

MAPPING COMPETENCY STANDARDS: A CEFR-BASED ANALYSIS OF THE ARABIC TEXTBOOK *AL-'ARABIYYAH* *AL-MUYASSARAH* FOR JUNIOR HIGH SCHOOL LEVEL

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Abstract: The limited comprehensive analysis of the alignment of Arabic language textbooks based on CEFR standards has resulted in the quality of local teaching materials not yet being internationally measurable. The principles of the Common European Framework of Reference for Languages (CEFR) were selected as the analytical framework because they have become a major standard in foreign language teaching. This study aims to describe the results of the analysis of the Arabic textbook *Al-'Arabiyyah Al-Muyassarah* based on CEFR standards and its conformity with the six CEFR principles. This study employed a qualitative library research approach using content analysis methods. Data were collected through document analysis of the Arabic textbook *Al-'Arabiyyah Al-Muyassarah* for Phase D Grade VII as the primary data source. Klaus Krippendorff's content analysis model, consisting of data collection, data sampling, data recording, data reduction, and conclusion drawing, was used in analyzing the data. The findings of the study represent the answers to the initial formulation and objectives of the research, namely (1) the Arabic textbook *Al-'Arabiyyah Al-Muyassarah* fulfills the A1 (beginner) and A2 (elementary) level standards based on the CEFR guidelines, and (2) it also fulfills the CEFR principles, which include language activities, language processes, texts, domains, language learning strategies, and tasks. This study indicates that the Arabic textbook *Al-'Arabiyyah Al-Muyassarah* has a quality that is consistent with the international CEFR standards at the A1 and A2 levels, making it suitable for use as teaching material in basic Arabic language learning.

Keywords: *Textbook; Al-'Arabiyyah Al-Muyassarah; CEFR; Content analysis*

Abstrak: Terbatasnya analisis komprehensif terhadap keselarasan buku ajar bahasa Arab berbasis standar CEFR menyebabkan kualitas bahan ajar lokal belum terukur secara internasional. Prinsip *Common European Framework of Reference for Languages* (CEFR) dipilih sebagai model analisis karena telah menjadi standar utama dalam pengajaran bahasa asing. Penelitian ini bertujuan untuk mendeskripsikan hasil analisis pada buku teks bahasa Arab *Al-'Arabiyyah Al-Muyassarah* dengan pedoman standar CEFR dan kesesuaian dengan enam prinsipnya. Penelitian ini menggunakan pendekatan kualitatif jenis kepustakaan dengan metode analisis konten. Teknik pengumpulan data menggunakan analisis dokumen berupa buku ajar bahasa Arab *Al-'Arabiyyah Al-Muyassarah* Fase D Kelas VII sebagai data primer. Model analisis isi Klaus Krippendorff yang terdiri dari tahapan pengumpulan data, sampling data, merekam data, penguraian data, dan kesimpulan, digunakan dalam menganalisis data. Hasil penelitian merepresentasikan jawaban dari perumusan awal atau tujuan penelitian, yaitu (1) buku teks bahasa Arab *Al-'Arabiyyah Al-Muyassarah* memenuhi standar level A1

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(pemula) dan A2 (dasar) berdasarkan pedoman CEFR, (2) serta memenuhi prinsip-prinsip CEFR yang terdiri dari aktivitas bahasa, proses bahasa, teks, domain, strategi pembelajaran bahasa, dan tugas-tugas. Penelitian ini menunjukkan bahwa buku teks bahasa Arab *Al-'Arabiyyah Al-Muyassarah* memiliki kualitas yang sesuai dengan standar internasional CEFR level A1 dan A2, sehingga layak digunakan sebagai bahan ajar dalam pembelajaran bahasa Arab dasar.

Kata kunci: Buku ajar, *Al-'Arabiyyah Al-Muyassarah*; CEFR; Analisis konten

A. Introduction

In Arabic language learning, there are various levels of users, ranging from basic, intermediate, to advanced levels. The intermediate level is a crucial phase in language learning, where students are required to develop their communicative abilities, both orally and in writing (Saputra & Musthofa, 2022). To support this process, a textbook that suits the needs of the learners is required.

The existence of textbooks is very important in the teaching and learning process. As the main source in conveying knowledge, textbooks play a strategic role, including helping students develop Arabic language skills (Musthofa, 2022). This function includes improving listening, speaking, reading, and writing skills (Al Haqiqy et al., 2024). By providing structured exercises, textbooks can help students use Arabic as an effective communication tool in interacting with others (Al Haqiqy, 2024).

The textbook as an inseparable unit of learning activities, as well as its role in delivering students in understanding the material to be addressed based on learning outcomes and objectives (Pransiska et al., 2024). Textbooks are very helpful for teaching and learning activities in the classroom, textbooks are used by teachers and students as the main reference in finding and obtaining information (Toha et al., 2023). With the availability of the right materials or textbooks, it will be easier to learn lessons more effectively and efficiently (Al-Jarf & Mingazova, 2020).

However, there are many textbooks that are still far from the standards set by the government, especially Arabic textbooks in terms of culture, material, language and others. The Arabic textbook *Al-'Arabiyyah Al-Muyassarah* was developed based on the implementation of the Merdeka curriculum which has been printed and published, by the publisher "LitNus" Malang city in March 2024. This book was prepared by the teaching material development team, namely students of the Master of Arabic Language Education at UIN Maulana Malik Ibrahim Malang class A even numbered class of 2022, under the guidance and direction of lecturers of teaching material development courses.

Although this book has been registered in the National library and has an ISBN and

registered HAKI (Intellectual Property Rights), it should be noted that this book has not been widely used in Arabic language learning in public and private schools, because it does not have a wide network in its distribution. Before this book is widely circulated among teachers and students in various institutions and schools, it is necessary to know its advantages and disadvantages.

