Linguistic Feasibility Analysis of Grade V Arabic Textbook by Nur Hidayah Press BSKAP Perspective

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Abstract: The linguistic quality of Arabic textbooks is very important for optimal learning at the Madrasah Ibtidaiyah level. Linguistic errors, inconsistent terminology, poor readability, and ambiguous instructions can hinder student comprehension and increase cognitive load. This study aims to evaluate the linguistic suitability of fifth-grade Arabic textbooks published by Nur Hidayah Press in accordance with the guidelines set by the Education Curriculum and Assessment Standards Agency (BSKAP). This research uses a qualitative descriptive methodology through library research. Data were collected through documentation methods by analyzing the linguistic elements of the textbooks, including grammatical accuracy, terminology consistency, sentence clarity, and linguistic simplicity, using twelve linguistic feasibility metrics provided by BSKAP. The results showed that the textbook received a total score of 35 out of 48 (72,92%), categorized as acceptable. Although it generally complied with language standards, there were several shortcomings in terminology consistency, sentence complexity, and instruction clarity. Specific language changes are needed to improve readability, consistency, and instruction clarity for better learning outcomes.

Keyword: linguistic feasibility; Arabic textbook evaluation; BSKAP standard; madrasah ibtidaiyah

Abstrak: *Kualitas linguistik buku teks Arab sangat penting untuk mendukung pembelajaran yang efektif di Madrasah Ibtidaiyah. Kesalahan tata bahasa, ketidakkonsistenan terminologi, tingkat keterbacaan yang rendah, dan instruksi yang tidak jelas dapat menghambat pemahaman siswa serta meningkatkan beban kognitif. Penelitian ini bertujuan menganalisis kelayakan linguistik buku teks Arab kelas V terbitan Nur Hidayah Press berdasarkan standar yang ditetapkan oleh BSKAP dengan pendekatan deskriptif kualitatif melalui metode studi kepustakaan. Data dikumpulkan menggunakan teknik dokumentasi dengan menganalisis komponen linguistik berupa ketepatan tata bahasa, konsistensi terminologi, keterbacaan kalimat, serta kesederhanaan bahasa berdasarkan dua belas indikator kelayakan linguistik. Hasil penelitian menunjukkan skor 35 dari 48 atau 72,92% dengan kategori layak. Meskipun demikian, masih ditemukan kelemahan pada konsistensi istilah, kompleksitas kalimat, dan kejelasan instruksi sehingga diperlukan revisi linguistik secara sistematis untuk meningkatkan keterpahaman siswa dan mendukung efektivitas pembelajaran Bahasa Arab di kelas dasar secara berkelanjutan serta memberikan rekomendasi praktis bagi guru dan penerbit demi perbaikan mutu materi ajar yang lebih konsisten dan mudah dipahami siswa secara menyeluruh, berkelanjutan, dan efektif optimal.*

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Introduction

Arabic language learning at the Madrasah Ibti'daiyah level is highly dependent on textbooks as the main learning medium for teachers and students (Khoirunnisa & Nisa, n.d.). Through textbooks, students are introduced to basic vocabulary, sentence patterns, and language structures that form the basis for Arabic language skills at subsequent stages (Husna et al., n.d.). Because students at this level are still in the concrete operational stage of cognitive development, learning materials must be presented in clear and simple language appropriate to their level of development so that instructions and concepts can be understood effectively.

At the elementary level, language not only functions as a communication tool but also as a medium for conceptual formation (Takdir, 2020). Students understand new information primarily through concrete representation, repetition, and contextual association. When linguistic input is presented in forms that exceed their cognitive readiness, learners tend to imitate expressions without fully grasping the underlying meaning (Luo et al., 2023). This condition causes knowledge acquisition to become mechanical rather than meaningful. Therefore, textbook language must guide learners gradually from recognition to understanding, allowing them to connect vocabulary, structure, and meaning simultaneously.

Clear linguistic presentation supports the transition from assisted learning to independent comprehension. In the early stages, students depend on explicit cues to interpret instructions and word relationships. When explanations are dense or abstract, effort shifts to decoding sentences rather than understanding content, increasing reliance on teacher interpretation (Syagif, 2024). Thus, linguistic form determines whether a textbook functions only as classroom support or as an autonomous resource enabling progressive comprehension.

Besides content accuracy and linguistic clarity, organization and presentation affect Arabic textbook effectiveness at the Madrasah Ibtidaiyah level (Allail et al., 2025). Concepts introduced without gradual progression, sufficient examples, or context appear fragmented for young learners (Salsabil & Syakur, 2026). When explanations lack systematic structure, students rely on memorization rather than understanding patterns, reducing meaningful engagement and limiting the development of foundational competencies, especially basic sentence construction and functional language use.

