IDENTIFYING AND ADDRESSING TYPOGRAPHICAL ERRORS IN ARABIC TEXTBOOK FOR MADRASAH IBTIDAIYAH STUDENTS

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Abstract: Typographical errors in textbooks can affect students' understanding and mastery of Arabic and highlight broader issues in quality control of educational materials for Madrasah Ibtidaiyah. For instance, the Arabic textbook *al-Lughah al-'Arabiyyah* for sixth grade contains numerous typographical and linguistic errors, potentially hindering the learning process. This study aims to identify and analyze typographical errors in the textbook, which was developed by the Curriculum, Facilities, Institutional, and Student Affairs (KSKK) team of the Indonesian Ministry of Religious Affairs. This research employs a descriptive qualitative method with a literature review approach and content analysis techniques. The findings reveal 28 typographical errors distributed across the material content, practice exercises, and vocabulary sections. These errors are categorized into morphology, syntax, and writing errors (*kitabah*). Most typographical errors involve incorrect writing of letters or diacritical marks (*harakat*), which may alter meanings and therefore require correction. This study underscores the importance of enhancing quality control processes in textbook development, particularly in editing and proofreading stages before publication. The findings serve as a reference for publishers to rectify errors in future editions, thereby improving the effectiveness of Arabic language learning in Madrasah Ibtidaiyah.

Keywords: *Typographical Errors; Arabic Textbooks; Arabic Language Learning; Madrasah Ibtidaiyah*

Abstrak: Kesalahan tipografi dalam buku teks dapat memengaruhi pemahaman dan penguasaan siswa terhadap bahasa Arab serta mencerminkan masalah kontrol kualitas materi pendidikan di Madrasah Ibtidaiyah. Buku teks bahasa Arab *al-Lughah al-'Arabiyyah* untuk kelas VI, misalnya, mengandung banyak kesalahan tipografi dan kebahasaan yang berpotensi menghambat proses pembelajaran. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis kesalahan tipografi dalam buku tersebut, yang disusun oleh tim Kurikulum, Sarana, Kelembagaan, dan Kesiswaan (KSKK) Kementerian Agama Republik Indonesia. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan studi pustaka serta teknik analisis isi. Hasil penelitian menunjukkan bahwa terdapat 28 kesalahan tipografi yang tersebar pada bagian isi materi, tugas latihan, dan kosa kata. Kesalahan tersebut dikategorikan ke dalam morfologi, sintaksis, dan kesalahan tulis (*kitabah*). Sebagian besar kesalahan tipografi berupa kesalahan penulisan huruf atau harakat yang dapat mengubah makna, sehingga memerlukan perbaikan. Penelitian ini menegaskan pentingnya peningkatan kontrol kualitas pada buku teks, khususnya dalam proses penyuntingan dan penyaringan sebelum publikasi. Temuan ini dapat menjadi acuan bagi penerbit untuk memperbaiki kesalahan pada edisi mendatang, demi mendukung efektivitas pembelajaran bahasa Arab di Madrasah Ibtidaiyah.

Kata Kunci: *Kesalahan Tipografi, Buku Teks Bahasa Arab, Pembelajaran Bahasa Arab, Madrasah Ibtidaiyah*

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A. Introduction

Learning a language, especially Arabic, is crucial for individuals and educational institutions alike. As a language that serves as the foundation for numerous academic disciplines and religious practices, Arabic plays a pivotal role in bridging communication, acquiring knowledge, and comprehending Islamic teachings (Ritonga dkk., 2020). Arabic is a vital communication tool used in everyday life, both orally and in writing. It also serves as a mean to access and understand the vast repository of classical knowledge, as many foundational texts are written in Arabic (Suwardi dkk., 2023). For Muslims, Arabic is particularly significant, as it is the language of the Quran and Hadith, the primary sources of Islamic teachings (Usman, 2019). Consequently, the importance of teaching and learning Arabic cannot be overstated, especially for Islamic educational institutions, where it serves as a crucial tool for both academic and religious purposes.

One of the Islamic educational institutions in Indonesia that studies Arabic for academic is the Madrasah Ibtidaiyyah. Madrasah Ibtidaiyyah, the primary-level Islamic schools in Indonesia, play a crucial role in shaping the educational foundations of young learners. However, the teaching and learning process in these institutions can be hindered by various challenges, including the prevalence of typographical errors in the Arabic textbooks used by students (Paputungan dkk., 2023). One of the primary issues identified is the difficulty faced by students in pronouncing and reading Arabic text accurately (Farhat Jahara & Hussein Abdelrady, 2021). This is often attributed to the significant differences between the Arabic script and the Latin alphabet used in the Indonesian language. The unfamiliar letter forms and distinct phonological features of the Arabic language can lead to numerous errors, such as substituting or mispronouncing certain letters.

