



Alibbaa': Jurnal Pendidikan Bahasa Arab

Special Issue Vol. 01 2026

P-ISSN: 2721-1606 | E-ISSN: 2716-4985

doi: <https://doi.org/10.19105/ajpba.vi.24476>

Fragmented Scaffolding in Arabic Textbooks: A Genre-Based Analysis of the Teaching Learning Cycle in Indonesian Madrasah Education

Safira Nur Rizqina¹, Shofa Musthofa Khalid²

^{1,2} *Universitas Pendidikan Indonesia, Indonesia*

Corresponding E-mail: shofelia@upi.edu

Abstract

This study investigates the implementation of the Teaching Learning Cycle (TLC) in the Grade XI Arabic textbook published by KSKK Madrasah (2020). Using qualitative content analysis grounded in Systemic Functional Linguistics and Genre-Based Approach, the study analyzed six textbook chapters through the stages of BKOF, MOT, JCOT, and ICOT. AI-assisted comparative validation using ChatGPT-5 was additionally employed to support analytical consistency between manual and AI categorization results. The findings reveal that although all TLC stages formally appeared in the textbook, their pedagogical continuity was implemented inconsistently. BKOF and MOT generally provided adequate contextual and rhetorical support, while JCOT frequently lacked collaborative text construction and was often reduced to oral interaction. Consequently, several ICOT activities required students to produce independent texts without sufficient scaffolding. The study contributes to genre-based Arabic textbook evaluation within the context of Indonesian madrasah education.

Keywords: *arabic textbook, genre-based approach, teaching learning cycle, AI-assisted validation*

Abstrak

Penelitian ini mengkaji implementasi Teaching Learning Cycle (TLC) dalam buku ajar Bahasa Arab kelas XI terbitan KSKK Madrasah tahun 2020. Penelitian menggunakan analisis isi kualitatif berbasis Systemic Functional Linguistics dan Genre-Based Approach dengan menganalisis enam bab melalui tahapan BKOF, MOT, JCOT, and ICOT. Validasi komparatif berbantuan AI menggunakan ChatGPT-5 juga diterapkan untuk mendukung konsistensi analisis antara kategorisasi manual dan AI.

Hasil penelitian menunjukkan bahwa meskipun seluruh tahapan TLC secara formal muncul dalam buku ajar, kontinuitas scaffolding pedagogisnya belum diterapkan secara konsisten. Tahap BKOF dan MOT umumnya telah memberikan dukungan konteks dan pemodelan genre yang memadai, sedangkan tahap JCOT sering kali direduksi menjadi interaksi lisan tanpa konstruksi teks kolaboratif. Akibatnya, beberapa aktivitas ICOT menuntut produksi teks mandiri tanpa scaffolding yang memadai. Penelitian ini berkontribusi pada evaluasi buku ajar Bahasa Arab berbasis pedagogi genre dalam konteks pendidikan madrasah di Indonesia.

Kata Kunci: *buku teks bahasa arab, pendekatan berbasis genre, teaching learning cycle, validasi AI*

Introduction

The role of textbooks in Arabic language education has increasingly shifted from merely providing instructional materials toward functioning as pedagogical scaffolding that guides students' language development. In the context of Madrasah Aliyah (MA) education in Indonesia, textbooks are expected not only to deliver linguistic content but also to facilitate students' gradual progression toward meaningful and functional language use. However, despite the curricular transition following the implementation of KMA No. 183 of 2019¹ and the broader orientation toward competency-based learning, no officially revised Arabic textbook has yet replaced the 2020 textbook published by the Directorate of KSKK Madrasah, Ministry of Religious Affairs. As a result, the continuity between evolving curricular expectations and the pedagogical organization of instructional materials remains questionable, particularly regarding how textbooks support students' literacy development through systematic learning sequences.

Within contemporary language pedagogy, the Genre-Based Approach (GBA), rooted in Systemic Functional Linguistics (SFL), has been widely recognized as a pedagogical framework that emphasizes language as a meaning-making resource situated within social contexts. Halliday and Matthiessen (2014) conceptualize language not as an isolated grammatical system, but as a functional semiotic resource used to achieve communicative purposes in particular contexts². Building upon this perspective, the Sydney School developed genre pedagogy

¹ Ministry of Religion RI, *Decree of the Minister of Religion Number 183 Year 2019* (Jakarta: Ministry of Religion RI, 2019).

² . A. K. Halliday, *Halliday's Introduction to Functional Grammar*, ed. C. M. I. M. Matthiessen (London: Routledge, 2014).

through the Teaching Learning Cycle (TLC), which systematically guides learners through four interconnected stages: Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). This pedagogical sequence enables learners to gradually develop rhetorical awareness, linguistic control, and independent text production abilities through scaffolded instruction³. In the Indonesian context, Suharyadi and Basthomi (2020) further demonstrate that the fragmentation or omission of TLC stages may weaken the pedagogical coherence of genre-based instruction⁴, resulting in incomplete scaffolding processes for learners. Similarly, Zhang (2023) explains that the Sydney School genre tradition positions genre pedagogy as a visible pedagogy that explicitly supports learners in understanding how texts function socially and rhetorically within communicative contexts⁵.

Recent studies in Arabic language education have increasingly addressed the quality and functionality of teaching materials. Research conducted by Khalid et al. (2023) analyzed Arabic textbooks published by KSKK Madrasah using a praxeological perspective and found that several instructional components were insufficiently aligned with students' learning needs⁶. Similarly, Azhari (2018) evaluated Arabic textbooks based on BSNP criteria and emphasized the importance of material suitability, presentation, and instructional organization⁷. Other

³ Emi Emilia and Fuad Abdul Hamied, "Systemic Functional Linguistic Genre Pedagogy (SFL GP) in a Tertiary EFL Writing Context in Indonesia," *TEFLIN Journal* 26, no. 2 (2015): 155–82, <https://doi.org/10.15639/teflinjournal.v26i2/155-182>.

⁴ Suharyadi and Yazid Basthomi, "Patterns of the Teaching and Learning Cycle of GBA by EFL Teachers in Indonesia," *Journal of Education and e-Learning Research* 7, no. 1 (2020): 34–41, <https://doi.org/10.20448/journal.509.2020.71.34.41>

⁵ Peiwen Zhang, "Review of Sydney School Genre Studies," *Linguistics and Literature Studies* 11, no. 4 (2023): 57–63, <https://doi.org/10.13189/lis.2023.110401>.

⁶ Shofa Musthofa Khalid, Hikmah Maulani, Nalahuddin Saleh, Muhammad Faris Imaduddin, Eneng Komariyah Maimun RNM, and Ijlal Haziq Taufik, "Analysis of Arabic Teaching Books Class X with Praxeology Approach," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaan* 10, no. 1 (2023): 63–75, <https://doi.org/10.15408/a.v10i1.31578>.

