning process to ensure that knowledge is beneficial and meaningful. The teacher–student relationship is framed around compassion (*mahabbah fillāh*), oriented toward goodness in both worldly life and the hereafter.

### Textbook Information:

1. Title: Arabic Language Textbook for Grade IV Madrasah Ibtidaiyah
2. Author: Jauhar Ali
3. Editor: Siti Shalihah
4. Publisher: Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia
5. Year of Publication: 2020
6. Curriculum: Ministerial Decree (KMA) No. 183 of 2019

7. Source: Grade IV Arabic Language Textbook for Madrasah Ibtidaiyah (KMA No. 183 of 2020)

**Table 1 Chapter Overview**

Lesson	Arabic Title	Indonesian Title
Lesson 1	العنوان	Address
Lesson 2	المهنة	Profession
Lesson 3	أمني	My Aspiration
Lesson 4	أفراد الأسرة	Family Members
Lesson 5	في البيت	At Home
Lesson 6	أحبُّ إنْدُونِيْسِيَا	I Love Indonesia

Source: Grade IV Arabic Language Textbook for Madrasah Ibtidaiyah (KMA No. 183 of 2020)

Based on the analysis of the Grade IV Arabic language textbook for *Madrasah Ibtidaiyah*, a number of vocabulary items (*mufradat*) were identified across the six instructional chapters. Each chapter presents different vocabulary items aligned with its respective theme. Overall, the textbook introduces vocabulary closely related to students' daily lives.

The findings indicate that all chapters present core vocabulary relevant to Arabic language learning and Qur'anic values. This study focuses on the essential vocabulary in each chapter; thus, although not all dialogues or basic competencies are analyzed in detail, the analysis sufficiently reflects the instructional functions and learning objectives. The systematic and consistent organization of core vocabulary facilitates students' recognition, comprehension, and application of *mufradat qur'aniyyah* within the learning process. Consequently, focusing on core vocabulary across chapters is adequate for assessing how the textbook supports Qur'anic vocabulary mastery and the achievement of designated competencies.

The vocabulary in Chapter 1 focuses on address-related terms, such as *بَيْتٌ* (house), *شَارِعٌ* (street), *رَقْمٌ* (number), *هَاتِفٌ* (telephone), and numerals from *وَاحِدٌ* (one) to *عَشْرَةٌ* (ten). These items are used in simple communicative contexts to convey identity and basic information in daily life.

From a Qur'anic perspective, conveying addresses and numbers requires clarity and accuracy, which aligns with the Qur'anic principle of truthful speech (*qaulan sadidam*) as emphasized in Qur'an 33:70. Through appropriate vocabulary mastery, students are trained to communicate information clearly and responsibly (Al-Fikri, 2024). Additionally, the use of simple dialogues helps students practice structured and polite communication, aligning with Qur'an 17:53, which encourages speaking in a kind and proper manner. Thus, the vocabulary in Chapter 1 functions not only as linguistic input but also as a means of internalizing Qur'anic values such as honesty, precision, and politeness.

Chapter 2 discusses the theme of professions (*al-mihnah*), introducing vocabulary such as *مُدْرِسٌ* (male teacher), *مُدْرِسَةٌ* (female teacher), *طَبِيبٌ* (doctor), *شُرْطِيٌّ* (police officer), *تَاجِرٌ* (merchant), *مُهَنْدِسٌ* (engineer), *فَلَّاحٌ* (farmer), and others. These vocabulary items are treated as a thematic unit aimed at developing students' ability to recognize and name professions in Arabic.

Although not all terms directly appear in the Qur'an, their meanings align with Islamic values related to knowledge, work, responsibility, and social contribution. Vocabulary in this chapter introduces students to social roles and professions in everyday life, while also implicitly teaching grammatical distinctions such as masculine and feminine forms. Overall, the vocabulary selection reflects a functional and contextual approach consistent with the objectives of Arabic language instruction at the Madrasah Ibtidaiyah level.