The impact of these typographical errors cannot be overstated, as they can negatively affect the students' comprehension and mastery of the Arabic language (Rifai & Suharto, 2020). Moreover, the prevalence of these errors may also reflect a broader issue in the development and quality control of educational materials for Madrasah Ibtidaiyyah (Setiawan dkk., 2022). To address this challenge, it is crucial for educators and policymakers to prioritize the development of high-quality Arabic textbooks that are tailored to the specific needs and learning characteristics of Madrasah Ibtidaiyyah students (Kalee dkk., 2018). The Arabic textbook al-Lughah al-'Arabiyyah The Arabic textbook *al-Lughah al-'Arabiyyah* contains numerous errors in writing and linguistic elements, which significantly affect its effectiveness as a learning resource. As one of the media to support the learning process, books are one of the main tools for teachers and students used in the learning process as a support for learning

material (Metri Dian Insani, 2016). Therefore, this textbook has a significant influence on students in absorbing information and knowledge about the field being studied.

To achieve good and quality learning outcomes, of course, books with good quality standards are needed. The quality of teaching materials in madrasah is one of the determining factors to achieve Learning Outcomes (CP) in the process of learning and teaching activities. The quality standard is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 8 of 2016 (Fuadiyah & Taufiq, 2020). It is undeniable that from the many textbooks used by students or teachers in schools and colleges, there are many errors that cause the quality of the books to be poor. Various kinds of errors contained in textbooks, such as writing errors, editing errors, typographical errors, and many other errors (Hidayah, 2022). These books have certainly gone through the editing process and are now widely spread among users and readers.

There are several previous studies related to this research. These studies include the analysis of morphological and syntactic errors in Arabic language learning book texts, both textbooks for Madrasah Ibtidaiyyah (Azhari, 2018; Hiday dkk., 2021a) and university students (Suharto & Fauzi, 2017), textbook analysis using standards or expert perspectives (Abidin dkk., 2023; Iffat Maimunah dkk., 2022), and comparative analysis of the quality of Arabic textbooks (Ikrima dkk., 2024). The similarity of this research with several previous studies is the same as analyzing Arabic textbooks. The difference is in the book being researched and the object of study. The position of this research focuses on analyzing typography errors in the text of the Arabic textbook Madrasah Ibtidaiyah grade VI by the Directorate of Curriculum, Institutional and Student Facilities (KSKK), Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia.

Therefore, the purpose of this study is to analyze the form of typographical errors in the Arabic text contained in the Arabic *language textbook al-Lughah al-'Arabiyyah* Madrasah Ibtidaiyah class VI by the Directorate of Curriculum for Institutional and Student Facilities (KSKK) which is used specifically for Madrasah Ibtidaiyah students. If errors are found in the book, revisions will be made to avoid errors in future publications and are expected to be a reference for the KSKK team of the Ministry of Religion in compiling other textbooks. As stated by Al-Rajihi at (Suharto & Fauzi, 2017) that error analysis is not enough only in the scope of identifying and interpreting errors, but it is necessary to make efforts to correct and provide solutions to these errors.

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B. Methods

Typographic error identification is an in-depth analysis process of text, which focuses on patterns of writing errors. For this reason, this study uses a descriptive qualitative research method with a literature study approach. Qualitative research is research as a problem-solving procedure that is investigated by describing or describing the current state of the subject or object of research based on existing data or as it is (Hadari Nawawi, 1993). The use of qualitative methods allows researchers to explore and describe the phenomenon of typographical errors in depth, including their types, frequencies, and impacts on learning. And through the literature study approach, researchers can be adequate, because the focus of the research is on the content of the book, not on the implementation or perception of book users. Textbooks, which are textual documents, are very suitable for analysis using a qualitative approach that focuses on understanding and interpreting texts.

The types and sources of data used are primary and secondary data. The primary data used in this study is the Arabic textbook of Madrasah Ibtidaiyah grade VI students by the KSKK team of the Ministry of Religious Affairs. The selection of book sections to be analyzed is on all main pages containing teaching materials, including the material part, exercise tasks and the vocabularies part. The secondary data is supporting data taken through literature, such as books, journals, previous research results, and other appropriate sources. The Secondary Data Source criteria used are scientific articles, journals, books, or official documents that discuss: typography in Arabic textbooks, typographical errors and their impact on learning, tducational book design standards, and trabic educational concepts. Sources must have credibility, preferably from reputable journals or academic publishers, as well as from sources that are relevant to the educational context in Indonesia.

The data processing technique in this study uses content analysis by reviewing the Arabic textbook of Madrasah Ibtidaiyah class VI students by the KSKK team of the Ministry of Religion and analyzing the typography errors of the Arabic text contained in the textbook. This technique is used to systematically identify, categorize, and interpret typographical errors in textbooks. The units analyzed are all the elements of typography found in the textbook, both the main text and supporting elements such as tables, graphs, or pictures starting from the beginning to the end of the page in the content of the material, exercise tasks and vocabulary. The categories of errors studied are letter errors, *harakat* errors, and errors in Arabic rules such as morphology and syntax. To ensure the validity and reliability of the analysis results, the researcher used the data triangulation method by comparing several sources such as Arabic grammar standards (Nahwu and Sharaf rules) as well as Arabic dictionaries to ensure the validity of arguments and conclusions.