⁷ Afifa Wijdan Azhari, "Analisis Buku Ajar Bahasa Arab Kelas VI Madrasah Ibtidaiyah Terbitan Karya Toha Putra," *ALSUNIYAT: Jurnal*

studies have also explored the integration of culturally responsive materials and pedagogical design in Arabic instruction⁸. Nevertheless, these studies predominantly focus on material quality, cultural representation, or general pedagogical feasibility, while the sequential logic of genre-based scaffolding embedded within textbook activities remains largely underexplored.

At the international level, previous GBA studies have extensively investigated classroom implementation, instructional adaptation, and genre pedagogy effectiveness. Pamungkas et al. (2025) identified a decline in genre scaffolding across upper-grade language textbooks in Indonesia, indicating that advanced learning tasks were often insufficiently supported by progressive instructional stages⁹. Likewise, Triastuti et al. (2022) highlighted practical difficulties in adapting genre pedagogy into instructional materials that simultaneously satisfy curricular demands and pedagogical coherence¹⁰. Other studies have specifically examined the pedagogical significance of individual TLC stages. Hermansson et al. (2019), for instance, demonstrated that collaborative stages such as JCOT do not automatically improve students' writing quality unless implemented as meaningful cognitive scaffolding¹¹. Similar concerns regarding the continuity of genre

Penelitian Bahasa, Sastra, dan Budaya Arab 1, no. 2 (2018): 125–36, <https://doi.org/10.17509/alsuniyat.v1i2.24360>.

⁸ M. Z. Al Farisi, H. Maulani, A. B. Hardoyo, S. M. Khalid, and N. Saleh, "Investigating Arabic Language Teaching Materials Based on Indonesian Folklore: An Ethnographic Study on the Folktale of 'Bandung'," *Asian Education and Development Studies* 13, no. 2 (2024): 134–49, <https://doi.org/10.1108/AEDS-07-2023-0082>, Yayan Nurbayan, Anwar Sanusi, Neneng Sri Wulan, and Zawawi bin Ismail, "Pedagogical Competence Design: Arabic Teaching as a Foreign Language Based on a Praxeological Approach," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 7, no. 2 (2024), <https://doi.org/10.17509/alsuniyat.v7i2.73132>.

⁹ Arianto Pamungkas, Muhammad Sulhi, Mudhari, and Setyono, "Local Curriculum, Global Challenges: A Critical Analysis of Madrasah Aliyah Arabic Textbooks in Indonesia," *Journal of Islamic Education and Arabic Studies* (2024), <https://doi.org/10.22521/edupij.2025.17.401>.

¹⁰ Anita Triastuti, Suwarsih Madya, and Phil Chappell, "Genre-Based Teaching Cycle and Instructional Design: A Case Study of Indonesian Senior High School Teachers," *Indonesian Journal of Applied Linguistics* 12, no. 1 (2022): 1–15, <https://doi.org/10.17509/ijal.v12i1.46513>.

¹¹ Carina Hermansson, Bert Jonsson, Maria Levlin, Anna Lindhé, Berit Lundgren, and Annika Norlund Shaswar, "The (Non)effect of Joint

pedagogy implementation were also identified by Nurlaelawati et al. (2020), who found that Indonesian preservice teachers frequently struggled to operationalize the later stages of genre pedagogy consistently within classroom practice¹². To expand genre pedagogy beyond written production, Ochoa et al. (2026) further adapted genre-based instruction into spoken interaction through the “Talking to Learn” framework, emphasizing the importance of oral scaffolding in foreign language learning¹³. Despite these contributions, existing scholarship remains heavily centered on English as a Foreign Language (EFL) contexts, leaving the pedagogical sequencing of Arabic language textbooks in Indonesian madrasahs insufficiently examined.

Recent developments in digital pedagogy have additionally introduced Artificial Intelligence (AI) into genre-based language learning environments. Generative AI systems such as ChatGPT have been explored as adaptive learning companions capable of providing linguistic feedback and genre-related assistance in foreign language instruction¹⁴. However, studies evaluating the reliability of early Large Language Models (LLMs) also reveal significant limitations in analytical consistency, contextual interpretation, and qualitative categorization accuracy¹⁵. Consequently, AI-generated analysis cannot fully replace human interpretive judgment in pedagogical evaluation. Instead, AI may function more appropriately as a supplementary

Construction in a Genre-Based Approach to Teaching Writing,” *The Journal of Educational Research* 112, no. 4 (2019): 483–94, <https://doi.org/10.1080/00220671.2018.1563038>.

¹² Iyen Nurlaelawati, Nenden Sri Lengkanawati, and Wawan Gunawan, “Recontextualising Genre-Based Pedagogy in Indonesian Context: A Case of Preservice Teachers,” *International Journal of Education* 12, no. 2 (2020): 80–91, <https://doi.org/10.17509/ije.v12i2.23394>.

¹³ Luisa Fernanda Díaz Ochoa, José David Herazo, and Diana Arroyo, “Genre Pedagogy to Teach Spoken Reports in EFL,” *ELT Journal* 80, no. 1 (2026): 54–65, <https://doi.org/10.1093/elt/ccaf058>.

¹⁴ Sitti Wardatul Humairoh, Nurul Hadi, and Umi Hanifah, “The AI Revolution in Arabic Language Learning: An Analysis of ChatGPT’s Role in Autonomous Learning,” *Alibbaa': Jurnal Pendidikan Bahasa Arab* 7, no. 1 (2026): 1–19, <https://doi.org/10.19105/ajpba.v7i1.22479>.

¹⁵ Niall Curry, Paul Baker, and Gavin Brookes, “Generative AI for Corpus Approaches to Discourse Studies: A Critical Evaluation of ChatGPT,” *Applied Corpus Linguistics* 4, no. 1 (2024): 1–9, <https://doi.org/10.1016/j.acorp.2023.100082>.

analytical instrument that supports comparative validation in qualitative research.

Based on these considerations, this study argues that the pedagogical effectiveness of Arabic textbooks should not only be evaluated through content suitability or curriculum alignment, but also through the coherence of their instructional scaffolding sequences. Therefore, this study aims to investigate the extent to which the Grade XI Arabic textbook published by KSKK Madrasah (2020)¹⁶ operationalizes the stages of the Teaching Learning Cycle within its learning activities. To strengthen analytical rigor, the study combines manual qualitative content analysis based on the TLC framework, practitioner perspectives obtained through semi-structured interviews, and AI-assisted comparative categorization. Therefore, this study investigates the extent to which the Grade XI Arabic textbook published by KSKK Madrasah (2020) operationalizes the stages of the Teaching Learning Cycle within its instructional task sequences.

Method

Research Design

This study employed a qualitative descriptive approach using content analysis to investigate the pedagogical sequencing embedded within the Grade XI Arabic textbook published by the Directorate of KSKK Madrasah, Ministry of Religious Affairs of Indonesia (2020). Qualitative content analysis was selected because the study focused on interpreting the instructional organization, pedagogical functions, and scaffolding patterns represented in textbook task sequences rather than measuring statistical relationships. The analysis specifically examined how the textbook operationalized the stages of the Teaching Learning Cycle (TLC) within Genre-Based Pedagogy.