The effectiveness of Arabic textbooks is determined not only by the accuracy of the content, but also by its linguistic quality. Language that is too complex, ambiguous, or inappropriate for the students' developmental stage can hinder comprehension and increase cognitive load (Chan, 2024; Zulharby & Marzuq, 2021). Problems with readability and unclear instructions slow down information processing by students (Alseraye, 2024; Mohamed, 2024), while inconsistencies in grammar and the use of inappropriate terminology can hinder the internalization of basic Arabic sentence patterns (Suharto & Fauzi, 2017). Therefore, linguistic aspects are an important factor in determining whether textbooks support or hinder the learning process.

Language comprehensibility in textbooks is closely related to the cognitive load experienced by learners during reading activities (Shaye, 2021). When sentences contain unfamiliar structures, dense information, or unclear referents, students must allocate more mental effort to decoding linguistic form than to understanding meaning. In foreign language learning contexts, excessive processing demand reduces retention and slows the development of automatic recognition of patterns (Baazeem et al., 2025). Consequently, learners may recognize words individually but fail to interpret relationships between them within a sentence.

Effective instructional language should therefore present information incrementally, beginning with concrete expressions and gradually introducing abstraction (Zaeni et al., 2025). Consistent terminology, predictable sentence patterns, and explicit instructions enable students to focus on meaning construction rather than sentence interpretation (Royani & Nawawi, 2020). When linguistic presentation aligns with learners' processing capacity, reading becomes an interpretative activity rather than a decoding task. This alignment supports vocabulary integration, structural awareness, and comprehension development simultaneously, allowing textbooks to function as structured learning guidance rather than merely a source of exercises.

The quality of textbooks in Indonesia is evaluated based on national standards set by the National Education Standards Agency (BSKAP), which cover content, language, presentation, and graphics. In language learning, linguistic appropriateness is crucial because clarity, consistency of terminology, sentence readability, and simplicity directly influence students' comprehension of the material (Ambiya & Sauri, 2023). Textbooks must therefore avoid ambiguity, employ familiar expressions, and present ideas systematically. In addition, examples, exercises, and instructions should be age-appropriate so learners can gradually build understanding and confidently apply new language concepts in classroom activities (Zulfida1 et al., 2024).

In practice, teachers frequently adapt textbook language during instruction by rephrasing explanations, simplifying terminology, or providing additional contextual examples so students can follow the lesson. This situation indicates that the linguistic form presented in the book does not always function independently as a learning guide (Aburub, 2023). When instructional clarity depends heavily on teacher mediation, the textbook's role as a primary learning resource becomes less optimal (Khalaf & Rodiah, 2020). Therefore, examining linguistic aspects systematically is necessary to determine whether the material truly supports autonomous comprehension at the elementary level.

Previous research on Arabic textbooks at the Madrasah Ibtidaiyah level has generally focused on curriculum suitability and material organization (Hasanah, 2023; Rohman, 2021). Other studies discuss readability in general without using standardized evaluation indicators (Alvina et al., 2024). As a result, linguistic appropriateness is often only positioned as a complementary aspect in textbook evaluation (Rahmasari et al., 2025). Thus, empirical studies that systematically evaluate Arabic textbooks using BSKAP linguistic indicators are still limited.

Previous textbook evaluations emphasize alignment, organization, and readability, assuming structured content ensures comprehension. Yet learners may struggle when linguistic forms exceed their developmental level, and readability often ignores instructional function, leading to mechanical task completion (Supriadi et al., 2021). Many studies also lack standardized indicators, making conclusions interpretative. Meanwhile, the widely used Grade V Arabic textbook by Nur Hidayah Press has not been evaluated using national criteria, leaving its linguistic suitability, developmental appropriateness, and effectiveness for comprehension and independent learning uncertain.

Based on these gaps, this study analyzes the linguistic feasibility of the Grade V Arabic textbook published by Nur Hidayah Press using BSKAP indicators. It examines grammatical accuracy, terminological consistency, readability, and linguistic simplicity across vocabulary, dialogues, reading passages, and instructions. The study aims to provide measurable evaluation, identify strengths and weaknesses, and support improvement of Arabic teaching materials for Madrasah Ibtidaiyah learners in elementary Islamic school learning contexts today.

Research Method

This research uses a qualitative content analysis approach supported by quantitative assessment through an assessment rubric (qualitative content analysis with an assessment rubric) (Schreier, 2012). This approach was chosen because the study focuses on identifying linguistic characteristics in textbooks while also measuring their level of suitability based on predetermined indicators. The combination of qualitative interpretation and numerical scoring produces findings

that are systematic, transparent, comparable, and academically accountable for evaluating textbook language quality comprehensively.