C. Results and Discussion

1. Overview of KSKK Grade VI Arabic Textbook

The book analyzed is titled "اللغة العربية" in latin written *al-Lughah al-'Arabiyyah* or Arabic Textbook for Madrasah Ibtidaiyah (MI) Students Class VI. This book was written by Uswatul Hasanah and has been edited by Siti Shalihah using the 2013 curriculum (K13). This book is the 1st printing, namely in 2020 and published by the Directorate of Curriculum, Institutional and Student Facilities (KSKK) of the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia. This book is a textbook designed for Madrasah Ibtidaiyah grade 6 students. This book was prepared by the Government in the context of the implementation of KMA Number 183 of 2019 concerning the PAI Curriculum and Arabic Language in Madrasah.

This book was compiled and reviewed by various parties under the coordination of the Ministry of Religion, and used in the learning process (Uswatul Hasanah, 2020). One of the Central Institutes for Research and Intercommunication of Knowledge in the Kingdom of Saudi Arabia has edited and aligned the language of the content of this book. This shows that the Arabic book for class VI of Madrasah Ibtidaiyah has gone through the process of editing and harmonizing the language by the Center for Research and Intercommunication of Knowledge in the Kingdom of Saudi Arabia which should be minimal of errors, both writing errors, typography, syntactic and morphological errors.

Entering the content of the book, this book consists of five discussions, which include: الدرس الاول: الساعة، الدرس الثاني: أحب اللغة العربية، الدرس الثالث: أحب الأنشطة، الدرس الرابع: العطلة، الدرس الخامس: النزهة. At the beginning of each page, Core Competencies, Basic Competencies, Competency Achievement Indicators, Learning Objectives, Basic Competencies Description and Learning Activity Map are written. Entering the discussion of the material, in this book there are several skills, including: مهارة الكتابة (writing skills, مهارة الاستماع (listening skills), مهارة الكلام (speaking skills), skills), and مهارة القراءة (reading skills). This book is also equipped with explanations and introductions to word structure or التراكيب as well and exercises that are in accordance with the discussion of each material, such as answering questions, composing sentences, translating Arabic sentences into Indonesian and vice versa, writing and making Arabic sentences (Sayuti, 2023).

This book is also equipped with daily assessment exercises and all the scope of the above explanations are contained in each discussion of the material from 1-5. To evaluate students' knowledge, there are practice questions for the end of semester assessment in odd

semesters and even semesters, and at the end of the book is also equipped with a summary of learning materials from materials 1-5 which include idioms, vocabularies and explanations of rules in terms of nahwu. This arabic textbook are widely utilized in both public and private schools for Arabic language instruction, especially for Madrasah Ibtidaiyyah in Indonesia. However, many textbooks still fall well short of the government's criteria, particularly Arabic textbooks, in terms of language and cultural elements, among other things. Because of that, examining the textbook in detail is one method of learning about its flaws (Tamam dkk., 2024). The findings of the textbook analysis can serve as a guide for future textbook development and improvement, leading to even greater works.

2. Typographical Errors in KSKK Grade VI Arabic Textbook

After analyzing the text errors in the Arabic textbook "اللغة العربية"grade 6 of Madrasah Ibtidaiyah, there are errors that certainly need to be corrected. Among these errors, many typographical errors were found. These errors are found in various pages and sections, there are errors in the material part, exercise tasks and also on the vocabularies part in the book. The form of typographical errors in this book are found in the writing of letters or *harakat* which can change the meaning. Table 1 shows some of the forms of typographical errors contained in the Arabic textbook "اللغة العربية" grade 6 of Madrasah Ibtidaiyah.

In point number 1, the finding of error in the underlined sentence is an error in the placement of *harakat tasydid* on the letter *sin* (س). Supposedly, the second *sin* (س) letter in the word *as-sādisatu* is not given harakat *tasydid*, so the correct writing is السّادسة not to use *tasydid* in the second *sin* (س). In point number 2, the finding of error in the underlined sentence is not including *harakat tasydid* in the word *as-sā'atu.* Supposedly, the letter *sin* (س) in the word *as-sā'atu* is given *harakat tasydid* because it was previously preceded by alif lam *ma'rifat*, so the correct writing is السّاعة using *harakat tasydid* in the letter *sin* (س). In point number 3, the finding of error in the underlined sentence is not including the letter *alif* (ا) after the letter *dal* (د). The word الأقدم is a plural of the word قدم which means foot, so the correct writing according to the rules in Arabic is الأقدام using *alif* (ا) after the letter *dal* (د) follows *wazn* الأفعال (Hadi, 2018).

