



Aligning Grade V Arabic Writing Tasks with Brown's Principles: A Content Analysis of the Kementerian Agama Textbook

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ABSTRACT

Purpose – This study examines the extent to which the Grade V Arabic textbook issued by the Kementerian Agama Republik Indonesia supports writing instruction in accordance with the pedagogical principles of Douglas Brown.

Design/methods/approach – The research used a qualitative content-analysis method to scrutinize *maharah al-kitābah* items in the Grade V textbook intended for Madrasah Ibtidaiyah students and to map task types against a theoretical coding framework.

Findings – Analysis identified predominant task formats—picture-based word and phrase writing, simple sentence assembly, and constrained dialogue completion—that systematically reinforce vocabulary and orthographic accuracy. Evidence of Brown's principles (e.g., meaningful learning, affective support, and strategic investment) appears in the textbook's design, yet explicit process-writing sequences (prewriting, drafting, revising, publishing) and opportunities for extended, genre-varied composition are largely absent.

Research Implications – These patterns suggest that the textbook affords essential foundational skills but insufficiently scaffolds fluency, idea development, and iterative revision for young L2 writers. The study recommends integrating concise, age-appropriate process-writing modules, teacher-facing scaffolds, and pilot classroom trials paired with professional development to evaluate impacts on composition outcomes. Limitations include single-textbook scope and analysis limited to printed materials rather than classroom enactment, which future mixed-methods research should address.

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Introduction

The role of textbooks as central mediators of classroom instruction and as primary resources shaping learners' linguistic development remains a fundamental concern for language education research and policy. Textbooks influence curriculum enactment, teacher decision-making, and student exposure to target language forms, making their pedagogical quality a matter of public and professional interest (Mulyana, 2023). In contexts where Arabic is taught as a foreign language in primary Islamic schools, textbooks contribute not only to language acquisition but also to cultural and religious socialization, which heightens their societal importance (Suaibah et al., 2022). Empirical analyses of textbook content and instructional alignment are therefore essential to ensure that materials meet both educational standards and learners' developmental needs (Khalid et al., 2023). This study situates itself within this imperative to evaluate the pedagogical adequacy of Arabic instructional materials in primary madrasah settings.

Existing literature documents frequent linguistic and pedagogical weaknesses in Arabic textbooks across primary and secondary levels, including syntactic errors,



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incorrect lexical items, and orthographic inconsistencies that undermine instructional reliability (Husna et al., 2022; Jamil et al., 2025). Investigations of textbooks published for Madrasah Ibtidaiyah and Madrasah Tsanawiyah have reported quantifiable error patterns and recommended editorial revisions to improve linguistic accuracy and usability (Husna et al., 2022). At the same time, national curriculum texts issued by the Ministry have shown varied compliance with regulatory standards: some editions align well with formal guidelines and present engaging evaluative tasks (Roidah & Nafisah, 2024). However, other studies report mismatches between content design and learners' needs, particularly in the balance of linguistic components and learning support (Rasiyani et al., 2023). These mixed findings indicate that textbook quality is heterogeneous across titles and grades, necessitating fine-grained pedagogical analyses rather than broad generalizations (Amalia et al., 2024).

Prior evaluative studies also highlight recurring tensions between content selection, sequencing, and the balance of the four language skills, with critiques of excessive vocabulary load, insufficient grammatical scaffolding, and limited multimodal supports that facilitate communicative practice (Rasiyani et al., 2023). Evaluations using recognized frameworks—such as national feasibility standards—have identified areas for improvement in presentation, language clarity, and graphic design within Arabic textbooks (Amalia et al., 2024). Research applying theoretical models of textbook analysis has demonstrated how structural features of materials correspond to learning progression and skill development (Siregar et al., 2022). Comparative studies also show that some Arabic textbooks fulfill theoretical criteria related to validity, learner interest, and progressive learning stages (Sugirma et al., 2024). Nevertheless, practical implementation often reveals limitations in task design and instructional variation that affect learning effectiveness (Khuroidah et al., 2022).