Research data consist of language units identified in the textbook, including words, phrases, sentences, example dialogues, grammatical explanations, and instructional directions used in various learning activities (Philipp, 2014). These elements were examined to assess linguistic clarity, conceptual accuracy, and pedagogical suitability. Secondary data were obtained from textbook assessment guidelines issued by the Education Curriculum and Assessment Standards Agency (BSKAP), along with supporting references from linguistic literature and previous textbook evaluation studies related to Arabic language learning.

To organize the collected data, each identified language unit was coded according to the corresponding evaluation indicator. The coding process involved grouping similar findings, noting their frequency of occurrence, and linking them to specific pages or activities in the textbook. This step facilitated systematic comparison across chapters and ensured that both recurring and isolated issues were considered before further interpretation.

Data collection was conducted using documentation techniques by carefully reading all sections of the textbook, identifying and marking relevant parts, classifying findings based on predetermined indicators, and recording linguistic inconsistencies, errors, or mismatches between the material and learning objectives throughout the content. This systematic procedure ensured comprehensive coverage and minimized overlooked data during analysis.

Instrument research uses linguistic feasibility analysis sheets based on BSKAP indicators, which are then grouped into four main aspects, namely:

1. Correct and clear use of language
2. Use of appropriate terminology
3. Sentence readability
4. Simplicity and ease of understanding

Each indicator used a four-point scale: 1 not applicable, 2 less applicable, 3 applicable, and 4 very applicable. A uniform scale maintained objectivity and reduced subjectivity during analysis. It was applied consistently across indicators so categories could be compared accurately, and total scores were converted into percentages to determine the feasibility level:

$$\text{Score} = \frac{Obtained\ Score}{Maximum\ Score} \times 100\%$$

Table 1. Percentage Scale for Linguistic Feasibility Assesment

No.	Feasibility Category	Percentage Range
1	Less Feasible	0-25%

2	Moderately Feasible	26-50%
3	Feasible	51-75%
4	Highly Feasible	76-100%

Data analysis was conducted in three stages: reduction, categorization using predetermined indicators, and interpretation. Quantitative results determined feasibility levels, while qualitative analysis identified language errors and their impact on comprehension. This combined approach provided a balanced evaluation, measuring suitability numerically and explaining pedagogical implications descriptively, ensuring findings were measurable and meaningful for instructional improvement.

Data validity was ensured through theoretical triangulation by systematically comparing the research findings with BSKAP guidelines and relevant linguistic literature, including established theories of Arabic grammar and textbook evaluation standards. In addition, assessment consistency was maintained by applying the same evaluation rubric across all analyzed sections of the book. This procedure strengthened the credibility of the findings and ensured that interpretations remained stable, transparent, and academically accountable throughout the study.

Result and Discussion
Result

Based on the assessment results using the predetermined rubric, the Arabic textbook for fifth grade published by Nur Hidayah Press received a total score of 35 out of 48, or 72,92%, and can therefore be categorized as suitable for use as teaching material. This score was derived from four main aspects of assessment, namely correct and clear use of language, use of appropriate terminology, sentence readability, and simplicity and ease of understanding. In general, the book has met most of the language suitability indicators, so that the material can still be understood by elementary school students, although it is not yet fully optimal in all parts.

The aspect of grammatical accuracy showed the highest percentage (83.33%), indicating relatively correct structures with minimal grammatical errors. In contrast, terminology was the weakest aspect (58,3%) due to inconsistent and unfamiliar terms for students. Sentence readability and language simplicity were moderate (75.00%). Overall, sentences were understandable, but some were too long and less communicative, potentially causing difficulties for students in comprehending learning concepts and following instructional directions effectively.

Correct and clear use of language

The aspect of correct and clear use of language obtained a score of 10 out of 12 (83.33%), indicating a highly feasible category. This aspect was evaluated using three BSKAP indicators: (1) correctness of Arabic grammatical structure (nahwu and sharaf), (2) absence of semantic ambiguity, and (3) clarity of conveyed information and instructions. Overall, most language forms were appropriate, with only minor issues that did not substantially affect students' comprehension. These minor issues appeared in limited sections and were still understandable with minimal guidance from teachers.