One way to find out the shortcomings found in textbooks is to analyse them specifically. According to Benjamin Kremmel, the results of textbook analysis can be a reference for the improvement and development of textbooks in order to produce better work. Because the teaching material has an important role in the learning process (Kremmel et al., 2023). To support this process, teaching materials are required that are in line with learner needs and recognised international standards, such as the Common European Framework of Reference for Languages (CEFR) (Sudaryanto & Widodo, 2020). According to Lowi, the CEFR is a frame of reference that provides detailed descriptions of language competence at each level of mastery, enabling the systematic and purposeful development of learning materials (Robbani et al., 2023).

The CEFR was chosen as the analysis model because it has become the main standard in language teaching in Europe and many other countries. The framework is designed to support the systematic development of curricula and educational materials (Pratama et al., 2024). According to Islam Youssry, there are major reasons for making the CEFR a reference in Arabic language learning. One of them is that this framework aims to achieve specific targets in education, including efforts to continuously improve the intensity of language learning and teaching (Toha et al., 2023).

To ensure that the book truly meets the needs of intermediate learners and the CEFR standards, an in-depth analysis of its content is required. Chapter two of *Al-'Arabiyyah Al-Muyassarah* was chosen as the object of study because it covers various aspects of language, such as grammar, vocabulary, and communication skills that are considered representative of the content of the book as a whole.

From the above, it aims to analyse the extent to which the criteria for textbooks are appropriate to the level of Arabic language skills of students. Therefore, a standardised reference compiled by an authoritative institution is required. One of the widely used language competency standards is the Common European Framework of Reference for Languages (CEFR), which consists of six levels: Pre A1, A1-A2 for beginner level, B1-B2 for intermediate level, and C1-C2 for advanced level and also includes the 6th principle of CEFR, which includes language activities, language processes, texts, domains, language learning strategies, and language tasks (Council of Europe, 2020).

In connection with previous research, of course, it cannot be denied that this research has similarities as previous researchers have done, among the previous studies that are still relevant to the theme of this research, namely, the first research from Muhammad Ibnu Tamam et al, in 2024 with the title *A Beginner Book For Arabic Basic User: Analysing Al-Lughah Al-Arabiyyah Book Chapter One Based On CEFR Standard*. The results show that the Arabic textbook for grade 1 of MI KSKK is categorised in A1 and A2 levels based on CEFR standards. In addition, this book has also fulfilled the 6th principle of CEFR, which includes language activities, language processes, texts, domains, language learning strategies, and language tasks (Tamam et al., 2024). Second, research from Reima and Nailya in 2020, with the title *Evaluation of Arabic Language Teaching Textbooks Used in Russia in the Light of the CEFR Criteria*. The results showed that the textbooks did not fulfil the CEFR language teaching and learning criteria, as the textbooks focused on reading and writing skills, rather than oral and communication skills (Al-Jarf & Mingazova, 2020a). Third, research from Muhammad Zahid in 2023 with the title *Al-'Arabiyyah Baina Yadaik Book Speaking Skill Material Based On Common European Framework of Reference (CEFR)*. The results of this study show that the speaking skill material includes 7 main themes, functional competence includes 5 main functions, and there are 5 types of text exercises in general, for ABY 1 book speaking skill material is at level A1-B1 based on CEFR (Rahimadinullah et al., 2023).

Based on the literature analysis, the research gap in this study lies in the lack of comprehensive analysis regarding the alignment of all components of Arabic textbooks—including learning objectives, the four language skills, linguistic elements, activities, teaching strategies, and evaluation—based on the Common European Framework of Reference for Languages (CEFR) standards within the context of Arabic language learning under the Merdeka (independent) Curriculum. So far, the evaluation of Arabic textbooks in Indonesia has generally focused only on certain linguistic aspects, such as grammar, vocabulary, or teaching methods, and has not been widely examined using international language competency standards. In addition, previous studies have tended to focus only on a particular language skill, such as speaking or reading, without comprehensively analyzing the integration of the four language skills and communicative competence. As a result, the quality of locally developed Arabic textbooks has not yet been measured according to internationally standardized criteria, making them difficult to compare with foreign language teaching materials at the global level.

Furthermore, the absence of CEFR alignment in most local Arabic teaching materials has become a barrier to conducting global benchmarking, particularly in measuring students' proficiency levels systematically and in accordance with international standards. This condition has caused Arabic language learning outcomes in Indonesia to remain insufficiently connected to

the global competency framework widely applied in foreign language education across many countries. Therefore, this study aims to fill this gap through a more comprehensive and contextual analysis of the textbook *Al-'Arabiyyah Al-Muyassarah* based on CEFR standards and principles. This study is expected to contribute to the development of Arabic teaching materials that are more measurable, communicative, and internationally oriented, while also providing insights for teachers, curriculum developers, and textbook authors in designing effective Arabic language learning strategies.

B. Research Methods

The writing of this article uses a qualitative approach of literature type with the content analysis method which is a research method used to systematically analyse and identify textual, visual or audio content (Masrukhin, 2014). This method can increase understanding and clarity about certain topics that may be less comprehensive. In addition, this method helps explore the deep meaning of a text or content or hidden messages that are difficult to identify by other methods, content analysis provides results based on real data so that it supports the objectivity and accuracy of research (Miles et al., 2014).

Data collection in this study focuses on document analysis derived from primary data sources, namely the Arabic textbook *Al-'Arabiyyah Al-Muyassarah* Phase D Class VII developed by students and lecturers of UIN Maulana Malik Ibrahim Malang based on the implementation of the Merdeka (independent) curriculum. The Arabic textbook entitled 'Easy to Speak Arabic' (*Al-'Arabiyyah Al-Muyassarah*) was written by the teaching material development team, which consists of 15 Master of Arabic Language Education students of UIN Maulana Malik Ibrahim Malang. This book is a product of lecture activities for teaching material development courses in semester 2, edited by Dr Abdul Wahab Rosyidi, M.Pd. and Prof. Drs. H. Muhaiban. It has been published in 2023 by the publisher Litnus with ISBN Number 978-623-114-628-1.