Several studies further explore specific competencies represented in Arabic teaching materials, such as speaking, listening, and integrated language skills. Analyses of speaking materials in Arabic textbooks indicate that many books meet general textbook standards but still contain technical inconsistencies and limited instructional variation (Farida et al., 2024). Other research highlights gaps in assessment design, particularly in listening evaluation, which tends to focus on basic recognition tasks rather than broader comprehension skills (Sani et al., 2026). In addition, thematic content studies reveal that Arabic textbooks may incorporate socio-cultural and moral values, including religious moderation and cultural representation (Fikri et al., 2025). These findings suggest that Arabic textbooks function not only as linguistic resources but also as vehicles for broader educational and cultural objectives.

Beyond textbook structure, research on language learning outcomes emphasizes the importance of pedagogical approaches used in teaching writing skills. Studies on writing pedagogy demonstrate that structured instructional approaches, such as the Process Writing Approach, significantly improve students' writing performance (Rahman et al., 2024). Investigations of learners' writing strategies further reveal that students employ various cognitive and metacognitive techniques across pre-writing, drafting, and revising stages (Resmini et al., 2024). However, empirical studies also indicate that many learners still face difficulties in idea development, coherence, grammar, and vocabulary when composing texts in a foreign language (Nurnaningrum et al., 2025). These findings highlight the need for instructional materials that effectively scaffold writing development and align with established principles of foreign language learning.

This study therefore examines the extent to which the pedagogical principles of Douglas Brown are reflected in the writing (*maharah al-kitābah*) materials of the Arabic student book published by Kementerian Agama Republik Indonesia for Grade V Madrasah Ibtidaiyah. Through a systematic pedagogical analysis, the research aims to identify points of correspondence and divergence between Brown's theoretical recommendations for foreign language teaching and the practical design of textbook writing tasks. The study employs content analysis to map task types, cognitive demands, sequencing logic, and feedback scaffolds against theoretical criteria, thereby illuminating the textbook's potential to support developmental writing trajectories. By bridging theoretical scrutiny with material evaluation, this paper contributes evidence-based insights for curriculum developers, textbook authors, and teacher educators seeking to align instructional resources with empirically grounded language teaching principles. Finally, the findings are expected to inform targeted revisions to textbook design and to promote more effective writing pedagogy in primary Arabic education.

Methods

This study employed a qualitative descriptive design using a content analysis approach to examine the pedagogical characteristics of Arabic language teaching materials. Content analysis was chosen because it enables systematic examination of textual materials to identify patterns, structures, and pedagogical principles embedded in instructional content. The analysis focused specifically on the writing component (*maharah al-kitābah*) contained in the Grade V Arabic textbook published by the Ministry of Religious Affairs of Indonesia. The research framework was guided by theoretical principles of foreign language teaching proposed by Douglas Brown, particularly those related to skill development, task design, and learner-centered instruction. Through this framework, the study aimed to identify the degree of alignment between theoretical principles of foreign language learning and the practical design of writing activities in the textbook.

The study was conducted through several systematic stages. First, the researcher identified and selected the Grade V Arabic student textbook as the primary object of analysis, focusing specifically on sections containing *maharah al-kitābah* materials. Second, all writing-related learning units, exercises, and instructions in the textbook were carefully examined and categorized according to their pedagogical functions. Third, the identified materials were mapped against selected principles of foreign language learning derived from Douglas Brown's theoretical framework, including aspects of communicative practice, task sequencing, learner engagement, and skill integration. Fourth, each writing activity was analyzed to determine whether it reflected, partially reflected, or did not reflect the theoretical principles used as analytical criteria. Finally, the results of this mapping process were synthesized to generate a comprehensive description of the pedagogical characteristics of the writing materials.

The primary research instrument in this study was an analytical framework derived from Douglas Brown's principles of foreign language teaching and learning. This framework was used as a coding guide to classify and interpret writing activities contained in the textbook. Supporting tools included document review sheets and coding tables designed to organize the data systematically. These tools allowed the researcher to record relevant textual segments, categorize instructional patterns, and document relationships between theoretical principles and instructional practices. In

addition, digital text processing software was used to facilitate document examination and data organization during the analysis process.

Data were collected through a documentation technique by examining the content of the Grade V Arabic textbook published by the Ministry of Religious Affairs. The collected data consisted of textual elements related to writing instruction, including explanations, examples, exercises, and evaluation activities. The analysis followed several stages of qualitative content analysis, beginning with data reduction to identify relevant segments related to *maharah al-kitābah*. These segments were then coded according to categories derived from Douglas Brown's pedagogical principles. After coding, the data were organized into thematic patterns to identify the extent to which the textbook reflects theoretical principles of foreign language learning. The final stage involved interpreting the results to explain the pedagogical alignment between the textbook content and the theoretical framework.