Based on the grammatical structure indicator, most dialogues and reading passages employ simple sentence patterns appropriate for Madrasah Ibtidaiyah students, particularly mubtada'–khabar and basic verbal constructions. Nevertheless, several structural inaccuracies were identified. The sentence **وخلق لحمه وعظامه** omits the object pronoun (**له**), resulting in incomplete relational meaning. Similarly, the construction **في ناحية الأمام من الرأس وجه** does not form a complete nominal sentence structure and may confuse interpretation.
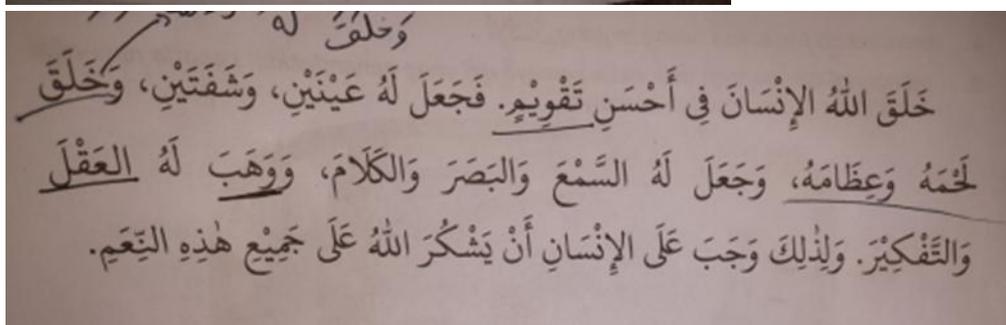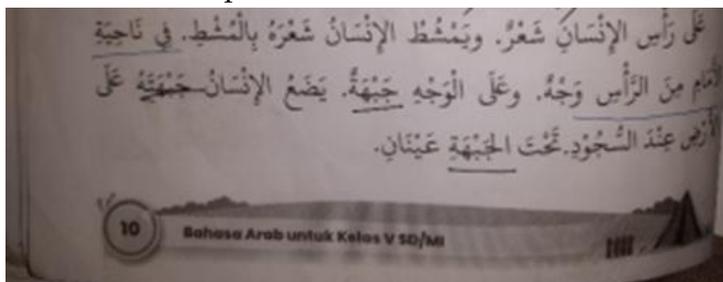

Figure 1. Structural incompleteness in nominal and verbal constructions

Findings show partial non-compliance with structural completeness criteria, although most sentences remain grammatically acceptable and generally understandable for elementary-level learners during classroom learning activities and guided reading sessions, with only minor clarification occasionally required from teachers, and overall comprehension of the material is still maintained across learning contexts without significantly disrupting instructional flow.

Regarding the ambiguity indicator, certain expressions create potential misinterpretation at the semantic level. The sentence **أمشي وأجري بالرجل** uses the phrase **بالرجل**, which lexically refers to a single leg and therefore does not accurately represent the intended activity involving both legs. Likewise, the question **كيف تحمل شيئًا ثقيلًا؟** does not specify whether it refers to the method or the instrument used, reducing referential clarity and possibly

leading students to interpret the instruction in different ways. Consequently, responses may vary widely.

Figure 2. Semantic ambiguity affecting clarity of meaning

Such cases demonstrate limited violations of the ambiguity indicator but do not dominate the overall content of the textbook, since most instructions and explanations remain sufficiently clear and understandable for students during regular classroom learning activities, allowing lessons to proceed effectively without major disruption.

Based on the instructional clarity indicator, most explanatory sentences are understandable; however, some learning instructions lack operational specificity. The command اكتب أعضاء الجسم في هذه الصورة does not clearly define the expected response format (labeling, listing, or composing sentences), which may require additional teacher explanation for students at the elementary level. As a result, learners may interpret the task differently, potentially leading to varied answers and reducing the consistency of learning outcomes during classroom activities.
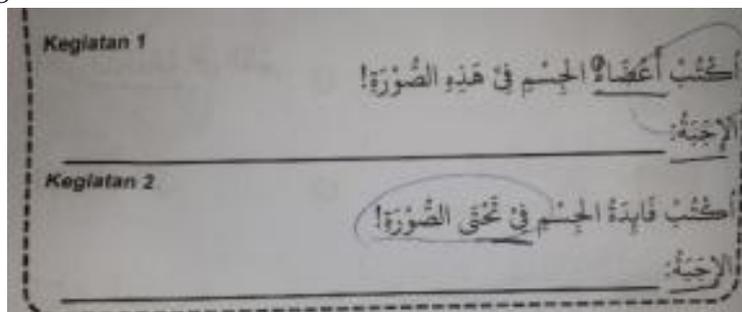

Figure 3. Non-operational instructional expression

This condition weakens the clarity of instruction, although it appears only in several sections and does not significantly reduce the overall comprehensibility of the material for students during learning activities, as most tasks remain interpretable with brief guidance and contextual cues from surrounding explanations and examples. In general, students are still able to follow the intended learning objectives, even though certain instructions may require minor clarification to prevent varied interpretations and ensure more consistent responses.