The writing of this textbook was accompanied by the issuance of the minister of Religious Affairs Decree No. 347 of 2022 concerning the implementation of the independent curriculum in madrasas which was adjusted to the implementation of the independent curriculum for Madrasah Tsanawiyah grade VII. This textbook was developed to enable learners to familiarise themselves with language skills through a variety of text-based and communicative approach activities, so that learners are directed to discover and produce texts, build concepts and new values independently.

In accordance with its title, this book is specifically designed for basic levels, the material presented in this book has been adjusted to the level of understanding of grade VII in Arabic

language learning materials. therefore this book is prepared with the suitability of the Flow of Learning Objectives (ATP) by taking into account the Learning Outcomes (CP) as well as by considering the age level of students and supporting facilities. The teaching materials are arranged in accordance with the order of essential materials based on the elements of Arabic language (listening, speaking, reading, and writing).

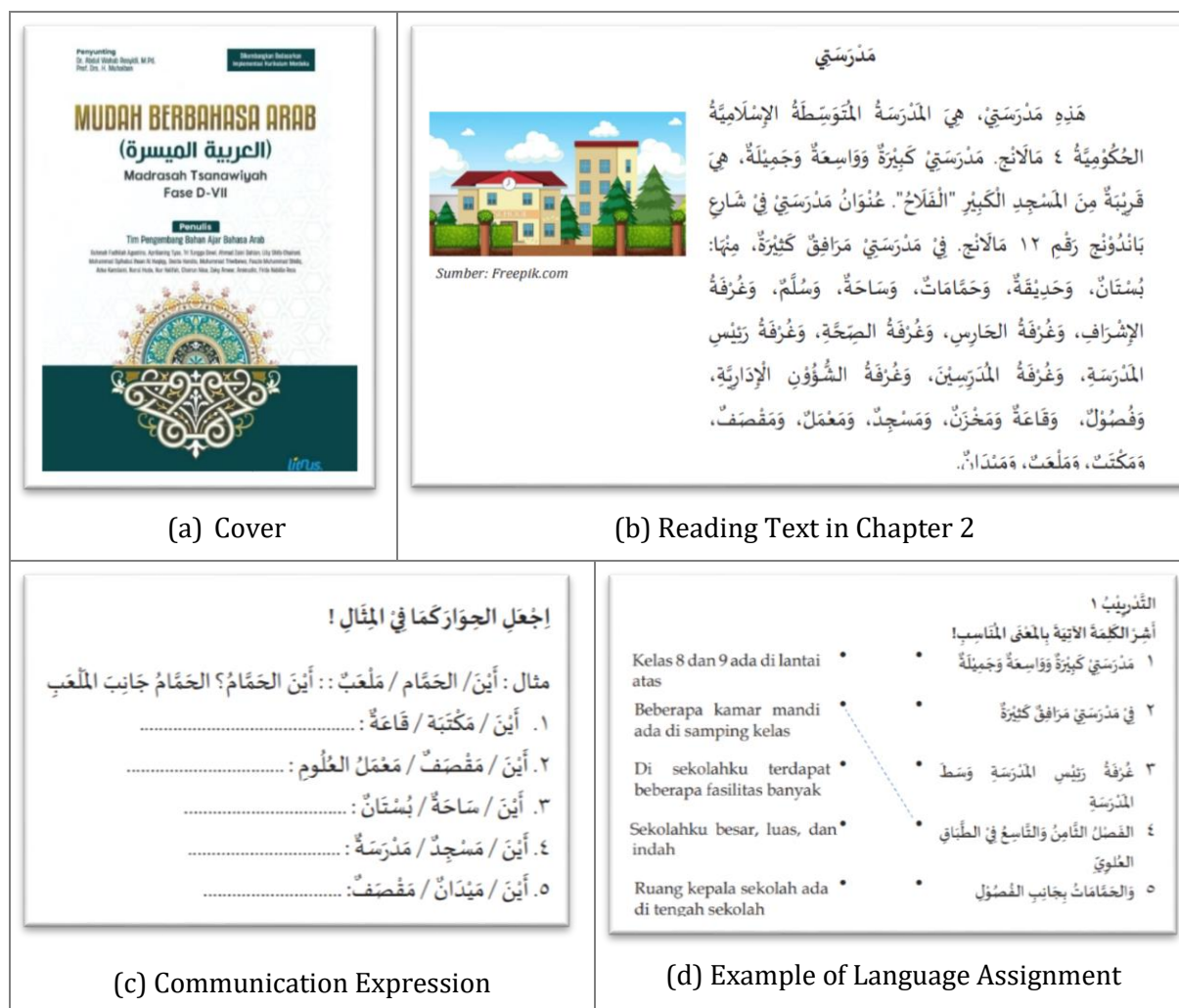


Figure 1. The Arabic Textbook *Al-'Arabiyyah Al-Muyassarah*

This textbook consists of 5 chapters, namely: Introduction (التعارف), school facilities (المرافق), School equipment (الأدوات المدرسية), Address (العنوان), and the house (البيت). Each chapter consists of 4 sub-lessons including listening, containing vocabulary (المفردات) with pictures, simple expression (العبارات البسيطة), and idiomatic expressions (العبارات المجاملة), speaking, reading, and

writing, in each sub-material, practice questions are given. The exercise and evaluation facilities are to assess students' abilities after going through the learning process (Figure 1).