The analytical framework of this study was grounded in Systemic Functional Linguistics (SFL), which conceptualizes language as a meaning-making resource functioning within social contexts¹⁷. Operationally, the study adopted the Teaching Learning Cycle (TLC)

¹⁶ Risna Rianti Sari and Hasyim Amrulloh, *Bahasa Arab Madrasah Aliyah Kelas XI*, ed. A. Muballigh (Jakarta: Direktorat KSKK Madrasah, 2020).

¹⁷ M. A. K. Halliday, *Halliday's Introduction to Functional Grammar*, ed. C. M. I. M. Matthiessen (London: Routledge, 2014), D. Rose et al., "Writing as Linguistic Mastery," in *Writing as Linguistic Mastery*, ed. F. Christie and J. R. Martin (London: Continuum, 2008).

model developed by Hammond et al. (1992) within the Genre-Based Approach (GBA), consisting of Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). The TLC framework was selected because it provides a systematic pedagogical structure for examining how instructional tasks scaffold learners from contextual preparation toward independent text production¹⁸. To strengthen the operational clarity of the rubric indicators, the study adapted the visual analytical indicators developed by Kartika-Ningsih and Gunawan (2019), as further discussed in Aswani (2021)¹⁹.

Data Source and Unit of Analysis

The primary data source of this study was the Grade XI Arabic textbook for Madrasah Aliyah issued by the Directorate of KSKK Madrasah, Ministry of Religious Affairs of Indonesia in 2020. The analysis focused on all six thematic chapters contained in the textbook.

The unit of analysis comprised instructional task sequences embedded within each chapter, including dialogue activities (*hiwar*), reading texts (*qira'ah*), writing exercises (*kitabah*), vocabulary activities (*mufradat*), and instructional commands accompanying the learning tasks. Each instructional activity was analyzed according to its dominant pedagogical function within the TLC framework.

Analytical Framework

The analysis employed a four-point Likert scale rubric by Rensis Likert (1932) to evaluate the pedagogical quality of each TLC stage. The scale ranged from highly inappropriate (1) to highly appropriate (4),

¹⁸ Suharyadi and Yazid Basthomi, "Patterns of the Teaching and Learning Cycle of GBA by EFL Teachers in Indonesia," *Journal of Education and e-Learning Research* 7, no. 1 (2020): 34–41, <https://doi.org/10.20448/journal.509.2020.71.34.41>, Jenny Hammond et al., *English for Social Purposes: A Handbook for Teachers of Adult Literacy* (Sydney: NCELTR, 1992).

¹⁹ Harni Kartika-Ningsih and Wawan Gunawan, "Recontextualisation of Genre-Based Pedagogy: The Case of Indonesian EFL Classrooms," *Indonesian Journal of Applied Linguistics* 9, no. 2 (2019): 335–47, <https://doi.org/10.17509/ijal.v9i2.20231>, Aprilza Aswani, Nurul Namira Simatupang, Muhammad Yusuf, and T. Kasa Rullah Adha, "Genre-Based Approach Implementation in Teaching Listening: A Case Study in Senior High School in Indonesia," *Theory and Practice in Language Studies* 13, no. 5 (2023): 1198, <https://doi.org/10.17507/tpls.1305.13>.

depending on the extent to which the instructional tasks supported genre scaffolding and instructional progression²⁰.

Table 1. TLC Analytical Rubric

TLC Stage	Analytical Focus	Scale Orientation
BKOF	Context activation, vocabulary preparation, and discourse orientation	1 = no contextual preparation; 4 = extensive contextual and lexical scaffolding
MOT	Explicit modelling of genre structure and linguistic features	1 = no explicit modelling; 4 = comprehensive genre deconstruction
JCOT	Collaborative construction and negotiated meaning-making	1 = no collaborative construction; 4 = extensive collaborative drafting
ICOT	Independent production based on prior scaffolding	1 = no independent production; 4 = independent genre production supported by coherent scaffolding

The BKOF stage evaluated how far textbook activities activated students' prior knowledge, introduced contextual understanding, and prepared supporting vocabulary before students encountered complex language tasks. The MOT stage examined whether model texts were explicitly deconstructed through explanations of schematic structure, communicative purpose, and linguistic features. The JCOT stage focused on the extent to which collaborative drafting and negotiated meaning-making activities were provided before students were required to produce texts independently. Meanwhile, the ICOT stage assessed whether students were instructed to produce independent functional texts supported by sufficient pedagogical scaffolding from previous stages.

Data Analysis Procedure

The analysis was conducted through four stages. First, all instructional activities within the textbook were identified and segmented according to chapter organization. Second, each task was

²⁰ Pere J. Ferrando, Fabia Morales-Vives, José M. Casas, and José Muñiz, "Likert Scales: A Practical Guide to Design, Construction and Use," *Psicothema* 37, no. 4 (2025): 1–15, <https://doi.org/10.70478/psicothema.2025.37.24>.

classified into one of the four TLC stages based on its dominant pedagogical function. Third, the identified tasks were coded using the TLC Likert rubric to evaluate the quality of pedagogical scaffolding embedded within the textbook. Finally, the coding results were interpreted to identify recurring instructional patterns, sequencing gaps, and pedagogical inconsistencies across chapters.

The coding process emphasized interpretive analysis rather than binary categorization. Therefore, the analysis did not merely examine the presence or absence of TLC stages, but also evaluated the pedagogical coherence and instructional continuity between stages within each chapter sequence.

Validation Strategy

To reduce potential subjectivity in manual coding, this study incorporated AI-assisted comparative categorization using ChatGPT-5 as a supplementary analytical instrument. The AI validation process was selectively applied to instructional tasks from chapters identified as representing the strongest and weakest pedagogical sequencing based on the researcher's initial coding results. This selective validation strategy was intended to provide representative cross-checking while avoiding excessive data processing that could reduce interpretive consistency in Large Language Models (LLMs)²¹.

The selected instructional task units were inputted into ChatGPT-5 using structured prompts aligned with the TLC framework. The AI-generated classifications were subsequently compared with the researcher's manual coding results to examine the degree of analytical congruence between human interpretation and AI-assisted categorization. In this study, AI was positioned not as an autonomous evaluator, but as a supplementary comparative tool supporting analytical validation.

To further strengthen contextual interpretation, semi-structured interviews were conducted with one Arabic language teacher and one educational foundation supervisor from MA Al-Khairiyah Jakarta. These interviews were not treated as primary empirical evidence, but rather as supporting pedagogical perspectives intended to contextualize the

²¹ Niall Curry, Paul Baker, and Gavin Brookes, "Generative AI for Corpus Approaches to Discourse Studies: A Critical Evaluation of ChatGPT," *Applied Corpus Linguistics* 4, no. 1 (2024): 1–9, <https://doi.org/10.1016/j.acorp.2023.100082>.

practical implementation of textbook tasks within actual classroom settings.