In point number 4, an error was found in the underlined word, namely not using *harakat tasydid* in the letter *shad* (ص). In accordance with what is stated in the dictionary al-Munjid by Louis Ma'luf that the writing of the word *an-nash* uses *the harakat tasydid* in the letter *shad* (ص) (Louis Ma'luf, 2002). So, the correct writing is النّصّ using *the harakat tasydid* in the letter *shad* (ص).

Table 1. Results of the findings of typographical errors in Arabic textbook

No.	Error	Information
1.	أنا اذهب إلى المدرسة فى السّاعة السّادسّة	(p. 7). The second *sin* (س) letter in the word *as-sādisatu* is written with *harakat syiddah* or *tasydid*.
2.	أقرأ القرآن فى الساعةِ السّابعةِ	(p. 7). The letter *sin* (س) in the word *as-sā'atu* is written without using *harakat syiddah* or *tasydid*.
3.	مشياً على الأقدِم	(p. 7). The word *al-aqdāmi* is written without the letter *alif* (ا) after the letter *dal* (د).
4.	أجب عن الأسئلة التّاليةِ كما في النّصِ السّابقِ	(pp. 8, 25, 50, 70). The letter *shad* (ص) in the word *an-nash* is written without using *harakat syiddah* or tasydid.
5.	إذن، بيتكَ قريبٌ من هنا؟	(p. 9). The underlined word is not given *harakat* on all the letters.
6.	هيّا ندخل في الفصلِ	(p. 9). The *jar* letter in the sentence is not in accordance with the context.
7.	رتّب الكلماتِ الأتية لِتَكُوِّنَ جملة مفيدة!	(pp. 13, 31, 76). The sentence that is underlined is expected to be a *harakat* that is not in accordance with the rules of *sharaf* science.
8.	هَذَا يومِ الإثنين	(pp. 14, 26, 27, 32, 88, 108, 116). The letter *ha* (ه) in *isim isyaroh* is expected to be fathah.
9.	قبلَ الذّاهاب إلى المدرسةِ	(p. 39). The letter *dzal* (ذ) in the word *adz-dzahābi* is added with the letter *alif* (ا).
10.	اِركبْ الدّراجةَ إلَى المدرسةِ	(pp. 33, 52, 67, 71, 73, 101, 123). The letter *ra* (ر) in the word *ad-darrājatu* is written without using *harakat syiddah* or *tasydid*.
11.	تساعدُ فاطمةُ أمّها في المطبح	(pp. 58, 117). The word *al-matbakh* is written with the letter *ha* (ح).
12.	الثَّانيّة عشرة والرّبع	(p. 60). The letter *ya* (ي) in the word *ats-tsāniyatu* is written as *harakat syiddah* or *tasydid*.
13.	سبحثُ تحت الشّلال	(pp. 67, 68, 97). The letter *lam alif* (لا) in the word *ash-syallālu* is written without using *harakat syiddah* or *tasydid*.
14.	وأنت يا نعمة، إلى أين ذهبتُ؟	(p. 91). The underlined sentence does not match the context of the previous sentence.
15.	سافرتَ إلى مكَّة المكرّمة مع أسرتي	(p. 92). The sentence underlined does not match the context of the sentence after it.
16.	ركبتُ الحَصَانَ إلى جبل برمو	(p. 93). The letter *ha* (ح) in the underlined word is expected to be fathah.
17.	تُرجم الجملَ الأتية إلى اللّغة اللإندونيسيّ	(p. 98). The underlined word is *mudzakkar* while the previous word is *muannats*.

18.	شاهدتُ.... التّلفاز بعد الدروسِ	(p. 101). The underlined word indicates mine possession which is marked with *ta* (ت) *dhomir* harakat *dhommah,* while in the answer column there is no answer that is in accordance with the sentence of the statement.
19.	كلّ الإجابة خطيئة رأيت .... pemandangan	(p. 104). In the answer columns A, B, C and D there are no answers that match the question sentence.
20.	هَذِهِ أُمِّيْ، تلك أختُ أُمِّيْ	(pp. 106, 108). The letter *ha* (هـ) in *isim isyaroh* is expected to be fathah.
21.	في مدرستي .... كبيرة ج. مكتب	(p. 108). The underlined word is the answer to the question that is *muannats*.
22.	خَدُ	(p. 118). The letter *dal* (د) in the word is written without using *harakat syiddah* or *tasydid*.
23.	شجرةُ التُّفّاح	(p. 119). The letter *fa* (ف) in the underlined word is written without using *harakat syiddah* or *tasydid*.
24.	شجرة البطّيح	(p. 119). The word *bitthīkh* is written using the letter *ha* (ح).
25.	التّفاحة	(p. 121). The letter *fa* (ف) in the underlined word is written without using *harakat syiddah* or *tasydid*.
26.	اَشْتَرَى– يَشْتَرِى	(p. 121). The word underlined is fi'il *madhi* which is not in accordance with the *wazn fi'il*.
27.	وسيلةُ جوّيةُ	(p. 124). The letter *ya* (ي) in the underlined word is written without using *harakat syiddah* or *tasydid*.
28.	وسيلةُ بريّةُ	(p. 124). The letter *ra* (ر) in the underlined word is written without using *harakat syiddah* or *tasydid*.