The data analysis uses Klaus Krippendorff's content analysis model which consists of the stages of (1) data collection, namely by collecting and identifying the text of the lesson to be analysed, (2) data sampling, the process of taking samples from the available data, namely chapter two of the *Al-'Arabiyyah Al-Muyassarrah* textbook as the primary source and 15 scientific articles relevant to the research theme chosen to serve as secondary sources, (3) data recording, transforming complex data into an organised form that can be easily analysed, (4) data parsing, interpreting data to identify patterns, relationships, and meanings in the content based on relevant theories and research questions, (5) conclusion, summarising research findings through presentation in a logical, data-based, and relevant to the research context (Krippendorff, 2022) (see figure 2).

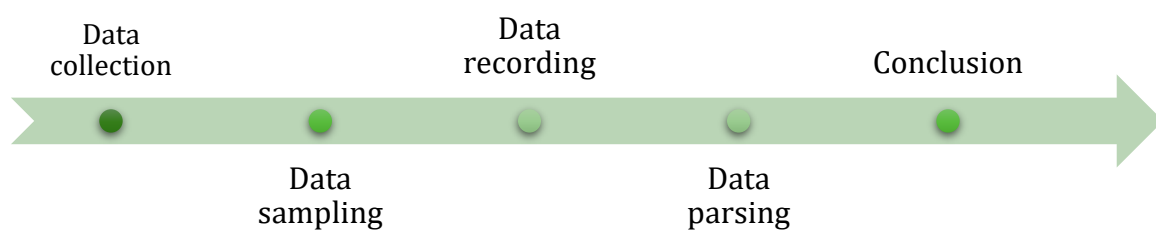


Figure 2. Data analysis stage

In this study, the coding process was conducted to identify, categorize, and classify the data found in the *Al-'Arabiyyah Al-Muyassarrah* textbook based on the language competency indicators outlined in the *CEFR Companion Volume*. The initial stage involved a comprehensive examination of the textbook materials, including dialogues, exercises, and language activities. Subsequently, each piece of data representing language skills was classified into the four language competencies: *mahārah al-istimā'* (listening), *mahārah al-kalām* (speaking), *mahārah al-qirā'ah* (reading), and *mahārah al-kitābah* (writing). The identified data were then analyzed and aligned with the CEFR descriptors, particularly at the A1 and A2 levels. Each finding was assigned a specific code to facilitate data identification and analysis, such as LIS-A1-01, which refers to the first data point categorized under listening skills at the A1 level, or SPE-A2-02, which refers to the second data point categorized under speaking skills at the A2 level. This coding procedure was designed to ensure that the data analysis process was conducted systematically and in an organized manner, thereby clearly demonstrating the relationship between the research findings and the language competency indicators outlined in the *CEFR Companion Volume* (see table 1).

To ensure the accuracy of the analysis level, a research instrument is required. This instrument aims to identify the degree of alignment between the materials, learning activities, and exercises presented in the textbook and the language competency standards established by the CEFR. In addition, the instrument serves as an analytical guideline for evaluating the extent to which the textbook supports the gradual development of students' communicative skills, interaction abilities, and language use according to their proficiency levels (see table 1).

Table 1. Language skill indicators based on the CEFR Companion Volume

Skill	CEFR Level	Indicators	Code
Listening (<i>Istimā'</i>)	Pre-A1	Able to understand very simple words and expressions delivered slowly with the support of visuals or gestures.	LIS
	A1	Able to recognize basic information such as time, place, and personal identity in slow and clear speech.	
	A2	Able to understand simple expressions and information related to daily needs such as family, shopping, work, and the surrounding environment.	
Speaking (<i>Kalām</i>)	Pre-A1	Able to produce very simple words or expressions to respond to immediate needs with assistance from the interlocutor.	SPE
	A1	Able to introduce oneself and answer simple questions about personal identity using short sentences.	
	A2	Able to communicate in routine daily situations through simple and direct exchanges of information.	
Reading (<i>Qirā'ah</i>)	Pre-A1	Able to recognize familiar words, symbols, numbers, and simple expressions in very short texts.	REA
	A1	Able to understand basic information in short texts such as announcements, schedules, or simple messages.	
	A2	Able to understand simple texts related to daily life and identify specific information within them.	
Writing (<i>Kitābah</i>)	Pre-A1	Able to copy words or write very simple information such as names, numbers, and dates.	WRI
	A1	Able to write simple sentences about oneself and daily needs.	
	A2	Able to write short messages, simple notes, or brief descriptions of daily activities and experiences.	

The objectivity of the analysis in this study was ensured through several steps. First, the researcher employed an analytical instrument developed based on CEFR indicators so that the assessment process was conducted systematically and referred to clear standards. Second, the findings were discussed through a peer-debriefing process with colleagues who have expertise in Arabic language learning and CEFR in order to obtain feedback, corrections, and minimize

subjective interpretation of the data (Creswell, 2013). Third, the researcher also conducted discussions with experts in Arabic language learning to validate the appropriateness of the analysis results in relation to CEFR principles and the context of Arabic language teaching. Through these procedures, the findings of this study are expected to possess stronger validity and objectivity.

C. Results and Discussion

1. The Analysis of *Al-'Arabiyyah Al-Muyassarah* Book Based on CEFR Level Standards

In the aspect of listening skills, the textbook demonstrates the characteristics of A1 and A2 level competencies through the presentation of vocabulary related to school facilities and simple expressions delivered slowly with the support of native-speaker audio, as well as activities that train students to recognize basic information related to places and rooms in their surrounding environment. The materials in the chapter *al-marāfiq al-madrasiyyah* illustrate the use of simple utterances such as: أَمَامَ الْمَدْرَسَةِ سَاحَةٌ وَاسِعَةٌ - الْبَلَاطُ نَظِيفٌ - الْحَمَّامُ وَرَاءَ الْفَصْلِ. These expressions represent the ability to understand concrete information related to the students' immediate surroundings.