Overall, the language used in the textbook generally conforms to basic Arabic rules and supports student comprehension. The identified weaknesses are local and limited in frequency. Therefore, the aspect of correct and clear use of language achieved a high score,

with minor revisions recommended to improve structural completeness and instructional specificity.

Use of appropriate terminology

The aspect of use of appropriate terminology obtained a score of 8 out of 12 (66.7%), placing it in the feasible category. This aspect was evaluated using three BSKAP indicators: (1) conceptual accuracy of terms, (2) consistency of terminology usage, and (3) suitability of terminology to students' cognitive level. The results indicate that most terms were understandable, although several inconsistencies and abstract expressions still required clearer explanation for elementary-level learners.

Based on the conceptual accuracy indicator, several terms were identified as linguistically inappropriate. The expression الاسم الظاهر من الضمير is not conceptually accurate in Arabic grammar, since a ḍamīr does not originate from an ism ẓāhir but instead refers back to it. This formulation may cause students to misunderstand referential relationships within sentence structure and potentially misidentify antecedents in simple sentences. As a result, learners may develop incorrect assumptions about how pronouns function in Arabic grammatical systems.
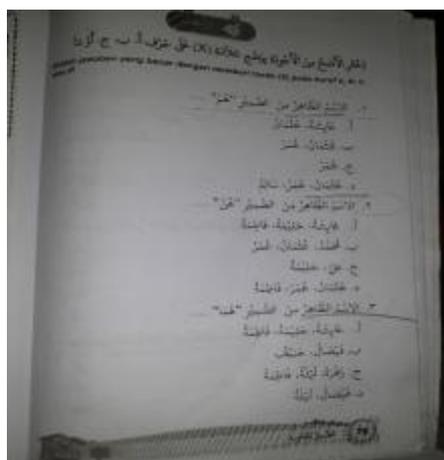

Figure 4. Conceptually inaccurate grammatical terminology

These findings indicate a partial violation of the conceptual accuracy criterion because the terms used do not adequately represent established grammatical concepts within proper instructional context, potentially leading learners to form incomplete or inaccurate conceptual frameworks and requiring additional clarification from teachers during the learning process.

Regarding the consistency indicator, different terms were used to refer to the same grammatical concept. The expressions الضمير للغائب and الضمير الغائب appear interchangeably without clarification, although both denote the same pronoun category. The absence of explicit explanation about their equivalence may lead students to assume that they represent different concepts. Such inconsistency can create confusion, hinder retention of terminology, and weaken the development of systematic and coherent understanding in early language learning stages, particularly for beginner students at the elementary level.
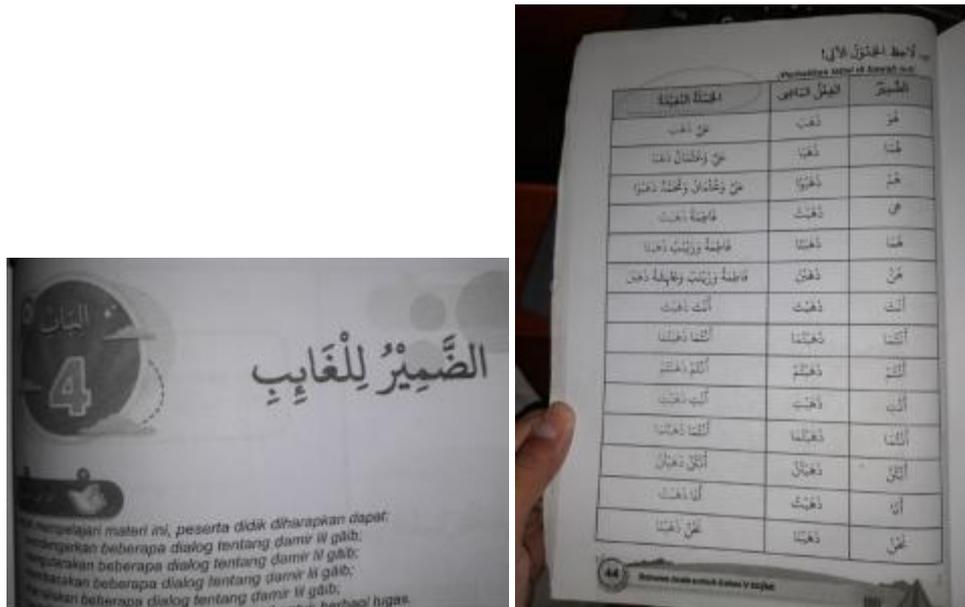
Figure 5. Inconsistent terminology usage

  This inconsistency reduces conceptual stability because students encounter multiple labels for a single linguistic concept, potentially causing confusion, weakening retention, and complicating the formation of systematic understanding during learning. Over time, such variation may also interfere with their ability to recall rules accurately and apply them consistently in new language contexts.