Chapter 3 builds upon the theme of professions by shifting the focus toward students' aspirations. Professions are presented as future goals rather than routine activities. Vocabulary such as *مُعَلِّمٌ* (educator), *طَبِيبَةٌ* (female doctor), *مُمْرِضَةٌ* (nurse), and *طَيَّارٌ* (pilot) reflects occupations commonly envisioned by children.

From a Qur'anic perspective, professions in education relate to the emphasis on knowledge in Qur'an 96:1–5, healthcare professions align with the value of preserving life (Qur'an 5:32), and security-related professions correspond to the concept of *junnūd* mentioned in the Qur'an. Thus, Chapter 3 not only expands vocabulary but also instills values of responsibility, aspiration, and purposeful work.

Chapter 4 addresses the theme of family members, introducing vocabulary such as **أَبٌ** (father), **أُمٌّ** (mother), **أَخٌ** (brother), **أُخْتٌ** (sister), **ابْنٌ** (son), and **بِنْتٌ** (daughter). These items are presented through family trees and simple dialogues, facilitating visual and contextual understanding.

This chapter supports the development of spiritual and social attitudes while reinforcing communication skills within the family context. Qur'anic values related to filial piety (Qur'an 17:23) and maintaining family ties (Qur'an 4:1) are implicitly conveyed, making vocabulary learning both linguistically and ethically meaningful.

Chapter 5 presents vocabulary related to daily household activities, such as **يُغْسِلُ** (washing), **يُطْبِخُ** (cooking), **يُفْرَأُ** (reading), and **يَعْمَلُ** (working). These verbs are introduced through contextual images and simple dialogues using the present tense (*fi'l muḍā'arri*), enabling students to grasp basic sentence patterns naturally.

From a Qur'anic standpoint, these activities reflect values of responsibility, effort, cooperation (Qur'an 5:2), and the pursuit of knowledge (Qur'an 96:1). Thus, Chapter 5 integrates vocabulary mastery with character education within the family setting.

Chapter 6 emphasizes love for the homeland through vocabulary such as **إِنْدُونِيْسِيَا** (Indonesia), **بَلَدٌ** (country), **مَنْظَرٌ** (scenery), **يُحِبُّ** (to love), and **هَوَاءٌ** (air). These terms are presented through images, dialogues, and repetition, facilitating contextual understanding.

Qur'anic values in this chapter include gratitude for God's blessings (Qur'an 14:7) and human responsibility as stewards of the earth (Qur'an 2:30). Consequently, Chapter 6 not only enriches students' vocabulary but also supports the development of religious character and national identity in line with educational objectives.

## **Discussion**

The findings of this study reveal that the Grade IV Arabic language textbook for Madrasah Ibtidaiyah demonstrates a systematic and contextually grounded approach to vocabulary (*mufradāt*) instruction, particularly in integrating everyday language use with Qur'anic values. The organization of vocabulary across six thematic chapters reflects a pedagogical orientation that aligns linguistic competence with character education, an approach increasingly emphasized in contemporary Arabic language teaching within Islamic educational contexts (Al-Khresheh, 2021; Mulyadi & Arifin, 2020).

One of the most significant findings is that the vocabulary introduced throughout the textbook is closely related to students' daily experiences. This contextual relevance supports meaningful language learning, as learners are more likely to internalize vocabulary that reflects familiar environments and communicative needs. Previous studies on Arabic language pedagogy have highlighted that contextualized vocabulary instruction enhances comprehension, retention, and functional use of language, particularly among young learners (Suryani, 2019; Widodo, 2020).

The thematic organization ranging from addresses, professions, aspirations, family members, daily activities, to love for the homeland demonstrates coherence and progression. Such organization aligns with the principles of communicative language teaching (CLT), which emphasizes the use of language as a tool for social interaction rather than as an isolated system of rules (Richards, 2017). In the context of Madrasah Ibtidaiyah, this approach is particularly relevant because learners are at a developmental stage where concrete and familiar contexts facilitate cognitive processing.