Based on the descriptors in the CEFR Companion Volume, these competencies correspond to the A1 level, namely the ability to understand familiar words and basic expressions when they are delivered slowly and clearly. Students are guided to recognize simple vocabulary and understand locations, objects, and basic identities within the school context. In addition, there are also activities that indicate the A2 level, particularly when students are required to understand simple instructions and routine conversations related to school facilities or daily activities.

At this stage, listening skills are no longer limited to word recognition, but gradually develop toward understanding contextual meaning in simple communication. Therefore, the listening skills presented in this textbook demonstrate a gradual transition from basic receptive abilities to the ability to comprehend more contextual routine communication, which characterizes basic language users (see table 2). The textbook offers extensive opportunities for learners to participate in simple interactions through dialogues, question-and-answer activities, and a range of contextualized communication exercises. Activities such as asking about someone's condition, asking about classroom locations, or mentioning various school facilities demonstrate a strong communicative orientation, as illustrated figure 1 (c).

Based on figure 1, these forms of utterances are consistent with the A1 level descriptors in the CEFR Companion Volume, namely the ability to interact in a simple way when the interlocutor speaks slowly and clearly. Students are trained to use short phrases and direct

responses in very limited situations. At the A2 level, speaking skills begin to develop toward the exchange of simple information within routine contexts. This can be seen in communication tasks related to the school environment, public facilities, and students' personal needs. Such activities reflect the ability to carry out a simple and direct exchange of information as described in the CEFR. Pedagogically, the speaking exercises in this textbook are still dominated by guided speaking and controlled interaction, meaning that students have not yet been directed toward more complex spontaneous communication. Nevertheless, these exercise patterns are already appropriate for the characteristics of basic-level learners (see table 2).

Table 2. Coding data of Arabic Language Skills

Skill (Mahārah)	Data	CEFR Indicator	Level	Coding
Listening (<i>Istimā'</i>)	Audio about school facilities	Understanding familiar vocabulary	A1	LIS-A1-01
	Audio of simple social expressions	Understanding simple routine expressions	A1	LIS-A1-02
	Simple classroom instructions	Understanding information of immediate priority	A2	LIS-A2-01
	Audio conversation about school locations	Understanding the surrounding environmental context	A2	LIS-A2-02
Speaking (<i>Kalām</i>)	Self-introduction dialogue	Introducing oneself in a simple way	A1	SPE-A1-01
	Question and answer about classroom locations	Simple interaction	A1	SPE-A1-02
	Conversation about school facilities	Exchange of routine information	A2	SPE-A2-01
	Presentation of students' belongings	Describing simple needs	A2	SPE-A2-02
Reading (<i>Qirā'ah</i>)	Reading text about school rooms	Recognizing familiar vocabulary	A1	REA-A1-01
	Short reading text	Understanding very simple texts	A1	REA-A1-02
	Descriptive reading text about school facilities	Finding specific information	A2	REA-A2-01
Writing (<i>Kitābah</i>)	Copying vocabulary related to school facilities	Writing simple words/phrases	A1	WRI-A1-01
	Completing dialogues	Writing simple sentences	A1	WRI-A1-02
	Describing the classroom	Writing short descriptions	A2	WRI-A2-01

In the reading aspect, the textbook contains short texts and contextual information closely related to students' daily lives. The reading materials focus on the ability to recognize vocabulary and understand explicit information in simple texts. At the A1 level, students are gradually guided

to understand short phrases and sentences. This is consistent with the CEFR descriptors stating that A1-level language users are able to understand very short and simple texts by reading them phrase by phrase.

At the A2 level, reading skills begin to develop toward finding specific information in simple texts. Students not only recognize vocabulary but also begin to understand relationships of meaning within everyday contexts such as schedules, descriptions of school facilities, and simple instructions. These characteristics indicate that the textbook has accommodated the development of reading skills from the stage of recognizing language symbols to the comprehension of simple and functional information (see table 2).

In writing skills, the textbook provides exercises such as copying vocabulary, completing dialogues, and constructing simple sentences related to daily life. These activities indicate that writing skills are directed toward the production of simple and guided language. From the perspective of the CEFR Companion Volume, these exercises correspond to the A1 level because students are trained to write isolated phrases and short sentences. Tasks such as writing the names of objects, arranging simple expressions, and completing conversations are common characteristics of beginner-level language users.

Meanwhile, A2-level indicators can be seen when students begin to be asked to write short descriptions about classrooms or simple activities at school. At this stage, students start using language to convey simple information in a more structured manner. Nevertheless, the writing skills presented in this textbook are still at the stage of controlled writing, since the sentence structures and communication contexts are mostly provided by the textbook. Therefore, the writing competencies demonstrated remain at a basic level, consistent with the characteristics of A1–A2 language users (see table 2).

Overall, the *Al-'Arabiyyah Al-Muyassarah* textbook demonstrates a strong alignment with the principles and descriptors outlined in the CEFR Companion Volume, particularly at the A1 and A2 levels. The materials presented support the development of basic communicative competence through both receptive and productive language activities situated within contextualized daily-life situations. This alignment can be observed in the presentation of simple expressions, vocabulary exercises, classroom interactions, and communicative tasks that encourage learners to use Arabic in meaningful contexts rather than merely memorizing isolated grammatical structures.

Based on the data presented in the figures 1 (c), the materials on simple expressions and the accompanying exercises indicate the implementation of vocabulary learning that is developed gradually and contextually. The inclusion of Indonesian translations alongside simple Arabic

expressions facilitates learners' comprehension, especially for beginner learners. This finding is consistent with Krashen's Input Hypothesis, which emphasizes the importance of providing comprehensible input that learners can easily understand in order to support effective language acquisition (Krashen, 1982). Through the provision of vocabulary lists prior to communicative expressions related to daily life, learners receive linguistic input that is both simple and relevant to their immediate experiences and surroundings. Such materials correspond closely to the CEFR A1 descriptors, particularly learners' ability to understand familiar words, simple expressions, and basic information related to personal identity and immediate environments.