Source: the datas taken from KSKK Class VI Arabic textbooks.

In point number 5, the underlined word is not given *harakat* for all its letters. This can cause errors in reading writings that are not intended for teachers and students, it could be that the word is read *idzan, idznun, adz-dzana* or *adz-dzin*, then it is necessary to give *harakat* all the letters. According to the sentence after that, the proper harakat is إِذَنْ. In point number 6, the word underlined if interpreted is not in accordance with the context. The previous sentence means an invitation to enter the classroom which can be concluded that the situation is outdoors, while the word *fī* means inside. Therefore, the use of the word *fī* is not appropriate in the sentence and the correct word is to use the word إلى.

At point number 7, an error was found in the underlined sentence, namely an error in the placement of *harakat.* The letter *ta* (ت) is written by *harakat fathah* and the letter *kaf* (ك) is written by *harakat dhommah.* The writing of *harakat* between *ta* (ت) and *kaf* (ك) is interchangeable, the letter *ta* (ت) should be *harakat dhommah* and the letter *kaf* (ك) *harakat fathah* and the correct writing is لِتُكَوِّنَ follows *wazn* فعَّل–يفعِّلُ then becomes كوّنَ–يُكَوِّنُ (Amin, 2022). At point number 8, an error was found in the underlined word, namely an error in writing *harakat.* The writing of *the word hādza* in this book is almost entirely written in *fathah* without being read at length. Supposedly, the correct writing using *harakat* (◌ٰ) and read long becomes *hādza.* At point number 9, an error was found in writing the word, namely using *alif* (ا) after the letter *dzal* (ذ). In accordance with the rules in the science of *sharaf*, the correct writing is without using the letter *alif* (ا) after the letter *dzal* (ذ) and becoming الذّهابِ.

In point number 10, the underlined word has a flaw in *harakat.* The word *ad-darrājatu* in the letter *ra* (ر) is not given *tasydid* which means degree, but according to the word after and before the word refers to the meaning of bicycle which in Arabic the word bicycle is written using *tasydid* in the letter *ra* (ر)**.** Then the correct writing is الدّرّاجةُ (Munawwir, 1997). In point number 11, the writing of the word *matbah* which means kitchen uses the letter *ha* (ح), while the correct writing is by using the letter *kha* (خ). So, the correct word writing is المطبخ using the letter *kha* (خ). At point number 12, an error was found in the underlined word, namely the writing *of harakat tasydid.* In the word, the letter *ya* (ي) is written using *tasydid,* it should be written without *tasydid* on the letter *ya* (ي). So, the correct writing الثانيةُ without using *tasydid* in the letter *ya* (ي).

In point number 13, the writing of the word *syallāl* which means waterfall does not use *harakat tasydid* in the first letter *lam* (ل) after the letter *sya* (ش). The correct writing of the word waterfall in Arabic which is in accordance with the Al-Munaawwir dictionary by A.W. Munawwir is to use *harakat taysdid* in the first letter *lam* (ل) after the letter *sya* (ش), then the correct writing is الشَّلَّالُ (Munawwir, 1997). In point number 14, the sentence is a fragment of the question sentence from a conversational dialogue. The error found in the underlined sentence is the *harakat* error in *ta* (ت) *dhamīr*, namely the *dzahabtu* sentence*.* This sentence is not in accordance with the previous sentence fragment, even though it was clear that it was written by *dhamīr anti* which showed for (you) women. So, the correct writing is ذهَبتِ using *ta* (ت) *dhamīr* for *mukhatabah.* In point number 15, the error is the same as point 14, which is wrong in writing *harakat* in *ta* (ت) *dhomīr.* The underlined word uses *dhomīr ta* (ت) *mukhātab*,

while the clear at the end uses *dhomīr* possession *mutakallim.* So, the correct writing is سَافَرْتُ using *dhommah*.