Moreover, the textbook's focus on core vocabulary rather than exhaustive lexical coverage reflects a pedagogically sound strategy. Research in second and foreign language acquisition suggests that mastery of high-frequency and functionally relevant vocabulary contributes more

significantly to communicative competence than exposure to a large volume of low-frequency items (Nation, 2018). Therefore, the textbook's emphasis on essential mufradāt supports efficient learning and aligns with the stated instructional objectives.

A distinctive feature of the textbook is its integration of Qur'anic values into vocabulary instruction. While not all vocabulary items are directly derived from Qur'anic lexicon, their thematic alignment with Qur'anic principles enables value-based language learning. This finding supports the argument that Qur'anic vocabulary learning does not solely depend on lexical repetition from the Qur'an but also on the internalization of meanings and values embedded in everyday language use (Rahman & Huda, 2022).

In Chapter 1, vocabulary related to addresses and numbers introduces learners to basic communicative functions such as identification and information exchange. From a Qur'anic perspective, this aligns with the principle of *qaulan sadīdan* (truthful and accurate speech) as emphasized in Qur'an 33:70. The emphasis on clarity and precision in conveying addresses and numerical information implicitly trains students to communicate responsibly. This finding corroborates Al-Fikri's (2024) assertion that language learning in Islamic education should foster ethical communication alongside linguistic accuracy.

Similarly, the use of simple dialogues encourages polite and respectful speech, resonating with Qur'an 17:53, which advocates speaking in a kind and appropriate manner. This integration demonstrates how vocabulary instruction can serve as a medium for character education, a core objective of Islamic schooling in Indonesia (Mulyadi & Arifin, 2020).

Chapters 2 and 3 focus on professions, first as social roles and later as students' aspirations. This progression reflects a pedagogical strategy that moves from recognition to personal relevance. Introducing professions such as teachers, doctors, engineers, and farmers familiarizes students with societal structures and roles, contributing to social awareness and functional vocabulary development.

Although many of these profession-related terms do not explicitly appear in the Qur'an, their underlying values such as responsibility, knowledge, and service are deeply rooted in Islamic teachings. The emphasis on educators, for instance, aligns with the Qur'anic command to seek knowledge (Qur'an 96:1–5), while healthcare professions correspond to the sanctity of life emphasized in Qur'an 5:32. This thematic alignment supports the notion that Qur'anic values can be contextualized through modern vocabulary relevant to contemporary life (Rahman & Huda, 2022).

Furthermore, the introduction of masculine and feminine forms of professions implicitly reinforces grammatical awareness while promoting gender inclusivity. Studies on Arabic language textbooks in Islamic schools indicate that balanced representation of gender in vocabulary contributes to equitable language learning and reflects contemporary educational values (Hidayat, 2021). Thus, the textbook not only addresses linguistic competence but also social and ethical dimensions of education.

Chapter 3's focus on students' aspirations represents an important pedagogical shift from descriptive to aspirational language use. By presenting professions as future goals, the textbook encourages learners to associate language learning with personal development and life planning. This approach aligns with learner-centered pedagogy, which emphasizes motivation and relevance as key factors in successful language acquisition (Richards, 2017).

From a Qur'anic perspective, framing professions as aspirations reinforces the concept of purposeful work (*'amal ṣāliḥ*) and responsibility toward society. The inclusion of professions related to education, healthcare, and security reflects values of service, protection, and contribution. This finding supports Widodo's (2020) argument that integrating moral values into language instruction enhances students' engagement and ethical awareness.

Chapter 4 addresses family members, a theme deeply embedded in both daily life and Islamic teachings. Vocabulary related to parents, siblings, and children is introduced through family trees and dialogues, providing visual and contextual support. This multimodal presentation

aligns with research suggesting that visual aids enhance vocabulary comprehension among young learners (Nation, 2018).