Furthermore, the matching-word exercises presented in the textbook reflect efforts to strengthen comprehension through association and repetition patterns. From a behaviorist perspective, Skinner argues that repetition and continuous drills contribute to the reinforcement of language habits (Mahmudi, 2016). In this regard, the exercises help learners establish relationships between vocabulary items and improve their retention of lexical forms and meanings. Pedagogically, these repetitive practices function as controlled practice, which is highly appropriate for beginner-level learners who are still developing foundational language competence.

In addition, the textbook also reflects the implementation of a communicative approach. The language activities are not limited to vocabulary memorization or grammatical explanation, but rather direct learners toward the practical use of language in real-life communication. As stated by Syihabul (2024), language learning should dominantly emphasize communication in authentic contexts rather than focusing merely on linguistic structures (Al Haqiqy et al., 2024). This orientation is evident in the availability of exercises that train students to initiate and respond to simple conversations, use social expressions, ask and answer questions, and interact within familiar school contexts (Agustina & Al Haqiqy, 2025). Such activities align closely with the CEFR Companion Volume descriptors at the A2 level, particularly learners' ability to engage in routine interactions and exchange simple information related to everyday needs.

These findings are also relevant to previous studies found that the analyzed Arabic textbook fulfilled only the A1 and A2 CEFR levels (Tamam et al., 2024). However, the present findings differ from those reported by Reima and Nailya, who argued that the textbook analyzed in their study primarily adopted a text-based approach focusing mainly on reading and writing skills, with limited emphasis on oral and communicative competencies (Al-Jarf & Mingazova, 2020). In contrast, the analysis of *Al-'Arabiyyah Al-Muyassarah* demonstrates that the textbook not only emphasizes text-based learning but also incorporates oral communication activities and

contextual interaction tasks, thereby reflecting the characteristics of communicative language teaching (Demirel & Fakazli, 2021).

Therefore, it can be concluded that *Al-'Arabiyyah Al-Muyassarah* can be categorized as an Arabic language textbook designed for basic users within the CEFR framework, particularly suitable for learners transitioning from A1 to A2 levels. The textbook successfully integrates contextual vocabulary learning, repetitive reinforcement activities, and communicative practices that collectively support the development of foundational Arabic communicative competence.

2. Analysis of *Al-'Arabiyyah Al-Muyassarah* Book Based on 6 CEFR Principles

Principle 1: Language Activities

The linguistic activities in the *Al-'Arabiyyah Al-Muyassarah* textbook can be identified as containing several learning instructions, including: 1) Text comprehension: in chapter 2 of this book, students are invited to understand an Arabic text with the theme My School (مدرستي). This reading skill is the skill of understanding the meaning of reading in the second language; 2) Vocabulary development: students are facilitated with separate sub-materials to recognise vocabulary in each chapter. In addition, students can also develop vocabulary obtained from the process of listening to audio, in addition, students can develop their vocabulary communicatively in the form of dialogue and writing; 3) Developing listening and speaking skills: in this book, students are facilitated with listening sub-materials through a barcode feature containing audio that can be accessed online by students themselves, so that students can use it to learn independently, and there are learning instructions to distinguish the sounds of the hijaiyah letters. Likewise, speaking activities, in this book there are already available instructions for speaking development, students are taught starting from simple dialogues such as greeting sentences, greetings, and questions to ask places such as هل، أين، ماذا; 4) Development of writing skills: Students will be taught to develop their writing skills in Arabic starting from connecting hijaiyah letters into whole words, as well as composing word by word to become cohesive sentences, and further developed by writing more complex Arabic questions; 5) Grammatical mastery: students will be taught about grammatical related to المبتدأ + الخبر (نعت+ظرف المكان).

Based on these findings, the *Al-'Arabiyyah Al-Muyassarah* textbook demonstrates the integration of the four language skills and *qawā'id* in a gradual and communicative manner. These findings are relevant to Thuaimah's view that Arabic language learning consists of four interconnected language skills that should be developed integratively so that learners are able to use the language communicatively (Thuaimah, 2004). In addition, grammatical materials such as

mubtada' khabar na't, and *zharf al-makān* are applied in reading, speaking, and writing exercises. These findings are in line with the communicative approach proposed by Canale and Swain, as cited in Zamroni (2023), which states that language competence includes not only the mastery of grammatical structures but also the ability to use language appropriately in communicative contexts (Moh. Zamroni, Nurul Muttaqien, 2023). Therefore, the textbook demonstrates relevance to CEFR principles and the communicative approach by positioning language as a tool of communication learned through direct practical use.

Principle 2: Language Process

The language process refers to a series of neurological events in which the brain processes language information such as word recognition and then the brain stores language memory, and physiological aspects of motor coordination that enable the movement of lips to speak language and hands to write (Council of Europe, 2020).

The linguistic process in the *Al-'Arabiyyah Al-Muyassarah* textbook can be found in the form of a process where students will be invited to read and understand Arabic texts in both written and oral forms. In addition, students will also be taught to listen and speak in Arabic through communication and dialogue exercises with teachers and fellow students.

In this linguistic process, students will also be encouraged to develop their writing skills in Arabic through writing simple essays in Arabic. With an effective linguistic process, students will be able to improve their ability to listen and understand Arabic, speak fluently and fluently in Arabic, read texts in Arabic with good comprehension, and write with correct grammar and structure in Arabic (Demirel & Fakazli, 2021).