At point number 16, an error was found in the underlined word, namely the writing *of harakat* on the letter *ha* (ح). According to the context, the meaning referred to in the underlined word is horse, while in the Lisanul Arab dictionary the inner horse is *hishān using kasrah* in the letter. So, the correct writing is حِصَانٌ with *harakat kasrah* on the letter *ha* (ح) (Yedali, t.t.). At point number 17, there is an error in the word underlined, namely not using *ta* (ة) *marbūthah* at the end of the word because it has previously been preceded by the word *isim muannats.* If the *isim* is *muannats,* then the word after it must follow the previous words. So, the correct writing is اللّغة الإندونيسيّة. At point number 18, the sentence is statement number 21 contained in the daily exam questions. The underlined sentence does not correspond to the multiple choice contained in the answer. The word *syahadtu* shows in *mutakallim* which means I watch, so there is no need for *fa'il* anymore because the sentence has also shown fa'il. So, if you look at the answer column, the right correction is to replace *ta* (ت) *dhomīr* which shows the *mutakallim* with ta (ت) *ta'niits* because there is one of the appropriate multiple choices*.* So, the correct writing is to be شاهدَتْ*.*

At point number 19, the error found was in practice daily question number 48, namely the absence of an answer according to the question. The word in question is a scene in Arabic, but the answer is not found in the plural A to D. The correct writing or answer should be مناظِرٌ*.* At point number 20, an error was found in the underlined word, namely an error in writing *harakat.* The writing of *the word hādzihi* in the book is entirely written in *fathah* without being read at length. Supposedly, the correct writing is by using *harakat* (◌ِ) and read it long, then it becomes *hādzihi.* At point number 21, an error was found in the multiple-choice answer, namely the inconsistency of the answer and the question. In the statement, it is clearly written that all the sentences use ta (ة) *marbūthah* which indicates to *the muannats.* However, in multiple-choice answers there is no corresponding answer, except for the close answer, namely in the letter C answer or in Arabic (ج) *maktabun.* The correct correction is that answer C uses ta (ة) *marbūthah,* then it becomes مكتبةٌ.

At point number 22, an error was found in the writing of *harakat,* namely not using *harakat syiddah* in the letter *dal* (د). In accordance with what is stated in the Al-Munjid dictionary, the writing of the word cheek in Arabic is using *tasydid.* So, the correct writing is خَدٌّ using *tasydid* (Louis Ma'luf, 2002). At point number 23, an error was found in the underlined sentence, namely not using *harakat syiddah* in the letter *fa* (ف). The writing of the

word apple in Arabic according to what is in the dictionary is by using *tasydīd* in the letter *fa* (ف), then the correct writing is التُّفَّاحُ. At point number 24, it was found that the wrong use of the letter was in the letter *ha* (ح). The meaning of the underlined word is watermelon, while the writing of watermelon uses the letter *kha* (خ) instead of *ha* (ح). So, the correct writing is بطِّيخٌ using the letter *kha* (خ). The error in point number 25 is the same as point number 23, which is using *syiddah* in the letter *fa* (ف), then it becomes التُّفَّاحَةُ.

At point number 26, an error was found at the end of the book, namely the vocabulary section. There are the verbs *fi'il madhi* and *fi'il mudhori* where the verb is not in accordance with the rules of shorof science, namely the verb *asytara.* The verb *asytara-yasytarii* is a wrong verb because it does not correspond to the *wazan*. The correct correction for this error is to replace *the harakat fathah* in the first alif with the *harakat kasrah* to *isytara* in accordance with the *wazan ifta'ala*. The verb *isytara* is *fi'il madhi tsulatsi maziid biharfayn*, which is the verb fi'il madhi which is added with two letters, namely *alif* (ا) and *ta* (ت) (Fuad, t.t.). So, the correct writing is اِشْتَرَى–يَشْتَرِى. At point number 27, an error was found in the writing *of harakat*, namely not using *tasydid* in the letter *ya* (ي). So, the correct writing is وَسِيْلَةٌ جَوِّيَّةٌ using *tasydid* in the letter *ya* (ي). Then, at point number 28, an error was found in the writing *of harakat*, namely not using *tasydid* in the letter *ra* (ر). So, the correct writing is وَسِيْلَةٌ بَرِّيَّةٌ using *tasydid* in the letter *ra* (ر).

After analysis, it was found that there were various typographical errors in the Arabic textbook KSKK for student of Madrasah Ibtidaiyyah grade 6. Among the mistakes found are; Errors in writing *harakat syiddah* (19 errors), errors in writing *harakat* (10 errors), inconformities in terms of meaning (6 errors), inconsistencies in terms of morphology (4 errors), inconsistencies in syntax (2 errors), lack of letters (1 error), excess of letters (1 error), misletters (1 error), and non-conformity (1 error). The dominant presentation of errors is found in the errors in the writing of *harakat syiddah* and other general *harakat* (such as *fathah*, *dhammah*, and *kasrah*) which as a result can affect the order of the Arabic language, both in terms of meaning and rules of Arabic grammar (*tarakib)*.

The typographical errors that have been found in the Arabic textbook MI grade 6 KSKK above can be categorized into morphology, syntax, and writing errors (*kitabah*), which of course can affect understanding and learning quality. Morphological errors involve word structure, such as the addition or subtraction of letters, the use of inappropriate *harakat*, and the incompatibility of word forms with the rules of Arabic morphology (Abidin dkk., 2023). In syntactic errors, this is related to sentence structure, including improper wording,

incorrect use of punctuation, and mismatch between subject and predicate (Hiday dkk., 2021b). In writing errors (*kitabah*), this includes improper writing of letters, incorrect use of *harakat*, and errors in writing words in general (Afandi & Sa'idah, 2023). So, to improve the quality of Arabic textbooks, it is important to evaluate and revise them periodically by involving Arabic linguists. This aims to ensure that the material presented is free from morphological, syntactic, and writing errors, so that the learning process can run effectively.

