

SYSTEMATIC ANALYSIS OF RESEARCH TRENDS OF AL-QIRA'AH MATERIAL IN SENIOR HIGH SCHOOL ARABIC TEXTBOOKS

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Abstract :

This study aims to analyze scientific research trends related to al-Qirā'ah material in Arabic textbooks for senior high school (SMA/MA) in Indonesia. Employing a Systematic Literature Review (SLR) approach, eight academic articles published between 2020 and 2025 were thematically and conceptually examined. The review focuses on the alignment of reading materials with the national curriculum's Basic Competencies (KD), the integration of spiritual and social values, the linguistic structure and sequencing of texts, and the contextual relevance to the developmental characteristics of 17–18-year-old students. The findings reveal that most al-Qirā'ah materials have not fully addressed curriculum demands, particularly in promoting higher-order thinking skills, character reflection, and contextual engagement. The study concludes that Arabic reading materials should be designed to be not only curriculum-aligned but also contextual, progressive, and integrative. These findings are expected to inform textbook developers and educational policymakers in enhancing the quality of Arabic language instruction.

Keywords : maharoh qirā'ah, textbook, curriculum, systematic literature

Abstrak :

Penelitian ini bertujuan untuk menganalisis tren kajian ilmiah mengenai materi al-Qirā'ah dalam buku teks Bahasa Arab jenjang SMA/MA di Indonesia. Dengan menggunakan pendekatan Systematic Literature Review (SLR), delapan artikel ilmiah yang dipublikasikan antara tahun 2020 hingga 2025 dianalisis secara tematik dan konseptual. Kajian ini mencakup aspek kesesuaian materi dengan Kompetensi Dasar (KD), integrasi nilai-nilai spiritual dan sosial, struktur linguistik dan urutan materi, serta relevansi konteks bacaan dengan karakteristik remaja usia 17–18 tahun. Hasil penelitian menunjukkan bahwa sebagian besar materi al-Qirā'ah belum sepenuhnya mengakomodasi tuntutan kurikulum nasional, khususnya dalam mendorong keterampilan berpikir tingkat tinggi, refleksi nilai-nilai karakter, dan keterhubungan kontekstual. Kesimpulan dari studi ini menegaskan pentingnya pengembangan materi bacaan yang tidak hanya sesuai dengan standar kurikulum, tetapi juga kontekstual, progresif, dan integratif. Temuan ini diharapkan dapat menjadi referensi bagi pengembang buku ajar dan pengambil kebijakan pendidikan untuk meningkatkan kualitas pembelajaran Bahasa Arab.

Kata Kunci: maharoh qirā'ah, buku teks, kurikulum, literatur sistematis

INTRODUCTION

Reading skill (al-qira'ah) is one of the main competencies in Arabic language learning. In the context of secondary education, which is included in phases E (grade 10) and F (grades 11 and 12), this skill not only supports the understanding of classical and modern Arabic texts, but also becomes the foundation for accessing scientific and religious sources in Arabic. The ability to understand Arabic texts in depth allows learners to capture the messages contained in Arabic texts, as well as form critical, analytical and reflective thinking skills as stated in the Arabic Language Learning Outcomes Phase F document for SMA/MA level published by the Ministry of Education and Culture in 2022 (Nisa & Ghifari, 2023).

In order for the learning of reading skills to achieve optimal targets, the material in Arabic textbooks used in schools must be prepared in accordance with the learning outcomes set by the government. The national curriculum through the Ministry of Education and Culture has established a structure of learning outcomes (CP) that emphasizes the skills of understanding, analyzing the meaning and message of the text, and capturing the express and implied meaning of various types of texts. Thus, reading materials in textbooks ideally reflect the content standards and approaches recommended in the CP (Maisaroh & Jh, 2021).