Results and Discussion

The manual content analysis of the Grade XI Arabic textbook published by KSKK Madrasah (2020) revealed an inconsistent implementation of the Teaching Learning Cycle (TLC) across the six thematic chapters. Although all chapters formally contained instructional activities corresponding to the four TLC stages, the quality and continuity of pedagogical scaffolding varied considerably. The analysis indicated that instructional support tended to weaken as the genre demands became more cognitively complex, particularly within the Joint Construction of Text (JCOT) and Independent Construction of Text (ICOT) stages. This finding supports Pamungkas et al. (2025), who identified a similar decline in genre scaffolding within Indonesian language textbooks, where instructional guidance often diminishes in advanced literacy tasks²².

Table 2. Summary of TLC Patterns Across Chapters

Chapter	BKOF	MOT	JCOT	ICOT	Main Pedagogical Issue
1.Shopping	3	2	2	2	JCOT reduced to oral interaction
2.Health	2	3	2	3	Vocabulary overload before scaffolding
3.Travel	3	3	2	2	Premature independent production
4.Hajj & Umrah	3	3	2	2	Delayed collaborative scaffolding

²² Onok Yayang Pamungkas, Ariantoni, Sulhi, Marga Surya Mudhari, and Heru Setyono, “Local Curriculum, Global Challenges: A Critical Analysis of Indonesian Senior High School Language Textbooks through the Lens of Genre Pedagogy, Bloom’s Taxonomy, and the CLIL Framework,” *Educational Process: International Journal* 17, no. e2025401 (2025): 1–20, <https://doi.org/10.22521/edupij.2025.17.401>.

5. Information and Communication Technology	3	3	1	2	Complete absence of JCOT
6. Religions In Indonesia	2	4	2	3	Partial recovery of MOT integration

The analysis demonstrates that the strongest instructional consistency appeared within the BKOF and MOT stages, while the weakest continuity repeatedly emerged in the JCOT stage. In several chapters, collaborative learning activities were present only in the form of oral interaction (*hiwar*) rather than collaborative text construction. Consequently, students were frequently required to produce independent texts without sufficient transitional scaffolding.

BKOF and Cognitive Preparation

The Building Knowledge of the Field (BKOF) stage generally functioned effectively in activating contextual understanding through audio-visual vocabulary exposure. Several chapters introduced discourse topics through listening activities accompanied by visual representations, enabling students to build preliminary lexical familiarity before encountering the main text. For instance, the instruction “*istami ilā al-mufradāt thumma uktubhā taḥta al-ṣuwar al-munāsibah*” (“listen to the vocabulary, then write it under the matching pictures”) successfully combined auditory and visual scaffolding to support contextual preparation.

However, this pedagogical consistency was not maintained across all chapters. In Chapters 2 and 6, students were introduced to analytical tasks before receiving sufficient lexical preparation. In Chapter 2, students were instructed to complete textual blanks immediately after listening activities without prior vocabulary reinforcement. Similarly, Chapter 6 opened with analytical comprehension questions related to religious discourse before explicitly introducing key vocabulary. These instructional patterns potentially increase students’ cognitive burden, particularly for learners with limited Arabic exposure. Aziez et al. (2020) similarly argue that vocabulary difficulty and insufficient lexical preparation frequently obstruct comprehension within genre-based language instruction²³.

²³ Furqanul Aziez, Feisal Aziez, and Burhan Eko Purwanto, “Receptive Vocabulary Knowledge and Reading Skills of Indonesian Prospective EFL

This instructional challenge was also reflected in practitioner responses. One teacher explained that many students struggled to follow independent Arabic tasks because most learners did not possess pesantren-based linguistic backgrounds:

"Saya ngajar kelas 10 benar-benar dari nol... mereka harus faham fi'il, fa'il, mubtada', khabar..."

This response suggests that insufficient lexical and grammatical preparation within textbook sequences potentially increases teachers' dependence on improvised scaffolding outside the textbook structure.

MOT and Genre Deconstruction

The Modelling of Text (MOT) stage revealed varying levels of pedagogical coherence across chapters. In several cases, model texts were presented appropriately but separated from their schematic deconstruction explanations. For example, Chapters 1 and 3 introduced complete genre texts through the instruction *"unzur wa iqra' wa ifham"* ("look, read, and understand"), yet the explanation of schematic structures and linguistic features appeared several pages later. This separation potentially limits students' rhetorical awareness because learners may focus primarily on translation and surface comprehension rather than understanding the organizational structure of the genre itself.

Triastuti et al. (2022) similarly emphasize that fragmented modelling reduces the effectiveness of genre pedagogy because learners fail to connect textual examples with explicit rhetorical instruction simultaneously²⁴. In contrast, Chapter 6 demonstrated a stronger implementation of the MOT stage by placing the descriptive text directly alongside the structural analysis box. This immediate integration allowed students to observe how schematic elements functioned within the text while reading it, thereby strengthening rhetorical visibility within the learning process.

The findings also indicate that the textbook demonstrates gradual improvement in integrating genre deconstruction more explicitly in later chapters. Nevertheless, the placement inconsistency between model texts and rhetorical explanations still reflects an incomplete operationalization

Teachers," *Universal Journal of Educational Research* 8, no. 5 (2020): 2005–11, <https://doi.org/10.13189/ujer.2020.080538>.

²⁴ Anita Triastuti, Suwarsih Madya, and Phil Chappell, "Genre-Based Teaching Cycle and Instructional Design: A Case Study of Indonesian Senior High School Teachers," *Indonesian Journal of Applied Linguistics* 12, no. 1 (2022): 1–15, <https://doi.org/10.17509/ijal.v12i1.46513>.

of the TLC framework. As Zhang (2023) explains, genre pedagogy requires visible instructional guidance that explicitly reveals how texts are socially and rhetorically constructed²⁵. When schematic explanations are physically separated from model texts, students may struggle to develop genre awareness beyond literal comprehension.

JCOT Fragmentation and Scaffolding Discontinuity

The most significant pedagogical weakness identified in the textbook appeared within the Joint Construction of Text (JCOT) stage. Across multiple chapters, collaborative activities were consistently reduced to interpersonal oral interaction rather than collaborative text drafting. For example, the instruction “*tabādali al-ḥiwār ma‘a zamīlik*” (“exchange dialogues with your partner”) only required students to perform spoken interaction without jointly constructing written genre texts.

Although these activities formally involved peer interaction, they did not fulfill the primary pedagogical function of JCOT within genre pedagogy, namely the negotiated construction of texts through guided collaboration. In Chapters 1, 4, and 6, collaborative activities appeared only as oral discussion exercises (*hiwar*), while Chapter 5 entirely omitted the JCOT stage. As a result, students were frequently directed toward independent writing tasks without experiencing gradual collaborative scaffolding beforehand.