3. **Revision of Typographical Errors in KSKK Grade VI Arabic Textbook**

The issue of language errors in instructional materials, particularly in the context of Arabic language education, is a critical concern that warrants investigation. Errors in textbooks can significantly impact the learning process of students, leading to misunderstandings, difficulties in comprehension, and the perpetuation of incorrect language usage (Panhwar dkk., 2020). In the context of Arabic language education, the issue of language errors in textbooks is particularly relevant. Errors in Arabic language textbooks can have a detrimental effect on student learning, as they may reinforce incorrect usage and lead to the internalization of erroneous language patterns (Amjad, 2021). And it is necessary to revise the errors on the book, and take the right action to fix these errors to improve the learning process (Altheneyan & F. Boayrid, 2019).

After typographical errors were found in the 6th grade KSKK Arabic textbook of Madrasah Ibtidaiyah, of course, it is necessary to revise the errors contained in the book. As stated by al-Rajihi that error analysis is not enough only in the scope of identifying and interpreting errors, but it should also be accompanied by corrective measures to address the root causes of these errors and it is necessary to make efforts to correct and provide solutions to these errors (Suharto & Fauzi, 2017). Table 2 is the final result of the revision of the findings of typographical errors in the KSKK Arabic textbook "اللغة العربية" for grade 6 students of Madrasah Ibtidaiyah.

The educational landscape in Indonesia is a rich tapestry, with Islamic schools, known as madrasah, who playing a significant role in the country's academic landscape. These institutions, which cater to students from elementary to high school levels, not only impart religious knowledge but also teach various subjects, including Arabic language instruction (Abubakari dkk., 2023). Madrasah Ibtidaiyyah, the Islamic elementary schools in Indonesia, are tasked with providing a solid foundation in Arabic for their students.

Table 2. : Revision of errors in Arabic textbook

No.	Error	Revision
1.	أنا اذهب إلى المدرسة فى الساعة السّادسّة	أَنَا أَذْهَبُ إِلَى ٱلْمَدْرَسَةِ فِي السَّاعَةِ السَّادِسَةِ
2.	أقرأ القرآن فى الساعةِ السّابعةِ	أَقْرَأُ ٱلْقُرْآنَ فِي السَّاعَةِالسَّابِعَةِ
3.	مشياً على الأقدمِ	مَشْياً عَلَى ٱلْأَقْدَامِ
4.	أجب عن الأسئلة التّاليةِ كما في النّص السّابق	أَجِبْ عَنِ الْأَسْئِلَةِ التَّالِيَةِ كَمَا فِي النَّصِّ السَّابِقِ
5.	إذن، بيتكَ قريبٌ من هنا؟	إِذَنْ، بَيْتُكَ قَرِيْبٌ مِنْ هُنَا؟
6.	هيّا ندخل في الفصلِ	هَيَّا نَدْخُلُ إِلَى الْفَصْلِ
7.	رتّب الكلماتِ الأتيّة لِتَكوِّنَ جملة مفيدة!	رَتِّبْ الْكَلِمَاتِ ٱلْآتِيَةَ لِتُكَوِّنَ جُمْلَةً مُفِيْدَةً!
8.	هَذَا يومِ الإثنين	هَذَا يَوْمِ الْإِثْنَيْنِ
9.	قبلَ الذّهابِ إلى المدرسةِ	قَبْلَ الذَّهَابِ إِلَى الْمَدْرَسَةِ
10.	اركَب الدّراجةَ إلَى المدرسةِ	اِرْكَبْ الدَّرَّاجَةَ إِلَى ٱلْمَدْرَسَةِ
11.	تساعدُ فاطمةُ أمّها في المطبخ	تُسَاعِدُ فَاطِمَةُ أُمَّهَا فِي ٱلْمَطْبَخِ
12.	الثّانيّة عشرة والرّبع	الثَّانِيَّةَ عَشْرَةَ وَالرُّبْعُ
13.	سبحتُ تحت الشّلال	سَبَحْتُ تَحْتَ الشَّلَّالِ
14.	وأنت يا نعمة، إلى أين ذهبتُ؟	وَأَنْتِ يَا نِعْمَةُ، إِلَى أَيْنَ ذَهَبْتِ؟
15.	سافرتُ إلى مكّة المكرمة مع أسرتي	سَافَرْتُ إِلَى مَكَّةَ الْمُكَرَّمَةِ مَعَ أُسْرَتِيْ
16.	ركبتُ الحصانَ إلى جبل برمو	رَكِبْتُ الْحِصَانَ إِلَى جَبَلِ بُرْمُوْ
17.	ترجم الجملَ الأتية إلى اللّغة اللإندونيسيّ	تَرْجِمِ الْجُمَلَ الْأَتِيَةَ إِلَى اللُّغَةِ الْإِنْدُوْنِيْسِيَّةِ
18.	شاهدتُ.... التّلفاز بعد الدروسِ	شَاهَدَتْ.... التِّلْفَازَ بَعْدَ الدُّرُوْسِ
19.	رأيتُ ....pemandangan كلّ الإجابة خطيئة	رَأَيْتُ الْمَنَاظِرَ
20.	هَذِهِ أمّي، تلك أخت أمّي	هَذِهِ أُمِّيْ، تِلْكَ أُخْتُ أُمِّيْ
21.	في مدرستي .... كبيرة ج. مكتب	فِيْ مَدْرَسَتِيْ مَكْتَبَةٌ كَبِيْرَةٌ
22.	خَدُ	خَدٌّ
23.	شجرةُ التُّفاح	شَجَرَةُ التُّفَّاحِ
24.	شجرة البِطيّح	شَجَرَةُ الْبِطِّيْخِ
25.	التّفاحة	التُّفَّاحَةُ
26.	أَشْتَرى- يَشْتَرى	اِشْتَرَى- يَشْتَرَى
27.	وسيلةُ جَوِّيّة	وَسِيْلَةٌ جَوِّيَّةٌ
28.	وسيلةُ بريّةٌ	وَسِيْلَةٌ بَرِّيَّةٌ