More importantly, the family theme serves as a vehicle for transmitting Qur'anic values such as filial piety (Qur'an 17:23) and maintaining kinship ties (Qur'an 4:1). By situating vocabulary learning within the family context, the textbook reinforces moral development alongside linguistic skills. This dual function reflects the holistic educational philosophy of Madrasah Ibtidaiyah, which aims to integrate cognitive, affective, and spiritual domains (Suryani, 2019).

Chapter 5 introduces verbs related to daily household activities, such as washing, cooking, reading, and working. These verbs are presented in the present tense (*fi'l mu'āri'*), enabling students to construct simple sentences and express habitual actions. This grammatical focus is embedded naturally within meaningful contexts, supporting implicit grammar learning.

From a Qur'anic standpoint, daily activities reflect values of responsibility, cooperation, and effort. Qur'an 5:2 emphasizes mutual assistance, while Qur'an 96:1 highlights the importance of reading and learning. By connecting everyday actions with Qur'anic values, the textbook fosters character education through language practice. This finding aligns with Al-Khresheh's (2021) observation that value-integrated language instruction enhances students' moral reasoning and engagement.

Chapter 6 emphasizes love for the homeland through vocabulary related to Indonesia, nature, and expressions of affection. This theme integrates national identity with religious values, reflecting Indonesia's educational vision of producing religious yet patriotic citizens. Vocabulary such as *yuhibbu* (to love) and *balad* (country) is contextualized through images and dialogues, facilitating emotional engagement.

Qur'anic values of gratitude (Qur'an 14:7) and stewardship of the earth (Qur'an 2:30) underpin this chapter. By linking national identity with environmental responsibility and gratitude, the textbook promotes a balanced worldview that harmonizes religious commitment with civic awareness. This integration supports contemporary discourse on character education in Islamic schools, which emphasizes the synergy between faith and citizenship (Hidayat, 2021).

Overall, the findings indicate that the textbook effectively integrates vocabulary instruction with Qur'anic values and communicative functions. The systematic presentation of core vocabulary across thematically coherent chapters supports gradual and meaningful language development. This approach aligns with current trends in Arabic language education that emphasize contextual learning, value integration, and learner relevance (Al-Khresheh, 2021; Richards, 2017).

However, the study also suggests the potential for further enhancement, such as explicit reflection activities that encourage students to consciously connect vocabulary use with Qur'anic values. Future textbook development may benefit from incorporating reflective questions or tasks that prompt learners to articulate these connections more explicitly.

## **CONCLUSION**

Based on the results of the analysis of the *mufradāt* materials in the Grade IV Arabic language textbook for *Madrasah Ibtidaiyah* published by the Ministry of Religious Affairs of the Republic of Indonesia, it can be concluded that the materials have been developed in a contextual manner and are closely related to students' daily lives. The selection of vocabulary and the use of simple dialogues facilitate students' understanding of Arabic as a functional means of communication, particularly in themes related to daily activities, the surrounding environment, and love for the homeland.

Moreover, the textbook implicitly incorporates Qur'anic values, such as gratitude for the blessings of Allah SWT, the importance of maintaining cleanliness and caring for the environment, responsibility in everyday life, and the reinforcement of good moral character. These values are not presented explicitly through direct Qur'anic verses, but are reflected in the

contextual use of vocabulary and learning activities that are oriented toward students' character development.

Thus, it can be concluded that the *mufradāt* materials in the Grade IV Arabic language textbook for *Madrasah Ibtidaiyah* are generally aligned with the objectives of Islamic education and are relevant to a Qur'anic value-based learning approach. The findings of this study indicate that the textbook is appropriate for use as a learning resource in *Madrasah Ibtidaiyah*, as it not only emphasizes linguistic competence but also supports the development of students' Islamic attitudes and character.

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