However, in practice there are still obstacles in the field, especially related to the limited availability of Arabic textbooks that are standardized and in accordance with the national curriculum for high school level. The books used are often not widely documented or available on the Ministry of Education and Culture's official publishing platform. In fact, some schools still rely on books published locally by MGMP or private publishers without an in-depth curriculum study, which causes the quality and suitability of the content to the CP to be diverse and often less targeted (Nurhasanah, 2022).

In such conditions, an alternative approach is needed to understand how al-qira'ah materials have actually been developed and analyzed in various Arabic textbooks in Indonesia. The Systematic Literature Review (SLR) approach allows researchers to map trends, patterns, and tendencies in previous studies related to the development and evaluation of reading materials at the high school level. With this method, we can get a more comprehensive picture of how researchers, book developers, and educational practitioners respond to the needs of Arabic reading learning based on national curriculum standards (Ubaidillah, 2024).

The focus of this study is to find out the trend of research on al-qira'ah materials in Arabic textbooks at the SMA/MA level, the extent to which the materials are analyzed in relation to the MoEC curriculum, and what are the strengths, weaknesses, and research gaps that can be developed in the future. These issues are very important to formulate policy directions and Arabic textbook development that is more measurable and based on the factual needs of learning.

To answer this question, this research will refer to several important theories, such as the standard of al-qira'ah material, the official document of Arabic Learning Outcomes (CP) from the Ministry of Education and Culture in

2002, the standard of teaching material development according to BSNP, and the theory of textbook analysis from Abdurrahman bin Ibrahim Al-Fauzan which emphasizes aspects of content, language, presentation, and suitability of material with the characteristics of learners. Through this approach, it is hoped that the research can make a real contribution to the development of a more effective and inclusive Arabic curriculum and learning resources in Indonesia.

RESEARCH METHOD

This research uses a qualitative approach with the type of Systematic Literature Review (SLR) research. This method is used to systematically identify, evaluate, and synthesize various relevant research results regarding Al-Qira'ah material in Arabic textbooks at the high school level (Shaffril, Samsuddin, & Samah, 2021). The SLR approach is considered appropriate because it is able to provide a comprehensive picture of the trends, focus, and quality of analysis of reading materials in textbooks, especially in relation to the national curriculum (Dinter, Tekinerdogan, & Catal, 2021).

The data sources in this study consist of national journal articles, theses, dissertations, and relevant proceedings. The publication time span used as a limitation is from 2020 to 2025. To ensure the relevance and quality of the data analyzed, inclusion and exclusion criteria were used. Inclusion criteria included: (1) articles in Indonesian or Arabic, (2) specifically discuss al-qira'ah material in Arabic textbooks at the SMA/MA level, (3) have a connection with the national curriculum, and (4) published in the specified year range. While the exclusion criteria include: (1) articles that do not contain explicit discussion of al-qira'ah, (2) non-formal textbooks or not widely used in schools, and (3) articles that only discuss learning methods without mentioning the content or reading material in the textbook (Felizardo & Carver, 2020).

Data collection is done by searching and selecting literature sources using certain keywords, such as: "al-qira'ah material", 'SMA/MA Arabic textbooks', 'Merdeka Curriculum', and 'KMA 183'. This search process is carried out systematically and the results are managed using reference management applications such as Mendeley (Ritterbusch & Teichmann, 2023).

Data analysis was carried out through several stages. First, the metadata of each article was recorded, including the title, author's name, year of publication, research objectives, approach, and main results. Next, the thematic coding process was carried out by grouping articles based on major themes, such as curriculum focus, the form of Al-Qira'ah material analyzed, and the evaluative approach used. The coded data were then tabulated and analyzed narratively to find common patterns, differences in approaches, and research gaps. Data visualization will also be displayed in the form of supporting tables and graphs.