To address this issue, researchers have explored the potential of utilizing information technology in overcoming student learning difficulties (Mutohhari dkk., 2021). The integration of technology-based tools, such as PowerPoint presentations, audio resources, and visual aids, has shown promise in enhancing the learning experience and addressing the challenges posed by typographical errors (Karchmer-Klein, 2020). Furthermore, the need for Arabic learning design that aligns with 21st-century skills has become increasingly apparent, especially in the context of the COVID-19 pandemic that has necessitated a shift towards remote and hybrid learning models.

D. Conclusion

This study resulted in the findings of 28 typography errors in Arabic text in the Arabic textbook "اللغة العربية" for grade 6 students of Madrasah Ibtidaiyah by the Curriculum of Institutional and Student Facilities (KSKK) team of the Directorate General of Islamic Education of the Ministry of Religion of the Republic starting from the first page to the last page. The typographical errors that have been found in the Arabic textbook MI grade 6 KSKK above can be categorized into morphology, syntax, and writing errors (*kitabah*). Among the mistakes found are; Errors in writing *harakat syiddah*, errors in writing *harakat*, inconformities in terms of meaning, inconsistencies in terms of morphology, inconsistencies in syntax, lack of letters, excess of letters, misletters, and non-conformity and the dominant presentation of errors is found in the errors in the writing of *harakat syiddah* and other general *harakat* (such as *fathah*, *dhammah*, and *kasrah*). Some errors in terms of typography are in the form of errors in writing letters or *harakat* that can change the meaning and break the Arabic grammar rules, which of course these errors certainly need to be corrected. It is important to emphasize the quality of teaching materials in the educational process.

The errors found in the research in this textbook have been revised by the researcher. This is solely to avoid errors for further publication and from the findings of these errors can be used as a reference for the Curriculum Team for Institutional and Student Facilities (KSKK) of the Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia to be more enthusiastic in developing literacy in the world of education, especially in learning Arabic. The following researchers suggest some recommendations that can be carried out by book authors and editors, including: Screening of Teaching Materials: Before publishing, textbooks must go through a rigorous screening process by Arabic linguists to ensure morphological and syntactic accuracy. Writer and Editor Training: Provides

specialized training to textbook writers and editors on the correct Arabic writing standards to reduce typographical errors. Periodic Revisions and Updates: Conduct regular revisions and updates of teaching materials based on input from teachers and students to ensure the relevance and accuracy of the material.

The results of the findings of errors that have been found by researchers certainly cannot be said to be good and perfect. In addition, the study may only include a certain number of textbooks, so the findings cannot be generalized to all Arabic textbooks in Madrasah Ibtidaiyah and only focus on typographical errors without observing other aspects. For this reason, it is necessary to conduct further research that can add insight into scientific knowledge, especially in learning Arabic. The researcher suggested conducting a study that included more textbook samples from different publishers and classes to get a broader picture of the quality of teaching materials, examined the direct impact of typographical errors on students' understanding and learning achievement in Arabic to assess the extent to which they affected the learning process, and evaluated other aspects besides typographical errors such as material delivery methods, visual design, and conformity with the national curriculum. By considering the limitations, recommendations and suggestions for further research, it is hoped that the quality of Arabic textbooks for Madrasah Ibtidaiyah students can be improved, thereby supporting a more effective and efficient learning process.

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