This finding reflects a persistent product-oriented instructional tendency in which language learning emphasizes final output rather than scaffolded meaning-making processes. Sato and Fujieda (2024) similarly note that language pedagogy often prioritizes mechanical task completion while neglecting collaborative text construction as a social learning process²⁶. In the present textbook, collaborative interaction existed superficially, yet the transition between guided modelling and independent production remained pedagogically discontinuous.

The absence of collaborative drafting support was also reflected in teacher responses. One participant explained that the textbook

²⁵ Peiwen Zhang, “Review of Sydney School Genre Studies,” *Linguistics and Literature Studies* 11, no. 4 (2023): 57–63, <https://doi.org/10.13189/lis.2023.110401>.

²⁶ Ryuichi Sato and Yutaka Fujieda, “Revisiting EFL Writing Instruction: An Analysis of Japanese University Syllabi,” *The Journal of Asia TEFL* 21, no. 4 (2024): 780–96, <http://dx.doi.org/10.18823/asiatefl.2024.21.4.2.780>.

frequently required teachers to improvise additional instructional support because the available materials were insufficiently scaffolded:

"Makanya saya cari ke sumber lain... bukunya kayak kurang lengkap."

This response indicates that the instructional discontinuity within the textbook potentially transfers part of the scaffolding responsibility from the textbook structure to teacher improvisation. Consequently, the effectiveness of genre instruction becomes highly dependent on teachers' individual pedagogical adaptation rather than systematically embedded textbook guidance.

ICOT and Premature Independent Production

The Independent Construction of Text (ICOT) stage generally required students to produce texts independently after completing preceding learning activities. However, because the JCOT stage was frequently underdeveloped or absent, students were often directed toward independent production without sufficient transitional scaffolding. This instructional pattern was particularly visible in Chapters 3 and 5, where students were instructed to compose recount and exposition texts independently despite limited prior collaborative drafting experience.

For example, Chapter 5 instructed students to *"rattib al-jumal li takūna naṣṣan burhāniyyan"* ("arrange the sentences to form an argumentative text") immediately after exposure to complex debate texts. Although the task formally targeted exposition genre production, the absence of collaborative argumentative construction beforehand potentially reduced the activity into a mechanical sequencing exercise rather than meaningful genre composition.

Similarly, in Chapter 3, students were required to compose recount sentences independently based on visual prompts without experiencing collaborative text construction processes. These patterns indicate that the textbook often conceptualized independent production as the immediate completion of tasks rather than the culmination of progressively scaffolded genre learning.

Despite these limitations, several ICOT activities still demonstrated pedagogical potential. In Chapter 6, students were instructed to write descriptive texts about their own country, allowing greater contextual relevance and personal engagement. However, because collaborative scaffolding remained limited, the success of these independent tasks likely depended heavily on teacher mediation and students' prior grammatical competence.

This issue was also reflected in practitioner responses. One teacher explained that independent tasks often became difficult for students because the textbook assumed grammatical readiness that many learners had not yet achieved:

“Mereka bukan dari pesantren, jadi saya harus ngajarin dari dasar lagi...”

This finding suggests that the ICOT stage within the textbook occasionally positions learner autonomy as an instructional assumption rather than as the result of systematically scaffolded progression.

AI-Assisted Comparative Validation

To strengthen analytical consistency, this study conducted AI-assisted comparative validation on two chapters representing contrasting pedagogical patterns: Chapter 5 (*Information and Communication Technology*) and Chapter 6 (*Religions*). These chapters were selected based on the manual coding results, where Chapter 5 demonstrated the weakest continuity of scaffolding due to the absence of the JCOT stage, while Chapter 6 showed the strongest integration of the MOT stage.

Table 3. Manual and AI Comparative Coding Results

Chapter	TLC Stage	Manual Score	AI Score	Agreement
5. Information and Communication Technology	BKOF	3	3	Matched
	MOT	3	3	Matched
	JCOT	1	1	Matched
	ICOT	2	2	Matched
	BKOF	2	2	Matched
6. Religions In Indonesia	MOT	4	3	Partial mismatch
	JCOT	2	1	Partial mismatch
	ICOT	3	2	Partial mismatch

The The AI and manual coding produced complete agreement in Chapter 5, particularly regarding the absence of the JCOT stage. Both analyses identified that students were required to organize argumentative texts independently without prior collaborative drafting activities. This consistency suggests that the omission of collaborative scaffolding in Chapter 5 was structurally explicit and detectable across both manual and AI-assisted categorization.

However, several discrepancies emerged in Chapter 6. The manual analysis assigned a higher MOT score because the descriptive text was positioned directly alongside the schematic deconstruction box, enabling simultaneous rhetorical observation. The AI analysis interpreted the modelling stage less positively because it struggled to recognize the spatial relationship between multiple textual components within the page layout. Similar limitations regarding contextual and visual interpretation in AI-assisted educational analysis have also been discussed by Xu et al. (2025)²⁷.

Differences additionally appeared in the JCOT and ICOT stages. While the manual analysis interpreted several oral collaborative activities as partial transitional scaffolding, the AI system classified these activities more rigidly because they did not explicitly involve collaborative written drafting. This discrepancy suggests that AI-assisted categorization remains effective in identifying explicit structural omissions but remains less capable of recognizing contextual pedagogical adaptations embedded within instructional practice.

Overall, the comparative validation demonstrates that AI-assisted analysis may support consistency checking in textbook evaluation, particularly when identifying overt structural gaps. Nevertheless, interpretive pedagogical judgment remains necessary in evaluating instructional flexibility, contextual adaptation, and multimodal textual organization within genre-based learning materials.

Discussion

The findings indicate that the implementation of the Teaching Learning Cycle (TLC) in the Grade XI Arabic textbook published by KSKK Madrasah has formally incorporated all stages of genre pedagogy, namely BKOF, MOT, JCOT, and ICOT. However, the presence of these stages does not yet fully represent coherent and continuous pedagogical scaffolding. These findings suggest that TLC in the textbook tends to be operationalized as a sequence of learning activities rather than as a

²⁷ Shuning Xu, Rui Yang, Wei Song, and Liping Liu, "Research on Database Construction and Intelligent Retrieval Technology for International Chinese Language Education Platforms: A Case Study of the Jingwei Chinese App," in *Proceedings of the 9th International Conference on Computer Science and Artificial Intelligence (CSAI 2025)* (New York: ACM, 2025), 591–94, <https://doi.org/10.1145/3788149.3788224>.

pedagogical structure that systematically guides students toward gradual meaning-making and genre production.