FINDINGS AND DISCUSSION

The discussion in this study is based on a systematic analysis of eight scientific articles that specifically discuss al-Qira'ah material in Arabic textbooks at the SMA/MA level. Through the Systematic Literature Review (SLR) approach, the articles are analyzed to identify trends, focus of study, and their contribution to the development of reading learning in the context of secondary education. The selection of these eight articles was based on certain inclusion criteria, such as direct relevance to the reading materials, use of official textbooks or teacher development, and relevance to the national curriculum. The analysis revealed consistent patterns in the research themes, methods used, and challenges faced in the preparation and utilization of al-Qira'ah materials, which will be further elaborated in the following subsections.

Table: Analysis of relevant articles

NO	Article	Problem Solution Review Theory & Research Method Novelty	Solution	Review Theory & Research Method	Novelty
1	Review of Arabic Textbooks for MA Class X (Kolintama & Iman)	- Not all chapters fulfill all aspects of core competencies (KI) and basic competencies (KD) - Some skills such as kitabah are not fully covered in chapters 5 and 6	- Review of book content so that all skills are included in each chapter - Evaluation of content appropriateness based on KI-KD standard KMA 183	Theory: BSNP standards, KI-KD KMA 183 of 2019 Method: Library Research	Detailed analysis of the content of the Arabic book class X from the aspect of maharah skills with a focus on mapping the chapters systematically according to KMA 183.
2	Review of Arabic Textbooks for MA Class XII (Sahrul Muhammad)	- Some qira'ah chapters have not fully integrated spiritual and social values - Need systematic validation of KI 1-4 linkages in qira'ah material	- In-depth analysis of the qira'ah text in each chapter - Emphasizing the integration of KI 1 (spiritual), KI 2 (social), KI 3 (knowledge), KI 4 (skills) values.	Theory: Evaluation of teaching materials, principles of Arabic language learning content development Method: Library Research, qualitative approach.	Exclusive focus on the suitability of qira'ah material with all aspects of KI in the KMA 183 class XII book; there are not many studies that focus specifically on the sub-maharah of qira'ah alone.
3	Application of Student Enrichment Book in Learning Maharah Qiro'ah at MA Plus Taruna Islam Al-Kautsar Kraksaan Probolinggo	- Students' Maharah Qiro'ah skills are still low - Students are not accustomed to learning independently according to the demands of the Merdeka Curriculum - Low interest in reading Arabic	- Use of QR Code-based interactive student enrichment books and audiovisual media to support independent learning	Theory: - Maharah Qiro'ah as an essential linguistic skill (Hermawan, Mustika, Hasibuan) - Teaching materials must be contextual and interactive (Alimudin, Pannen) Method:- Descriptive qualitative	- Focus on the implementation of QR Code-based Arabic language student enrichment books in the context of the Merdeka Curriculum at the MA level.

				- Techniques: interview, observation, documentation - Data source: enrichment book and MA Al- Kautsar teacher	
4	Analysis of the Implementation of the Qirā'ah Method in Improving Students' Arabic Text Reading Ability	- Students lack interest in reading Arabic texts - Difficulty pronouncing long sentences due to lack of practice	- Qirā'ah method with an active approach: the teacher reads the text, students take turns reading, and vocabulary discussion.	Theory: - Qirā'ah Method: focused on reading skills and developing students' confidence (Nazhyfa, Fidani, Baroroh, Nindyarizki, Dahlia) Method: Qualitative field with descriptive approach - Techniques: observation, interview - Analysis: Miles and Huberman model	- Study of the implementation of the Qirā'ah method with a systematic approach in MTs and the role of teachers in building students' learning independence
5	Analysis of Qiraah Teaching Materials (Triadi Wicaksono, et al)	- The mismatch between teaching materials and the needs of students - The material has not fully met the philosophical and technical criteria according to Al-Fauzan - Lack of integration between language components - Incomplete aspects of listening (istima') and free reading	- Comprehensive analysis of textbooks - Proposed 13 criteria for good teaching materials according to Al-Fauzan - Need to develop teaching materials that integrate all language skills	Theory: Criteria for teaching materials according to Abdurrahman Ibrahim Al-Fauzan Method: Library Research with a qualitative approach, content analysis	The study of the Ministry of Religious Affairs 2020 book based on Al-Fauzan's theory, focusing on qira'ah with a philosophical and technical approach that has not been widely discussed.
6	Development of Maharatul Qiraah at MAN 4 Bogor (Ahmad Ibnu Ridwan, et al)	- Many students have not mastered hijaiyah letters - Lack of motivation to learn from students - Limited time and facilities	- Reading guidance program - Collaboration with Qur'an and Hadith teachers and parents - Gradual evaluation through qira'ah jahriah	Theory: Learning qira'ah jahriah, the concept of maharah qira'ah in a religious context Method: Field study with descriptive qualitative approach	A model for developing qira'ah jahriah based on teacher-parent collaboration and integration with moral development and worship.
7	Problematics of Implementing Merdeka Curriculum in Arabic Language Subjects at MA Nasyi'in, Sidoarjo (Farid Qomaruddin,	- Teachers are underprepared due to uneven training - Not all books are available - Less than optimal use of learning methods - Formative-	- Continuous training - Procurement of facilities and infrastructure - Madrasah head supervision - Arabic language MGMP	Theory: Independent Curriculum, Active Learning, PBL Methods: Qualitative, Case Study	Contextual study of the Merdeka curriculum in Arabic language lessons at pesantren-based madrasahs with various implementative