  Based on the suitability indicator, several terms were considered too abstract for Madrasah Ibtidaiyah learners. The expression فائدة الجسم does not clearly indicate the expected type of response and requires abstract reasoning beyond students' cognitive level. Similarly, grammatical terminology in qawāʿid explanations is sometimes presented without contextual illustration, limiting independent comprehension and making learners rely more heavily on teacher mediation to understand the intended meaning.

Figure 6. Terminology not aligned with learners' cognitive level

  These conditions demonstrate that although many terms are linguistically correct, their pedagogical suitability remains limited, as students may still experience difficulty understanding meanings without additional explanation or contextual support. In practice, learners may depend on teacher guidance to interpret concepts, indicating that the material

has not fully accommodated independent comprehension appropriate to their developmental stage.

Overall, the textbook uses terminology that is generally relevant to the learning themes; however, inaccuracies, inconsistencies, and abstract expressions appear in multiple sections across different chapters. These problems may interfere with students' ability to build stable conceptual understanding, particularly for learners who are still developing foundational language awareness. Because such issues directly influence comprehension and retention, this aspect received the lowest score among the four evaluated aspects. Therefore, revisions are recommended to standardize terminology, provide clearer contextual examples, and adapt expressions to the cognitive level of elementary learners.

Sentence Readability

The aspect of sentence readability obtained a score of 8 out of 12 (58,3%), placing it in the feasible category. This aspect was evaluated based on three BSKAP indicators: (1) suitability of language to students' developmental level, (2) simplicity and communicativeness of word choice, and (3) clarity and flow of instructional text. Overall, most sentences were readable and contextually appropriate, although several expressions required simplification to better match elementary learners' cognitive and linguistic abilities.

Based on the developmental suitability indicator, most reading texts and dialogues employ basic syntactic structures that can generally be followed by Madrasah Ibtidaiyah students. However, several expressions contain abstract vocabulary that exceeds students' concrete cognitive stage. For example, the phrases وَوَهَبَ لَهُ الْعَقْلَ وَالتَّفْكِيرَ and فِي أَحْسَنِ تَقْوِيمٍ contain philosophical concepts related to reasoning and moral evaluation, which require higher-level abstraction. Such wording may be understood only with teacher explanation rather than through independent student interpretation.
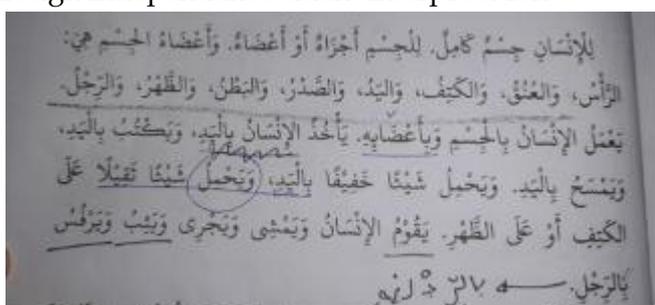

Figure 7. Use of abstract vocabulary affecting readability

Such expressions reduce readability because comprehension depends on conceptual reasoning rather than observable experience. Students at the elementary level typically rely on concrete references, so abstract wording can slow reading flow and require additional explanation. As a result, understanding becomes dependent on teacher guidance instead of independent interpretation during classroom learning activities.

Regarding the simplicity and communicativeness indicator, several sentences combine multiple actions within a single structure, increasing cognitive load. The sentence يَقُومُ الإِنْسَانُ وَيَمْشِي وَيَجْرِي وَيَثِبُ وَيَرْفُسُ بِالرِّجْلِ contains sequential verbs in one clause, which may challenge processing clarity for elementary learners. In addition, definitional statements in

qawā ʾid sections such as اسم التفضيل صفة تؤخذ من الفعل لتدل and ...الضمير للغائب هو ما يُستعمل للدلالة على على... employ metalinguistic terminology and extended constructions that require teacher mediation.

Figure 8. Complex sentence structures reduce processing clarity

These constructions limit communicative simplicity and increase reading difficulty for young learners who still rely on direct and concrete language patterns. Based on the instructional flow indicator, several commands are less operational and may interrupt comprehension flow during activities. Instructions such as اكتب فائدة الجسم do not specify the expected response format, while commands like حوّل الجمل and كوّن جملة مفيدة, صحّح الأفعال assume prior metalinguistic awareness that may not yet be fully developed among elementary students, requiring additional clarification from teachers.
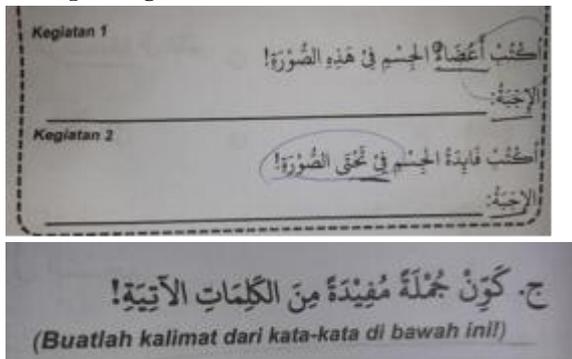