This condition is most evident in the implementation of the Joint Construction of Text (JCOT) stage. In several chapters, collaborative activities were indeed presented through *hiwar* activities or pair discussions, yet these activities did not fully lead to collaborative text construction as intended in genre pedagogy. Consequently, the processes of meaning negotiation and collaborative drafting, which should function as a bridge between modelling and independent production, were not optimally implemented. These findings indicate a tendency toward learning practices that emphasize task completion rather than gradual collaborative scaffolding.²⁸ In this context, independent production was often positioned as the completion of learning activities rather than as the outcome of a continuous genre construction process.²⁹

Furthermore, this study also reveals that inconsistent scaffolding within the textbook may increase teachers' dependence on instructional improvisation during the learning process. The teacher's statement regarding the need to seek additional resources because the textbook materials were considered "incomplete" suggests that the effectiveness of genre pedagogy implementation does not fully rely on the textbook structure itself. In such situations, teachers play an important role in supplementing scaffolding stages that are not optimally accommodated in the textbook.³⁰ As a result, the quality of instructional implementation may vary depending on teachers' pedagogical competence and adaptive strategies.³¹

²⁸ Lewicka Magdalena, and Waszau Anna. "Analysis of Textbooks for Teaching Arabic as a Foreign Language in Terms of the Cultural Curriculum." *Universal Journal of Educational Research* 5, no. 1 (2017): 36–44.

²⁹ Amalia, Nabila Nailil, M. Abdul Hamid, Zakiyah Arifa, and Asbarin. "Analysis of the Arabic Language Textbook for Junior High School from the Perspective of the Education, Standards, Curriculum, and Assesment Agency (BSKAP)." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 2024): 243–67. <https://doi.org/10.19105/ajpba.v5i2.13941>.

³⁰ Llmia, Siti Fahimatul, Rizqi Karimatul Khilmi, Cahya Edi Setyawan, and Maskanah Maskanah. "Critical Review of the 2023 Tenth Grade Arabic Textbook for Madrasah Aliyah under Kurikulum Merdeka." *Alsina : Journal of Arabic Studies* 5, no. 2 (August 2023): 231–56. <https://doi.org/10.21580/alsina.5.2.20893>.

³¹ Al-Abdullatif, Ahlam Mohammed, and Merfat Ayesh Alsubaie. "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-

From a pedagogical perspective, the findings also indicate that the formal presence of TLC stages in the textbook does not automatically produce coherent genre-based learning continuity. In several sections, the BKOF and MOT stages provided relatively adequate contextual support and genre modelling. However, the transition toward JCOT and ICOT was not always systematically constructed. As a result, students in some activities were directed to produce texts independently despite having limited opportunities to experience collaborative text construction beforehand. This pattern suggests that scaffolding continuity remains a significant challenge in the development of genre-based Arabic textbooks within the madrasah context.³²

Conceptually, these findings suggest that the implementation of genre pedagogy in the textbook still tends to position TLC stages as an administrative structure of learning rather than as an interconnected pedagogical process that progressively supports students' learning development. Within genre pedagogy, each TLC stage should function as part of a continuous cognitive transition in which students are not only introduced to text forms, but are also gradually guided to understand how texts are constructed, negotiated, and produced within particular social contexts.³³ Therefore, when the continuity between MOT, JCOT, and ICOT is not strongly maintained, the learning process risks becoming merely a sequence of activities without sufficient scaffolding development.³⁴

This condition is particularly visible in the weak implementation of JCOT as a pedagogical mediation stage between modelling and independent production. Within the framework of genre pedagogy,

Pandemic Mobile Learning Scenario in Saudi Arabia.” *Sustainability* 14, no. 19 (September 2022): 11868. <https://doi.org/10.3390/su141911868>.

³² Rustipa, Katharina, Sugeng Purwanto, and Fahrur Rozi. “Rhetorical Structures, Strategies, and Linguistic Features of Problem Statement to Promote a Teaching Writing Model.” *Studies in English Language and Education* 10, no. 2 (May 2023): 575–97. <https://doi.org/10.24815/siele.v10i2.30855>.

³³ Nasution, Sahkholid, and Akmal Walad. “The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education.” *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (April 2022): 63. <https://doi.org/10.29240/jba.v6i1.3572>.

³⁴ Abdel-Malek, Myriam. “Empowering Arabic Learners to Make Meaning: A Genre-Based Approach.” *System* 94 (November 2020): 102329. <https://doi.org/10.1016/j.system.2020.102329>.

JCOT plays an important role because it is at this stage that students begin constructing texts collaboratively through meaning negotiation, rhetorical discussion, and collaborative text organization.³⁵ However, in several parts of the textbook, collaborative activities were largely reduced to oral interaction or simple dialogue exchange without substantial collaborative drafting processes. Consequently, students were not fully exposed to how texts are gradually constructed before eventually being required to produce texts independently.

Pedagogically, such patterns may lead to *premature independent production*, a condition in which students are directed toward independent production before receiving sufficient scaffolding support during the transitional stage. In the context of Arabic as a foreign language learning, this issue becomes more complex because some students still face limitations in vocabulary mastery, grammatical understanding, and Arabic literacy experience. Therefore, inconsistent scaffolding may affect not only the quality of text production, but also potentially increase students' cognitive load during the learning process.³⁶

Furthermore, these findings indicate that the successful implementation of genre pedagogy in textbooks is not determined solely by the formal presence of TLC stages, but also by the quality of pedagogical connections between those stages. In other words, the effectiveness of genre-based learning strongly depends on how each stage functions as a gradual and coherent bridge toward the subsequent stage.³⁷ When such continuity is not optimally maintained, genre-based learning risks experiencing pedagogical fragmentation, in which students recognize the forms of learning activities without fully

³⁵ Abdel-Malek, Myriam. "A Genre-Based Approach to Teaching and Assessing the Recount of Habitual Events in Arabic." In *Genre in World Language Education*, 121–44. New York, NY: Routledge, 2021.: Routledge, 2020. <https://doi.org/10.4324/9780429321009-7>.

³⁶ Mukhiddinova, Dilafruz, and Nargiza Saidova. "Characteristics of the Shortest Story Genre in Modern Arabic Literature." *Proceedings of the 2nd Pamir Transboundary Conference for Sustainable Societies*, 2023, 1590–96. <https://doi.org/10.5220/0012987100003882>.

³⁷ Albantani, Azkia Muharom, Ahmad Madkur, and Abd. Rozak. "Student Self Regulated Learning Strategy In Online Arabic Learning." *Ijaz Arabi Journal of Arabic Learning* 5, no. 1 (February 2022). <https://doi.org/10.18860/ijazarabi.v5i1.13582>.

experiencing the process of coherent and continuous genre literacy development.³⁸

From a methodological perspective, the use of AI-assisted validation in this study demonstrates that artificial intelligence can function as a supporting instrument for maintaining categorization consistency and conducting comparative checking of manual coding results. Nevertheless, this study also shows that pedagogical interpretation still requires human judgment because instructional contexts, activity functions, and scaffolding continuity cannot always be deeply identified through automated categorization. Therefore, the role of AI in qualitative language education research should be understood more appropriately as a reflective and comparative supporting tool rather than as a replacement for researcher interpretation.