	2022)	cumative assessment is not optimal			limitations
8	Review of the Arabic Language Curriculum at Al Mawaddah Ciganjur Islamic Senior Hight School, (Muhammad Latif, Dkk, 2024)	- Teachers are still in the process of adapting - Lack of learning media readiness - Evaluation using authentic assessment is still new	- Continuous training - Use of media such as projectors - Authentic assessment through projects and observation	Theory: Independent Curriculum, Authentic Assessment Method: Qualitative, Descriptive	Analysis of authentic-based syllabus and evaluation in Arabic language learning with urban contexts

The main focus of this study is to analyze the suitability of al-Qirā'ah (reading) material in Arabic textbooks with the demands of the latest curriculum from the Ministry of Education and Culture, especially in four important aspects: suitability for basic competencies (KD 3 and 4), integration of social, spiritual, and cognitive values, logical sequence and linguistic structure of the material, and the suitability of the context with the psychological and social characteristics of students aged 17-18 years.

1. Suitability of Al-Qirā'ah Materials to Basic Competencies (KD 3 and 4)

Based on the analysis of several articles, it is found that the al-Qirā'ah materials in most high school Arabic textbooks have not fully referred to the basic competencies set by the curriculum. KD 3, which is oriented towards the knowledge aspect, has not been fully represented through reading content that is able to stimulate conceptual understanding and deeper analysis of meaning. Many texts only present surface information without encouraging students to connect the reading with a broader context or apply knowledge in real-life situations (Unok, 2023).

Meanwhile, in the aspects of KD 4 that cover skills, especially reading comprehension skills, the exercises that accompany the reading texts have not been consistently designed to build active reading skills. Some textbooks do not include reflective questions or productive exercises such as reordering information, summarizing, and conveying personal responses to the text (Munawwar & Ningsih, 2023). These weaknesses indicate that the qirā'ah materials in the textbooks have not been optimized as an integral and applicable means of developing maharah qirā'ah.

2. Integration of Social, Spiritual and Cognitive Values

One of the important points in the National Curriculum is the integration of social and spiritual values in the learning process. However, based on the literature review, it is found that many al-Qirā'ah materials in Arabic textbooks still focus on linguistic aspects alone. Spiritual values (as in KI 1), such as gratitude, awareness of God's greatness, or the spirit of worship, are not much inserted in the reading content. Even if there are, these values are not explicitly developed or linked to students' life experiences (Annova, 2022).