Figure 9. Fewer operational instructional expressions affect readability

These issues do not dominate the entire textbook but appear in several sections, reducing overall reading smoothness and occasionally interrupting comprehension flow. Nevertheless, most passages remain readable, and with brief guidance from teachers, students can still follow the intended learning activities effectively.

Overall, although the majority of sentences are structurally simple and readable, the presence of abstract vocabulary, extended definitions, and fewer operational instructions lowers overall readability. These elements may slow comprehension and reduce independent understanding among students at the elementary level. Therefore, this aspect received a moderate score (66.67%), indicating that further simplification, clearer examples, and stronger contextualization are necessary to improve processing ease and learning effectiveness for Madrasah Ibtidaiyah learners.

Simplicity and Ease of Understanding

The aspect of language simplicity obtained a score of 10 out of 12 (83.33%), indicating a highly feasible category. This aspect was evaluated based on three BSKAP indicators: (1) simplicity of sentence structure, (2) appropriateness of expression length, and (3) smoothness of text flow for independent comprehension. Overall, most sentences were short, direct, and easy to follow, allowing students to understand the material with minimal

assistance, although minor adjustments could further enhance clarity and continuity across lessons.

Based on the sentence structure simplicity indicator, most dialogues and exercises use short and direct constructions that are appropriate for elementary learners. Basic declarative and interrogative forms dominate the material, enabling students to recognize patterns easily and follow instructions with minimal effort. However, several sentences still contain extended constructions, such as يَقُومُ الإِنْسَانُ وَيَمْشِي وَيَجْرِي وَيَثِبُ وَيَرْفُسُ بِالرِّجْلِ, which combine multiple actions within a single structure. Although grammatically correct, such constructions reduce structural simplicity and may slightly increase processing load for beginning learners during reading activities.
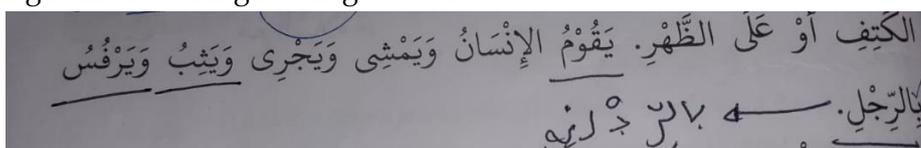

Figure 10. An extended sentence structure affects simplicity

These findings indicate that structural simplicity is generally achieved but occasionally reduced by overextended clauses. Such constructions remain understandable yet require greater attention from learners, potentially slowing reading pace and slightly increasing cognitive effort, particularly for students who are still developing basic sentence pattern recognition skills.

Regarding expression length, most explanations are concise and clearly aligned with the stated learning objectives, enabling students to grasp the intended meaning without excessive reading effort. Nevertheless, definitional sentences in qawāʿid materials, including الضمير للغائب هو ما يُستعمل للدلالة على... and ...اسم التفضيل صفة تؤخذ من الفعل لتدل على, tend to be longer and contain layered information within a single sentence. This extended structure increases processing effort despite correct grammar and may require teacher guidance for clearer understanding among elementary learners.

Figure 11. Long definitional expressions

Thus, while the majority of explanations are brief, certain grammatical definitions still require segmentation into shorter units so that students can process each part gradually and understand the meaning more easily during independent reading activities without excessive cognitive effort. This adjustment would improve comprehension and retention.

Based on the text flow indicator, the overall sequence of sentences is coherent and communicative. Instructions generally follow learning activities in a logical order, allowing students to follow tasks independently and maintain continuity while progressing through exercises. However, some expressions such as اكتب فائدة الجسم remain insufficiently explicit and may require teacher clarification, slightly interrupting independent reading flow. This interruption does not prevent task completion but may reduce reading smoothness and delay immediate understanding during classroom learning activities.
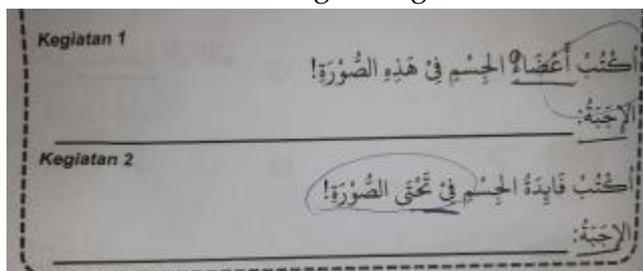

Figure 12. Instruction affecting independent comprehension flow

These interruptions are limited in number and do not substantially affect the overall communicative flow of the textbook. Most sections remain logically organized and easy to follow, allowing students to progress through lessons without major confusion. With minimal clarification, learners can still maintain comprehension and complete assigned tasks effectively during classroom activities.