Principle 3: Text

In the *Al-'Arabiyyah Al-Muyassarah* Arabic textbook developed based on the implementation of the independent curriculum, the reading text is made simple but comprehensive covering all aspects in the content of a particular theme tailored to the ability level of students at level A2 which can bring students to understand news sentences (information) about personal life, family, and surrounding communities, and can invite students to express understanding. As in chapter 2, students are introduced to understanding life at school with the theme My School (مدرستي) and adjusted to the indicators of reading skills learning outcomes based on the independent curriculum, namely being able to read simple texts in narrative form appropriately, determine the meaning of words and sentences correctly, and understand and re-express the content of reading text content properly and correctly (Kemenag, 2022). The reading

text as in figure 1 (b) presents a simple written text in the form of a reading text as an introduction to *mufradat* in the context of the sentence and after the presentation of the text followed by giving questions about the translation and content of the text as an evaluation in understanding the reading material studied.

The presentation of the reading text in *Al-'Arabiyyah Al-Muyassarah* indicates that reading instruction is not only directed toward the ability to pronounce the text, but also toward understanding the content and meaning of the reading contextually. This finding is relevant to Thuaimah's view that *mahārah al-qirā'ah* is the ability to understand written symbols and accurately grasp the meaning contained in a text (Thuaimah, 2004). In this context, the text entitled "*Madrasatī*" is composed using simple sentences closely related to students' daily lives, making it easier for them to understand the content and connect it with their personal experiences (Agustina & Al Haqiqy, 2025). This is also in line with the CEFR A2 level principles, which emphasize the ability to understand simple information related to personal life, school, and social environments.

Furthermore, the provision of translation and text-comprehension exercises after the reading passage reflects an effort to develop students' interpretative skills in understanding Arabic texts. This finding is consistent with Tarigan's view in Syihabul (2025) that reading is a process of obtaining messages conveyed by the writer through written language (Al Haqiqy et al., 2025). Furthermore, this is also supported by the views of Laili and Ridoi, who argue that reading learning is not only oriented toward vocabulary recognition, but also toward the ability to comprehend information, identify meaning, and restate the content of a text. On the other hand, the use of simple and contextual texts also supports the communicative approach in Arabic language learning, as students are directed to understand language as a means of communication used in real-life situations (Laili Mas Ulliyah Hasan & Muhammad Rido'i, 2024).

Principle 4: Domain

According to Bloom's taxonomy, the learning domain includes three aspects, namely cognitive, affective, and psychomotor. Each of these learning domains can be found and identified based on document analysis of the Arabic textbook *Al-'Arabiyyah Al-Muyassarah*. The findings indicate that the *Al-'Arabiyyah Al-Muyassarah* textbook has accommodated that the three learning domains (see table 3).

The cognitive domain is the most dominant aspect, as the textbook systematically develops students' language competence through the four Arabic language skills. Listening activities train students to recognize sounds and intonation, speaking activities emphasize the use

of grammar in communication, reading activities develop understanding of letters and text structures, while writing exercises encourage the application of vocabulary and grammar in composing texts. In addition, the psychomotor domain can be seen through physical activities in language practice, such as using the sense of hearing while listening, pronouncing vocabulary and expressions through lip and tongue movements, reading texts orally, and writing Arabic letters and sentences.

Table 3. Arabic Language Learning Domains in Textbooks

No	Domain	Description
1.	Affective	In Arabic language learning in the <i>Al-'Arabiyyah Al-Muyassarah</i> textbook, this affective domain can be seen textually when students are asked to be confident and interact by speaking Arabic to friends and teachers.
2.	cognitive	In textbooks, the cognitive domain can be observed through factual knowledge through observations on voice recognition and intonation (listening), using grammar for communication (speaking), recognising letters and understanding text structure (reading), and using grammar and vocabulary to compose text (writing).
3.	psychomotor	The psychomotor aspect can be observed through reactions during learning, where students mobilise their ears to hear sounds (listening), move their lips and tongue to say phrases and expressions to greet and respond (speaking), move their eyes and lips to read and pronounce text (reading), and move their hands to write letters and sentences (writing).

These findings show that the textbook not only transfers linguistic knowledge but also strengthens students' analytical, communicative, and practical language skills. According to Nafiati (2021), the cognitive domain plays an important role in developing learners' thinking and knowledge application skills (Nafiati, 2021). Furthermore, Wang (2021) state that Bloom's taxonomy supports more systematic and goal-oriented language learning activities (X. Wang, 2021). In addition, Wang (2022) emphasizes that affective involvement, such as motivation and classroom interaction, significantly influences successful language acquisition and communicative competence (Y. Wang, 2022).

Principle 5: Language Learning Strategies

In the book Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Strategy is any organised, purposeful and orderly action chosen by an individual to carry out a set task (Council of Europe, 2020). The learning activities used during the learning process have been included in the instructions for using the book, the selection is made

by considering the existing situation and conditions, learning resources, student needs and student characteristics faced in order to achieve learning objectives.

In general, Arabic learning strategies are adjusted to the language skills that will be learned in the learning process. Arabic learning strategies based on language skills are divided into six, namely vocabulary, grammar, listening, speaking, reading, and writing learning strategies (Khansa, 2016). In the Arabic textbook *Al-'Arabiyyah Al-Muyassarah*, the learning strategies only focus on four of the six strategies, which are packaged in the form of material provision and exercises, namely: Stage 1, listening, which includes the provision of pictorial vocabulary (مفردات), simple expression (العبارات البسيطة), and basic expressions (العبارات المجاملة), and at the end, the provision of functional sentence structures with practice questions; Stage 2: speaking, in this phase examples of spoken texts and conversation exercises are presented as a reference for students in practising Arabic conversation according to the topics studied; Stage 3, reading, presented simple written texts in the form of reading texts as an introduction to mufradat in the context of sentences and several forms of questions about the content of the text as an evaluation in understanding the material; Stage 4, writing, this section presents practice questions for students to be able to write letters into words, words into sentences and paragraphs, both guided and independent.