Several strategies were implemented to ensure the reliability and validity of the research findings. First, a clearly defined analytical framework based on established theoretical principles was used to guide the coding and interpretation process. Second, the coding categories were consistently applied across all analyzed sections of the textbook to maintain analytical consistency. Third, data verification was conducted through repeated examination of the textbook content to ensure that all relevant writing materials were included in the analysis. Finally, interpretative conclusions were derived directly from documented textual evidence to minimize subjectivity and strengthen the credibility of the research findings.

Results

Based on the analysis of the Grade V Arabic textbook for Madrasah Ibtidaiyah, the findings show that the *maharah al-kitābah* learning materials are presented through several types of exercises, including writing words and phrases based on pictures, arranging simple sentences, and completing short dialogues. These activities aim to introduce students to basic written expression in Arabic through structured practice. The data were then analyzed using the principles of foreign language learning proposed by H. Douglas Brown to examine the extent to which the textbook materials reflect effective language learning principles. The analysis indicates that several of Brown's pedagogical principles can be identified in the structure of the writing activities, although some aspects remain limited in their pedagogical scope. Overall, the findings suggest that the textbook provides a foundational approach to writing instruction but still requires further development to fully support comprehensive writing skill development.

H. Douglas Brown is one of the prominent scholars in language teaching whose work has significantly contributed to the understanding of second language learning principles. In his book *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Brown outlines twelve principles of language learning grouped into three major domains: cognitive, affective, and linguistic (Brown, 2001). These principles emphasize the importance of meaningful interaction, learner engagement, and the integration of linguistic competence with communicative use. Although Brown's framework was initially developed within the context of English language teaching, its principles are widely applicable to foreign language education, including Arabic instruction in primary education settings. Therefore, analyzing Arabic teaching materials through Brown's pedagogical framework provides valuable insights into the effectiveness of instructional design.

3.1. Principles of Language Teaching from Douglas Brown's Perspective

3.1.1. Automaticity and Meaningful Learning

One of the writing activities found in the Grade V Arabic textbook requires students to write vocabulary items or simple sentences based on pictures. For instance, in the topic الأسرة (family), students are asked to write sentences describing family members using simple structures such as *هذا أبي* or *هذه أمي*. This activity encourages students to connect vocabulary with familiar personal contexts. Instead of merely copying words, students relate the language to their own experiences. As a result, the learning process becomes more meaningful because the language is used in a context that is relevant to students' daily lives.

This instructional approach reflects the principles of automaticity and meaningful learning proposed by Brown. Brown argues that language learning should encourage learners to use the target language naturally through meaningful practice rather than through mechanical memorization of linguistic forms (Brown, 2001). When students practice writing within familiar contexts, they are more likely to internalize vocabulary and structures effectively. Such contextualized activities help strengthen memory retention and facilitate the transfer of knowledge to real communication situations.

3.1.2. Language Ego and Interlanguage

Another activity found in the textbook involves writing simple sentences about the school environment in the theme *في المدرسة*. Students are asked to describe objects or situations in the classroom using previously learned vocabulary. Through this activity, learners are given opportunities to express their ideas in written form, even though the sentences they produce may still contain grammatical inaccuracies. The activity reflects a learning environment where students are encouraged to attempt language production without excessive concern about mistakes.

This phenomenon can be explained through the concepts of language ego and interlanguage. Language ego refers to the psychological identity learners develop when acquiring a new language. At early stages of learning, students may feel uncertain or anxious when producing language, particularly in productive skills such as writing. Therefore, supportive learning environments that allow experimentation with language use are essential. Meanwhile, the concept of interlanguage suggests that learner language develops gradually through transitional stages, and errors are considered a natural part of this developmental process (Lightbown & Spada, 2021).

3.1.3. Communicative Competence

The textbook also includes writing exercises that involve completing or constructing short dialogues between students. These dialogues typically represent everyday interactions, such as introducing oneself, asking about someone's condition, or requesting permission. Through such activities, students practice using written language to express communicative intentions. This indicates that writing exercises in the textbook are not solely focused on grammatical accuracy but also on functional communication.