On the other hand, social values (KI 2) such as cooperation, honesty, empathy, and social responsibility also receive less attention in the preparation of reading materials. Students are not directed to reflect on these

values through reading-based questions or follow-up activities (Buana, 2020). In fact, the integration of these values is very important to shape the character of students who are not only intellectually capable, but also emotionally and socially mature.

Meanwhile, cognitive value (KI 3), which is the development of knowledge and reasoning, appears to be more dominant in reading materials (Nashoih, 2024). However, many contents only contain data or narratives without sufficient thinking challenges, such as analysis of contextual meaning, synthesis of interparagraph information, or criticism of reading content. This shows that the cognitive aspect still needs to be improved, so that it can really encourage the development of higher order thinking (HOTS) (Muhamad, 2022).

3. Logical Sequence and Linguistic Structure of the Materials

Another important point found in this study is that the order of al-Qirā'ah materials in many textbooks has not shown a progressive and logical structure. In some cases, there is a jump in difficulty from one chapter to another, without going through stages appropriate to the linguistic development of students. This can be seen in the changes in the number of paragraphs, the level of grammatical complexity, and the inconsistent selection of vocabulary (Dewi & Baroroh, 2024).

This irregularity can hinder the learning process because students do not get enough time and space to understand language structures gradually. In an ideal language teaching approach, reading texts should be organized from the simplest to the more complex, taking into account vocabulary acquisition, sentence usage, and discourse structure appropriate to the students' level of understanding (Trinanda & Maziyah, 2024).

In addition, it was also found that some texts use long sentence structures, complex *mubtada'-khabar*, and words that are rarely used in daily conversation. This is certainly difficult for students, especially those who do not have a strong vocabulary foundation. Therefore, it is very important to develop al-Qirā'ah materials by taking into account the principles of linguistic grading and compatibility with the learner's developmental stage (Hidayah & Fauji, 2024).

4. Suitability of Material Context to Students' Age (17-18 Years)

The last aspect studied in this research is the extent to which the al-Qirā'ah materials in Arabic textbooks are relevant to the conditions and interests of high school students aged between 17 to 18 years. The results show that most of the materials are still too formal and far from the daily world of teenagers. Reading themes tend to be classical, such as Islamic history, biographies of scholars, or moral stories, which although valuable, do not always appeal to the younger generation who live in a digital and global era (Rachmah, 2021).

The interests and needs of today's high school students are more inclined towards themes such as technology, social media, teenage challenges, the environment, intercultural tolerance, and moderate Islamic lifestyles (Faoziyah, 2023). Therefore, qirā'ah materials should be able to present readings that are not only educational, but also entertaining and relevant to

their life experiences. When students feel that the readings 'speak' to them, the motivation to read and learn Arabic will naturally increase.

In addition, the contextual and thematic approach also helps teachers to link language materials with cross-subjects, as well as with actual issues that are happening in society. This will make learning Arabic not just a text lesson, but a vehicle for students' reflection and self-development.

CONCLUSION

This study shows that the development of al-Qirā'ah materials in Arabic textbooks at the SMA/MA level still faces various challenges in terms of conformity with the national curriculum, especially in the aspects of basic competencies (KD), integration of social and spiritual values, as well as linguistic and thematic structures of reading materials. From the analysis of eight relevant articles, it was found that most of the materials do not fully reflect the demands of KD 3 and 4, tend to be minimal in building higher-order thinking skills, and do not emphasize character values and context relevance to the lives of adolescents aged 17-18 years. The order and complexity of the reading materials have also not been arranged progressively according to the level of students' linguistic development, potentially hampering the learning process.

This finding emphasizes the importance of evaluating and redeveloping al-Qirā'ah materials to better suit the needs of students and the direction of the Merdeka curriculum. This research is expected to serve as a basis for textbook compilers, teachers, and policy makers to develop reading materials that are contextual, integrative, and encourage meaningful learning. Further studies can be directed at in-depth analysis of materials from the latest curriculum or the development of integrative models that combine thematic approaches, character values, and learning technology in learning maharah qira'ah.

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