Principle 6: Language Tasks

According to the CEFR principles, a Task is defined as any purposeful action that an individual deems necessary to achieve a particular outcome in the context of a problem to be solved, an obligation to be fulfilled, or a goal to be achieved (Europe, 2001). In the Arabic language book *Al-'Arabiyyah Al-Muyassarah*, linguistic tasks include tasks or exercises of four skills in learning Arabic, namely listening, speaking, reading and writing skills exercises. The tasks presented in this book are written in a simple and easy manner, adapted to the students' ability level which in the CEFR standard is referred to as level A1 (beginner) and A2 (Elementary) and adapted to the teaching material in each chapter. In addition to the linguistic tasks in each chapter there are formative evaluations, but this book is not equipped with exercises at the end of the semester and the end of the year (summative evaluation) to measure students' ability to master the teaching material comprehensively. The following is an example of a language exercise task in the Arabic textbook *Al-'Arabiyyah Al-Muyassarah* for Phase D, Grade VII (see figure 1 (d)).

Based on the analysis, the *Al-'Arabiyyah Al-Muyassarah* textbook for phase D of grade VII aimed at primary levels has presented a comprehensive approach that is appropriate to the level based on the CEFR standard, which is relevant to the quality of levels A1 and A2. In addition, the quality of *Al-'Arabiyyah Al-Muyassarah* textbooks also fulfils the standard 6 principles as

presented earlier, including language activities, language processes, texts, domains, language learning strategies, and language tasks. The results of these findings are also relevant to previous findings as researched by Muhammad Tamam where the textbook level standards for MI KSKK classes also fulfil six principles based on CEFR standards (Tamam et al., 2024), This is also in line with Muhammad Zahid's findings where the ABY 1 book's speaking skills material is at the A1-B1 level based on the CEFR (Rahimadinullah et al., 2023).

Based on the findings of this study, the textbook *Al-'Arabiyyah Al-Muyassarah* demonstrates conformity with the CEFR principles, particularly at the A1 level, as it incorporates language activities that integrate the four language skills (*mahārah*) and *qawā'id* in a communicative and contextual manner. This finding can be observed through the presentation of simple texts, daily conversation dialogues, audio-based listening exercises, vocabulary development activities, and gradual writing exercises that support learners' basic communicative competence. The results of this study are consistent with the findings of Lew and Wolfer, (2024), who stated that a beginner Arabic textbook fulfills CEFR standards when it contains language activities that support language use in real-life contexts (Lew & Wolfer, 2024). Furthermore, Toha et al, emphasized that the implementation of CEFR in Arabic language learning enhances the learning orientation to become more communicative and learner-centered (Toha et al., 2023).

On the other hand, this study also reinforces the findings, who argued that CEFR standards in Arabic language learning should not focus solely on *mahārah al-kalām* (speaking skill), but should also integrate other language skills (Saputra & Musthofa, 2022). The findings of this study indicate that *Al-'Arabiyyah Al-Muyassarah* has integrated reading, listening, speaking, and writing skills in a balanced manner. This is relevant to the opinion stated that the implementation of CEFR in language textbooks should pay attention to the gradual and measurable development of communicative competence (Sudaryanto & Widodo, 2020). In addition, the use of reading activities and text comprehension in this textbook supports the findings of Sandhakumarin and Hua (2023), who emphasized that the implementation of CEFR in reading skills can help learners understand texts in a more contextual and communicative way (Sandhakumarin & Hua, 2023). Therefore, the findings of this study indicate that *Al-'Arabiyyah Al-Muyassarah* is relevant to various previous studies regarding the implementation of CEFR in language learning.

Despite this relevance, there is also a difference with other findings that do not represent findings in fulfilling the 6 principles of the CEFR, namely the research of Reima and Nailya where the results show that the textbook does not meet the CEFR language teaching and learning criteria, because the textbook focuses on reading and writing skills, not oral and communication skills (Al-Jarf & Mingazova, 2020). This shows the difference in findings, where the research on the *Al-*

'Arabiyyah Al-Muyassarah textbook on language activities and strategies is more balanced and represents the fulfilment of the four aspects of skills.

Based on the main findings of the analysis process of the *Al-'Arabiyyah Al-Muyassarah* textbook, it shows the novelty that the sample of the *Al-'Arabiyyah Al-Muyassarah* textbook, which no one has previously examined this book, when viewed from its quality and relevance to the CEFR standard guidelines both in terms of level and principle, this textbook can be said to be appropriate and can be used in educational institutions and agencies that focus on learning and developing Arabic.

D. Conclusion

After analysing the Arabic textbook *Al-'Arabiyyah Al-Muyassarah*, which was developed based on the implementation of the Independent Curriculum and intended for junior high school level, it can be seen that the CEFR standard has 6 levels (A1, A2, B1, B2, C1, and C2) while this book is at the A1 and A2 levels. This shows that the Arabic textbook *Al-'Arabiyyah Al-Muyassarah* is at the beginner, elementary, and intermediate levels. That way the preparation of this book has been in accordance with the level standards in the CEFR guidelines. This book has also fulfilled the principles contained in the CEFR, where when these principles are fulfilled, the mastery of foreign language learning will be better. The principles consist of language activities, language processes, texts, domains, language learning strategies, and tasks.

Theoretically, the findings of this study strengthen the concept of CEFR as a language learning framework that emphasizes not only the mastery of linguistic structures but also the development of communicative competence through the integration of the four language skills and *qawā'id* in a contextual manner. This study also contributes to the development of Arabic language learning studies based on international standards, particularly regarding the implementation of CEFR in Arabic textbooks in Indonesia. Practically, the findings of this study may serve as a reference for curriculum developers, textbook writers, and Arabic language teachers in designing learning materials that correspond to learners' competency levels based on CEFR standards. However, this study is limited to the analysis of a single textbook and does not examine its direct implementation in classroom learning. Therefore, further studies are recommended to investigate the effectiveness of CEFR-based textbooks in Arabic language learning, particularly in improving language skills and exploring students' responses toward their use.

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