Overall, the language used in the textbook is generally simple and communicative, supporting independent comprehension by Madrasah Ibtidaiyah students in most learning situations. Students can usually understand instructions and examples without intensive assistance, which indicates that the material aligns with their developmental level. Minor revisions are recommended to shorten definitional sentences and segment extended clauses so that information can be processed more gradually. Because most expressions already meet simplicity criteria, this aspect achieved a high score (83.33%), reflecting good linguistic accessibility.

Discussion

The findings indicate that the Grade V Arabic textbook published by Nur Hidayah Press generally fulfills linguistic feasibility criteria; however, several weaknesses reveal pedagogical limitations in supporting elementary learners in practical classroom situations. The difference between high grammatical accuracy and lower terminology consistency suggests that structural correctness alone does not guarantee conceptual clarity in language learning materials (Wachdah, 2020). Students may read sentences correctly but still struggle to grasp relationships between concepts, which ultimately affects comprehension and learning independence (Alzahrani, 2025).

Conceptual precision plays a crucial role in early language acquisition at the Madrasah Ibtidaiyah level, particularly because students are still developing foundational cognitive and linguistic skills (Djody et al., 2024). Learners rely on

stable, repetitive, and concrete linguistic references to construct grammatical understanding progressively and meaningfully. When terminology is inconsistent or overly abstract, students tend to memorize forms mechanically without understanding relationships between concepts (Mohamed, 2024). This condition limits the internalization of Arabic sentence patterns and reduces their ability to apply structures accurately and confidently in different communicative contexts.

Reading difficulty at the elementary level is closely related to cognitive processing demands (Khitam, 2025; Baroroh & Rahmawati, 2020; Cahyati et al., 2025). Abstract vocabulary and extended explanations require interpretative reasoning rather than direct recognition, causing students to rely on teacher guidance instead of independent text processing (Maesaroh, 2024). As a result, the textbook functions more as a guided instructional tool than as a self-learning resource, since learners must repeatedly seek clarification to understand meaning and connect concepts throughout learning activities effectively.

Another related aspect is the uneven distribution of informational complexity within the text. Certain sections are written in brief and straightforward sentences, yet other parts suddenly contain condensed explanations that introduce several ideas simultaneously (Sultan & Abidin, 2022). This shift disrupts reading continuity and requires students to reorganize their understanding repeatedly. Consequently, comprehension develops in fragments rather than progressively, making it harder for learners to construct a stable conceptual framework from the material.

Despite these limitations, the overall communicative flow of the material remains accessible for elementary learners, allowing students to follow the general meaning even when certain sections require clarification. Therefore, the textbook can still function as a primary learning resource, although targeted linguistic refinement is necessary to support independent comprehension. This finding suggests that textbook evaluation should consider conceptual coherence and pedagogical suitability rather than structural correctness alone.

This study contributes to Arabic textbook evaluation by demonstrating that linguistic feasibility involves more than grammatical correctness. Consistency of terminology, readability aligned with cognitive development, and operational instructional language play a central role in facilitating understanding at the elementary level. Learners require stable references and clear sentence patterns to build meaning progressively, not merely recognize forms. When language structure supports cognitive processing, students are more capable of independent learning and knowledge retention. Therefore, systematic revision focusing on terminology standardization, clearer examples, and simplification of abstract expressions is necessary to improve learning effectiveness and classroom usability.

Conclusion

The Grade V Arabic textbook published by Nur Hidayah Press can be categorized as linguistically feasible for Madrasah Ibtidaiyah learners; however, its effectiveness is influenced by several pedagogical limitations in practical learning situations. Although grammatical structures are generally correct, certain linguistic forms do not consistently support conceptual clarity, causing students to depend on teacher guidance rather than independent understanding.

The findings indicate that comprehension difficulties are related to inconsistencies in terminology, abstract expressions, and uneven informational density. These conditions reduce students' ability to construct meaning independently and increase reliance on teacher explanation, limiting the textbook's function as a self-learning resource.

This study highlights that linguistic feasibility should be evaluated not only through structural accuracy but also through conceptual coherence and suitability to learners' cognitive development. Therefore, revisions should focus on terminology standardization, clearer contextual examples, and simplification of abstract explanations so that students can understand meanings more easily and interact with the material independently.

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