This approach aligns with Brown's principle of communicative competence, which emphasizes that the ultimate goal of language learning is the ability to use language effectively in real communication. Communicative competence includes linguistic, sociolinguistic, discourse, and strategic components. In writing instruction, this principle suggests that tasks should encourage learners to convey meaningful messages rather than simply manipulate grammatical structures.

3.1.4. Affective Filter and Risk-Taking

Several writing activities in the textbook allow students to describe familiar daily activities using simple sentences. These tasks provide opportunities for students to express personal experiences in written form. Such activities tend to reduce the pressure associated with strict grammatical expectations and encourage students to attempt language production more confidently. As a result, learners are more willing to take risks in using the target language.

Brown highlights the importance of affective factors such as motivation, confidence, and anxiety in language learning. Emotional conditions can significantly influence how effectively learners process and produce language. This perspective is closely related to the affective filter hypothesis, which states that lower anxiety and higher motivation facilitate language acquisition by increasing learners' openness to linguistic input (Krashen, 1982).

3.1.5. Strategic Investment and Learner Autonomy

The textbook also presents writing tasks that require students to construct short sentences or descriptions using provided vocabulary. These activities encourage learners to actively select words and organize ideas based on their understanding of the material. Through repeated practice, students gradually develop their own strategies for expressing ideas in written form.

This instructional approach reflects Brown's principle of strategic investment, which emphasizes that successful language learning depends on the strategies learners use to process and apply language knowledge. Learners who actively engage in selecting vocabulary, constructing sentences, and experimenting with language structures are more likely to develop stronger writing skills. Such practices also support the gradual development of learner autonomy in language learning.

Table 1. Summary of the Analysis of Brown's Principles in the Textbook

No	Brown's Principle	Form of Material in the Textbook	Pedagogical Interpretation
1	Automaticity & Meaningful Learning	Writing words and simple sentences about الأسرة based on pictures	Encourages repeated practice while maintaining meaningful connections to students' personal experiences
2	Language Ego & Interlanguage	Writing simple sentences about the school environment	Allows students to express ideas without excessive concern about errors, supporting language development
3	Communicative Competence	Completing or constructing short dialogues	Promotes the use of language for communicative purposes
4	Affective Filter & Risk-Taking	Writing about daily activities	Encourages confidence and reduces anxiety in language production
5	Strategic Investment & Autonomy	Constructing sentences using given vocabulary	Supports the development of learner strategies and independent language use

3.2. Analysis of Writing Components Based on Brown's Framework

In addition to examining pedagogical principles, the analysis also evaluated the textbook using several key components of writing instruction proposed by Brown. These include the stages of the writing process, the balance between fluency and accuracy, and the structural elements of writing such as content, organization, vocabulary, language use, and mechanics:

Table 2. Evaluation of Writing Skill Components within the Arabic Language Textbook

No	Analytical Component	Findings in the Textbook	Interpretation
1	Writing Process (prewriting, drafting,	The stages of the writing process are not explicitly presented	Writing activities focus more on final products than on the writing process

No	Analytical Component	Findings in the Textbook	Interpretation
	revising, editing, publishing)		
2	Fluency and Accuracy	Activities emphasize accuracy	Exercises mainly focus on correct word formation and sentence structure
3	Content	Development of ideas remains limited	Students respond primarily to stimuli such as pictures
4	Organization	Paragraph construction is not introduced	The textbook does not guide students in organizing ideas into longer texts
5	Vocabulary	Vocabulary is introduced systematically	Repetition is used to reinforce vocabulary acquisition
6	Language Use	Sentence structures are taught gradually	Exercises help students understand basic grammatical patterns
7	Mechanics	Arabic letter writing is practiced	Punctuation and advanced writing conventions are not explicitly explained

Overall, the analysis shows that the Grade V Arabic textbook contains several writing activities that reflect certain principles of language learning proposed by Brown. The materials provide structured practice in vocabulary usage, simple sentence construction, and contextualized writing tasks related to students' daily lives. These activities create a basic foundation for developing early writing skills in Arabic.

However, from a broader perspective of writing pedagogy, the textbook still demonstrates several limitations. Writing activities tend to emphasize controlled exercises focused on linguistic form rather than encouraging extended writing or idea development. In addition, the stages of the writing process—such as planning, drafting, revising, and editing—are not explicitly incorporated into the learning activities. Consequently, students are primarily trained to produce short written responses rather than develop more complex written compositions.