Overall, this study confirms that the evaluation of genre-based Arabic textbooks should not rely solely on the formal presence of TLC stages, but should also consider the quality of scaffolding continuity across learning stages. In this context, the JCOT stage appears to be the most vulnerable to pedagogical fragmentation, particularly when collaborative activities are reduced to oral interaction without collaborative text construction. These findings are expected to provide reflective insights for the development of Arabic textbooks that are pedagogically more coherent and more supportive of gradual and sustainable genre-based learning processes.

Conclusion

This study reveals that the implementation of the *Teaching Learning Cycle* (TLC) in the Grade XI Arabic textbook published by KSKK Madrasah has formally incorporated all stages of genre pedagogy, namely BKO, MOT, JCOT, and ICOT. However, the continuity of pedagogical scaffolding across these stages has not been fully constructed in a coherent manner. The BKO and MOT stages generally provided adequate contextual support and genre modelling, whereas JCOT emerged as the weakest stage because collaborative activities were frequently reduced to oral interaction without substantial collaborative text construction. As a result, students in several activities were directed

³⁸ Al-Yahya, Maha. "A Comparative Study of Machine Learning Methods for Genre Identification of Classical Arabic Text." *Computers, Materials & Continua* 60, no. 2 (2019): 421–33. <https://doi.org/10.32604/cmc.2019.06209>.

toward independent text production before obtaining sufficient opportunities for collaborative construction. These findings indicate that the implementation of genre pedagogy in the textbook still tends to operate as a sequence of learning activities rather than as a gradual and interconnected scaffolding process.

This study is limited by its focus on a single textbook and the use of supporting interviews within a limited scope; therefore, the findings cannot yet be generalized to broader contexts of Arabic language learning. In addition, the use of *AI-assisted validation* in this study was primarily limited to comparative categorization and did not extend to deeper interpretive analysis. Nevertheless, this study contributes to the growing discussion on genre-based Arabic textbook evaluation, particularly regarding the importance of scaffolding continuity in the implementation of TLC. Therefore, future Arabic textbook development should pay greater attention to the pedagogical interconnectedness between TLC stages, especially in strengthening the role of JCOT as a space for collaborative construction before students are directed toward independent text production. Future studies are also recommended to incorporate classroom observation, student responses, and direct instructional implementation analysis in order to gain a more comprehensive understanding of pedagogical scaffolding practices.

REFERENCES

- Abdel-Malek, Myriam. "A Genre-Based Approach to Teaching and Assessing the Recount of Habitual Events in Arabic." In *Genre in World Language Education*, 121–44. New York: Routledge, 2021. <https://doi.org/10.4324/9780429321009-7>.
- Abdel-Malek, Myriam. "Empowering Arabic Learners to Make Meaning: A Genre-Based Approach." *System* 94 (2020): 102329. <https://doi.org/10.1016/j.system.2020.102329>.
- Al-Abdullatif, Ahlam Mohammed, and Merfat Ayesh Alsubaie. "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia." *Sustainability* 14, no. 19 (2022): 11868. <https://doi.org/10.3390/su141911868>.
- Albantani, Azkia Muharom, Ahmad Madkur, and Abd. Rozak. "Student Self Regulated Learning Strategy in Online Arabic Learning." *Ijaz Arabi Journal of Arabic Learning* 5, no. 1 (2022). <https://doi.org/10.18860/ijazarabi.v5i1.13582>.
- Al Farisi, M. Z., H. Maulani, A. B. Hardoyo, S. M. Khalid, and N. Saleh. "Investigating Arabic Language Teaching Materials Based on Indonesian Folklore: An Ethnographic Study on the Folktale of 'Bandung.'" *Asian Education and Development Studies* 13, no. 2 (2024): 134–49. <https://doi.org/10.1108/AEDS-07-2023-0082>.
- Al-Yahya, Maha. "A Comparative Study of Machine Learning Methods for Genre Identification of Classical Arabic Text." *Computers, Materials & Continua* 60, no. 2 (2019): 421–33. <https://doi.org/10.32604/cmc.2019.06209>.
- Amalia, Nabila Nailil, M. Abdul Hamid, Zakiyah Arifa, and Asbarin. "Analysis of the Arabic Language Textbook for Junior High School from the Perspective of the Education, Standards, Curriculum, and Assessment Agency (BSKAP)." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2024): 243–67. <https://doi.org/10.19105/ajpba.v5i2.13941>.
- Aswani, Aprilza, Nurul Namira Simatupang, Muhammad Yusuf, and T. Kasa Rullah Adha. "Genre-Based Approach Implementation in Teaching Listening: A Case Study in Senior High School in Indonesia." *Theory and Practice in Language Studies* 13, no. 5 (2023): 1198. <https://doi.org/10.17507/tpls.1305.13>.
- Azhari, Afifa Wijdan. "Analisis Buku Ajar Bahasa Arab Kelas VI Madrasah Ibtidaiyah Terbitan Karya Toha Putra." *ALSUNIYAT*:

- Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 1, no. 2 (2018): 125–36. <https://doi.org/10.17509/alsuniyat.v1i2.24360>.
- Aziez, Furqanul, Feisal Aziez, and Burhan Eko Purwanto. “Receptive Vocabulary Knowledge and Reading Skills of Indonesian Prospective EFL Teachers.” *Universal Journal of Educational Research* 8, no. 5 (2020): 2005–11. <https://doi.org/10.13189/ujer.2020.080538>.
- Curry, Niall, Paul Baker, and Gavin Brookes. “Generative AI for Corpus Approaches to Discourse Studies: A Critical Evaluation of ChatGPT.” *Applied Corpus Linguistics* 4, no. 1 (2024): 1–9. <https://doi.org/10.1016/j.acorp.2023.100082>.
- Emilia, Emi, and Fuad Abdul Hamied. “Systemic Functional Linguistic Genre Pedagogy (SFL GP) in a Tertiary EFL Writing Context in Indonesia.” *TEFLIN Journal* 26, no. 2 (2015): 155–82. <https://doi.org/10.15639/teflinjournal.v26i2/155-182>.
- Ferrando, Pere J., Fabia Morales-Vives, José M. Casas, and José Muñiz. “Likert Scales: A Practical Guide to Design, Construction and Use.” *Psicothema* 37, no. 4 (2025): 1–15. <https://doi.org/10.70478/psicothema.2025.37.24>.
- Halliday, M. A. K. *Halliday's Introduction to Functional Grammar*. Edited by C. M. I. M. Matthiessen. London: Routledge, 2014.
- Hammond, Jenny, Helen Burns, Helen Joyce, Frances Malcolm, Ian O'Loughlin, and Denise Vaughn. *English for Social Purposes: A Handbook for Teachers of Adult Literacy*. Sydney: NCELTR, 1992.
- Hermansson, Carina, Bert Jonsson, Maria Levlin, Anna Lindhé, Berit Lundgren, and Annika Norlund Shaswar. “The (Non)effect of Joint Construction in a Genre-Based Approach to Teaching Writing.” *The Journal of Educational Research* 112, no. 4 (2019): 483–94. <https://doi.org/10.1080/00220671.2018.1563038>.
- Humairoh, Sitti Wardatul, Nurul Hadi, and Umi Hanifah. “The AI Revolution in Arabic Language Learning: An Analysis of ChatGPT's Role in Autonomous Learning.” *Alibbaa': Jurnal Pendidikan Bahasa Arab* 7, no. 1 (2026): 1–19. <https://doi.org/10.19105/ajpba.v7i1.22479>.
- Kartika-Ningsih, Harni, and Wawan Gunawan. “Recontextualisation of Genre-Based Pedagogy: The Case of Indonesian EFL Classrooms.” *Indonesian Journal of Applied Linguistics* 9, no. 2 (2019): 335–47. <https://doi.org/10.17509/ijal.v9i2.20231>.

- Khalid, Shofa Musthofa, Hikmah Maulani, Nalahuddin Saleh, Muhammad Faris Imaduddin, Eneng Komariyah Maimun RNM, and Ijlal Haziq Taufik. "Analysis of Arabic Teaching Books Class X with Praxeology Approach." *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 10, no. 1 (2023): 63–75. <https://doi.org/10.15408/a.v10i1.31578>.
- Lewicka, Magdalena, and Anna Waszau. "Analysis of Textbooks for Teaching Arabic as a Foreign Language in Terms of the Cultural Curriculum." *Universal Journal of Educational Research* 5, no. 1 (2017): 36–44.
- Llmia, Siti Fahimatul, Rizqi Karimatul Khilmi, Cahya Edi Setyawan, and Maskanah Maskanah. "Critical Review of the 2023 Tenth Grade Arabic Textbook for Madrasah Aliyah under Kurikulum Merdeka." *Alsina: Journal of Arabic Studies* 5, no. 2 (2023): 231–56. <https://doi.org/10.21580/alsina.5.2.20893>.
- Ministry of Religion RI. *Decree of the Minister of Religion Number 183 Year 2019*. Jakarta: Ministry of Religion RI, 2019.
- Mukhiddinova, Dilafruz, and Nargiza Saidova. "Characteristics of the Shortest Story Genre in Modern Arabic Literature." In *Proceedings of the 2nd Pamir Transboundary Conference for Sustainable Societies*, 1590–96, 2023. <https://doi.org/10.5220/0012987100003882>.
- Nasution, Sahkholid, and Akmal Walad. "The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education." *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 63. <https://doi.org/10.29240/jba.v6i1.3572>.
- Nurlaelawati, Iyen, Nenden Sri Lengkanawati, and Wawan Gunawan. "Recontextualising Genre-Based Pedagogy in Indonesian Context: A Case of Preservice Teachers." *International Journal of Education* 12, no. 2 (2020): 80–91. <https://doi.org/10.17509/ije.v12i2.23394>.
- Nurbayan, Yayan, Anwar Sanusi, Neneng Sri Wulan, and Zawawi bin Ismail. "Pedagogical Competence Design: Arabic Teaching as a Foreign Language Based on a Praxeological Approach." *ALSUNYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 7, no. 2 (2024). <https://doi.org/10.17509/alsuniyat.v7i2.73132>.
- Ochoa, Luisa Fernanda Díaz, José David Herazo, and Diana Arroyo. "Genre Pedagogy to Teach Spoken Reports in EFL." *ELT*

- Journal* 80, no. 1 (2026): 54–65.
<https://doi.org/10.1093/elt/ccaf058>.
- Pamungkas, Arianto, Muhammad Sulhi, Mudhari, and Setyono. “Local Curriculum, Global Challenges: A Critical Analysis of Madrasah Aliyah Arabic Textbooks in Indonesia.” *Journal of Islamic Education and Arabic Studies* (2024).
<https://doi.org/10.22521/edupij.2025.17.401>.
- Pamungkas, Onok Yayang, Ariantoni, Sulhi, Marga Surya Mudhari, and Heru Setyono. “Local Curriculum, Global Challenges: A Critical Analysis of Indonesian Senior High School Language Textbooks through the Lens of Genre Pedagogy, Bloom’s Taxonomy, and the CLIL Framework.” *Educational Process: International Journal* 17 (2025): 1–20.
<https://doi.org/10.22521/edupij.2025.17.401>.
- Rose, David, et al. “Writing as Linguistic Mastery.” In *Writing as Linguistic Mastery*, edited by F. Christie and J. R. Martin. London: Continuum, 2008.
- Rustipa, Katharina, Sugeng Purwanto, and Fahrur Rozi. “Rhetorical Structures, Strategies, and Linguistic Features of Problem Statement to Promote a Teaching Writing Model.” *Studies in English Language and Education* 10, no. 2 (2023): 575–97.
<https://doi.org/10.24815/siele.v10i2.30855>.
- Sari, Risna Rianti, and Hasyim Amrulloh. *Bahasa Arab Madrasah Aliyah Kelas XI*. Edited by A. Muballigh. Jakarta: Direktorat KSKK Madrasah, 2020.
- Sato, Ryuichi, and Yutaka Fujieda. “Revisiting EFL Writing Instruction: An Analysis of Japanese University Syllabi.” *The Journal of Asia TEFL* 21, no. 4 (2024): 780–96.
<http://dx.doi.org/10.18823/asiatefl.2024.21.4.2.780>.
- Suharyadi, and Yazid Basthomi. “Patterns of the Teaching and Learning Cycle of GBA by EFL Teachers in Indonesia.” *Journal of Education and e-Learning Research* 7, no. 1 (2020): 34–41.
<https://doi.org/10.20448/journal.509.2020.71.34.41>.
- Triastuti, Anita, Suwarsih Madya, and Phil Chappell. “Genre-Based Teaching Cycle and Instructional Design: A Case Study of Indonesian Senior High School Teachers.” *Indonesian Journal of Applied Linguistics* 12, no. 1 (2022): 1–15.
<https://doi.org/10.17509/ijal.v12i1.46513>.
- Xu, Shuning, Rui Yang, Wei Song, and Liping Liu. “Research on Database Construction and Intelligent Retrieval Technology for

International Chinese Language Education Platforms: A Case Study of the Jingwei Chinese App.” In *Proceedings of the 9th International Conference on Computer Science and Artificial Intelligence (CSAI 2025)*, 591–94. New York: ACM, 2025. <https://doi.org/10.1145/3788149.3788224>.

Zhang, Peiwen. “Review of Sydney School Genre Studies.” *Linguistics and Literature Studies* 11, no. 4 (2023): 57–63. <https://doi.org/10.13189/lls.2023.110401>.