These findings indicate that although some principles of foreign language learning are implicitly reflected in the textbook, there remains significant potential for improving the design of writing activities. Expanding the variety of writing tasks, integrating process-based writing instruction, and encouraging greater communicative expression would strengthen the effectiveness of Arabic writing instruction in primary education.

Discussion

This study asked to what extent the Grade V Arabic textbook published by the Ministry aligns the writing (*maharah al-kitābah*) materials with core pedagogical principles articulated by Douglas Brown and with contemporary expectations for early foreign-language writing instruction. Prior literature on Arabic textbooks and L2 materials reveals recurring concerns about linguistic accuracy, task variety, and alignment with curricular or international standards (Husna et al., 2022; Rasiyani et al., 2023; Amalia et al., 2024). Several evaluative studies report that while some national editions comply with regulatory frameworks and present useful vocabulary scaffolding, many texts remain product-oriented and limited in task complexity (Roidah & Nafisah, 2024; Khoruidah et al., 2022; Khalid et al., 2023). Research on writing pedagogy and learner strategies further underscores the importance of process-based approaches (prewriting, drafting, revising) and strategic training to foster idea development and fluency (Rahman et al., 2024; Resmini et al., 2024; Nurnaningrum et al., 2025). Against this background, the current analysis examined whether the textbook's writing tasks embody Brown's principles (e.g., meaningful learning, affective support,

strategic investment) and how these affordances compare to documented strengths and weaknesses in the literature (Siregar et al., 2022; Sugirma et al., 2024).

The primary finding is that the Grade V textbook predominantly offers structurally oriented, product-focused writing exercises (letter formation, vocabulary labeling from pictures, sentence assembly, brief dialogue completion) rather than explicit, sequenced process-writing tasks. Strengths include systematic vocabulary introduction and repeated practice that supports orthographic automaticity and initial accuracy. Important limitations are the absence of explicit stages of the writing process (prewriting, drafting, revising, editing), constrained opportunities for extended or genre-varied writing, and an overall tilt toward accuracy over fluency. Another notable observation is that, although some tasks are communicative in appearance (e.g., simple dialogue completion), their constrained format limits authentic idea development and interactional complexity. These patterns together indicate a textbook that scaffolds basic written forms effectively but provides limited scaffolding for higher-order compositional skills.

The present findings corroborate earlier audits that report frequent surface-level strengths (vocabulary sequencing, structural drills) alongside deeper pedagogical gaps. For instance, Husna et al. (2022) and Jamil et al. (2025) similarly document recurring linguistic errors and limited higher-order writing supports in Arabic textbooks, which aligns with our observation of product-oriented exercises. Rasiyani et al. (2023) and Amalia et al. (2024) also reported an emphasis on vocabulary and structural clarity but noted limited multimedia and pedagogical variety—again consistent with this study. Conversely, Roidah & Nafisah (2024) found some Ministry texts to be well aligned with regulatory standards; our findings nuance that conclusion by showing that compliance with formal standards does not necessarily equate to robust process-writing pedagogy. Studies that advocate process approaches (Rahman et al., 2024) and document beneficial learner strategies across writing stages (Resmini et al., 2024) highlight the pedagogical gap evident here. Research on assessment and skill coverage (Sani et al., 2026) points to under-representation of discourse-level tasks and diagnostic items—an observation mirrored in our analysis. Finally, findings about early-grade CEFR alignment and vocabulary focus (Suaibah et al., 2022; Sugirma et al., 2024) support the interpretation that primary materials often prioritize A1-level lexical and form building at the expense of extended communicative writing.

Several plausible explanations account for the textbook's structural emphasis. First, orthographic and script acquisition demands for Arabic in early grades necessitate focused practice on letter shapes, word formation, and controlled sentence construction—practices that naturally privilege accuracy and repetition (Suaibah et al., 2022; Husna et al., 2022). Second, curriculum and publishing constraints (national standard compliance, cost, teacher preparedness) often lead authors to favour highly scaffolded, replicable exercises over open, process-oriented tasks (Amalia et al., 2024; Khalid et al., 2023). Third, concerns about classroom time, assessment conventions, and teacher training may reduce emphasis on iterative drafting and feedback cycles that are resource-intensive (Sani et al., 2026). The significance of these explanations is that the observed limitations are not merely editorial oversights but reflect systemic trade-offs in early L2 provision. However, interpretation should be cautious: this study analyzed a single official textbook edition and inferred pedagogical affordances from text content rather than classroom enactment; the actual learning effect depends on how teachers mediate tasks (Khoruidah et al., 2022; Farida et al., 2024). Additionally, some strengths (e.g.,

systematic vocabulary) likely provide an essential foundation without which process-oriented tasks would be less effective (Sugirma et al., 2024; Siregar et al., 2022).

For practitioners, the findings imply that teachers should intentionally transform certain textbook exercises into multi-stage writing episodes and provide formative feedback cycles to promote revision and reflection (Farida et al., 2024; Rahman et al., 2024). For material developers and the Ministry, curriculum guidelines and publishing contracts should encourage inclusion of teacher notes, brief process templates, and genre variety to balance accuracy and fluency objectives (Amalia et al., 2024; Roidah & Nafisah, 2024). For policy, supporting in-service training focused on classroom enactment of process writing and the provision of lightweight assessment rubrics would help realize the pedagogical potential of revised materials (Sani et al., 2026; Khoruidah et al., 2022). Future research should extend this content analysis with classroom-based mixed-methods trials that measure the impact of textbook revisions and teacher mediation on students' writing fluency, organization, and idea development (Rahman et al., 2024; Resmini et al., 2024). Such empirical work will help determine whether the proposed material and pedagogical changes produce measurable gains in early Arabic composition and communicative competence.

Conclusion

The study set out to evaluate the extent to which the writing (*maharah al-kitābah*) materials in the Grade V Arabic textbook published by the Ministry align with the pedagogical principles proposed by Brown. Content analysis revealed that the textbook offers primarily product-oriented exercises—letter formation, vocabulary labeling from pictures, simple sentence assembly, and constrained dialogue completion—showing partial alignment with Brown's principles but limited support for process-based writing development. Notable strengths include systematic vocabulary introduction and repeated practice that support orthographic accuracy and initial syntactic competence, which are important foundations for early L2 learners. Key limitations are the near-absence of explicit prewriting, drafting, revising, and editing stages, a predominant emphasis on accuracy over fluency, and minimal genre variety—constraints that likely restrict the development of idea generation, organization, and extended composition. Pedagogically, these findings imply that integrating brief, age-appropriate process sequences (prewriting prompts, scaffolded drafts, guided revision checklists, and light publishing tasks) alongside existing accuracy drills would better operationalize Brown's principles and foster both fluency and communicative competence. For curriculum designers and the Ministry, the results recommend including concise teacher notes, formative rubrics, and scaffold templates in future editions to enable classroom enactment of process writing without overburdening instructional time or resources. This study's scope was limited to a single official textbook and relied on textual analysis rather than classroom observation, so conclusions about learning outcomes should be interpreted cautiously and viewed as indicative rather than definitive. Accordingly, future research should pursue mixed-methods classroom trials that pair revised textbook modules with teacher professional development and prototype assessments to measure effects on writing fluency, organization, and learner attitudes. By connecting Brown's theoretical principles with concrete textbook affordances, this study contributes practical diagnostic evidence for materials revision and offers a roadmap for aligning early Arabic writing instruction with contemporary, process-oriented L2 pedagogy.

Declarations

Author contribution statement

Naura Nadhifah led the conceptualization and overall design of the study, developed the theoretical framework based on Douglas Brown's principles, and drafted the initial manuscript. My Love Faizah Putri conducted the textbook content analysis, carried out data curation and formal coding, and contributed substantially to the Methods and Results sections. Abul Ma'ali provided methodological supervision, validated the coding scheme through cross-checking procedures, and contributed to interpretation of findings and manuscript revisions. Ardelia Nabila Hermayana coordinated literature review activities, prepared tables and figures, and critically reviewed and edited the manuscript for academic rigor and clarity. All authors discussed the results, approved the final submitted version of the manuscript, and agree to be accountable for all aspects of the work, ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

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Data availability statement

The materials and data that support the findings of this study (selected textbook excerpts, coding framework, coded datasets, and analysis tables) are available from the corresponding author upon reasonable request. Where possible, anonymized coding sheets and aggregated analysis tables will be deposited in an institutional or subject repository and a link/DOI will be provided in the published article; until deposition, access can be requested from the corresponding author.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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