



The Suitability of Arabic Textbooks Curriculum 2013 for Fifth Graders of Madrasah Ibtidaiyah

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Abstract: To achieve the goal of the Country through education, textbooks especially Arabic should be in line with the curriculum that is implemented. About textbook quality, the components of the textbook standard has been developed by National Agency of Education Standards (BSNP) initiated the textbook analysis. This article aimed to find suitability and discrepancy of the contents of Arabic textbooks for fifth graders in *Madrasah Ibtidaiyah* (Islamic Elementary School) adjusted to the standards set by BSNP. This type of research was content analysis. Meanwhile, in examining the data, descriptive analysis and content analysis were used. Primary data were obtained from Arabic language textbooks and secondary data were obtained from supporting sources such as books and journals. The feasibility of the contents of the Arabic textbook for fifth graders in *Madrasah Ibtidaiyah* by Sri Sabbahatun on the feasibility aspect of presentation based on motivation generators are available in the form of vocabulary illustrations that are appropriate to the topic of study and students practice the material presented to their group mates so that the class became interactive. Meanwhile, in terms of linguistic feasibility, the language used in *mufradat* and examples can be practiced by students. The integrated reading in each chapter is quite logical and simple so students can understand it. Among three aspects studied, namely the feasibility of content, presentation and language, it was stated that this Arabic book by Sri Sabbahatun was suitable for use.

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Introduction

Textbook is a crucial component in teaching and learning activities.¹ According to the Education and Culture Minister Regulation, No. 8 of 2016 about the use of textbooks in educational units in Article 1, textbooks are known as the essential source of learning for achieving Basic Competence (KD) and Core Competence (KI) and are declared

suitable by the Education and Culture Ministry for use in educational units.² The characteristics of textbook compared to other scientific books are as follows: 1) Textbook is prepared based on educational curriculum. 2) It is focused on certain goals. 3) It presents the specific topic in a subject. 4) It is oriented towards the activities carried out in teaching and learning process. 5) It can help the teacher to direct activity of teaching and learning in the class. 6) The pattern of textbook presentation is adapted to students' intellectual improvement.³ A good textbook requires conceptual maturity.⁴ It must be prepared by arranging the contents related to the presentation method with the expected objectives.⁵

Madrasah Ibtidaiyah Ma'arif NU 6 Sekampung has implemented the Curriculum 2013 for the last 3 years, which means that textbooks as a guide for teachers and students also have switched to scientific approach 2013 textbook. In the beginning of this research, it was found that teachers still experienced difficulties to adapt and deliver the material in accordance with a scientific approach. It was finally decided to be the background for this research to be carried out. An Arabic language textbook for fifth graders entitled "Ayo Belajar Bahasa Arab" was examined and reviewed from a BSNP perspective based on the presentation, content and language feasibility.

There were several previous studies regarding the study of Madrasah Ibtidaiyah (Islamic Elementary School) textbooks. One of those was entitled "Analisis Bahan Ajar 'Buku Siswa Bahasa Arab' Untuk Kelas 6 Madrasah Ibtidaiyah (Pendekatan Saintifik 2013)" (Analysis of Arabic Language Teaching Materials for Madrasah Ibtidaiyah (Scientific Approach 2013)).⁶ This research generally discussed the suitability of the material in textbooks with Mackey's theory. Then, the second one was entitled "Analisis

¹ Fridawati Siburian and Iis Siti Jahro, "Analysis Feasibility Level of Practical Guidance Semiriset Based Guided Inquiry on BSNP for Senior High School," *4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)* 384 (2020): 480-484.

² Erik Suharyono and R. Rosnawati, "Analisis Buku Teks Pelajaran Matematika SMP Ditinjau dari Literasi Matematika," *Mosharafa: Jurnal Pendidikan Matematika* 9, no. 3 (2020): 451-462.

³ Afifa Wijdan Azhari, "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): 125-136.

⁴ Zakariya Abu Dabat, "Analyzing 'Our Arabic Language Textbooks' of the Last Grade of Primary Stage with Reference to Bloom's Taxonomy of the Cognitive Objectives," *International Journal of Academic Research in Progressive Education and Development* 4, no. 2 (2015): 86-104.

⁵ Muhammad Zaenuri, "Analisis Buku Ajar Belajar Membaca Kitab Kuning Metode Ibtidai'iyah Karya Mujahidin Rohman," *Arabia* 11, no. 1 (2019): 191-212.

⁶ Nursobah Fitriani and Hasan Saefulloh, "Analisis Bahan Ajar 'Buku Siswa Bahasa Arab' untuk Kelas 6 Madrasah Ibtidaiyah (Pendekatan Saintifik 2013)," *El-Ibtikar: Jurnal Pendidikan Bahasa Arab* 7, No. 2 (2018): 115-136.

Content Buku Ajar Bahasa Arab (Pendekatan Saintifik Kurikulum 2013)” (Content Analysis of Arabic Textbooks by using a Scientific Approach in Curriculum 2013).⁷ This research focused on the aspects of content conformity with the government curriculum which refers to Minister of Religion Regulation Number 0912 of 2013. Another research entitled “Telaah Kritis Buku Ajar Bahasa Arab di Madrasah Ibtidaiyah” (A Critical Reviewed of Arabic Textbooks for Madrasah Ibtidaiyah).⁸ The book studied was entitled “Ayo Belajar Bahasa Arab”, published by Penerbit Erlangga. Then, an article entitled “Analisis Buku Bahasa Arab Pendekatan Saintifik Kurikulum 2013 Madrasah Ibtidaiyah Kelas I” (An Analysis of Arabic Language Textbooks with a Scientific Approach Curriculum 2013 for First Graders of Madrasah Ibtidaiyah).⁹ This research aimed to find out that the book was easy for teachers to use in teaching. Then, the study entitled “Analisis Bahan Ajar Siswa Kelas Iv Madrasah Ibtidaiyah dari Perspektif Pendidikan Kritis” (An Analysis of Teaching Materials for Fourth Graders of Madrasah Ibtidaiyah from a Critical Education Perspective).¹⁰ The book studied was Aqidah Akhlak textbook. The result of this research showed that the relevance of critical education with the material and pictures in the book were appropriate and meeting the criteria for critical education.

Some researchers focused on writing textbooks that are adapted to expert theories, such as Mackey. Then, Arabic language textbooks suitability with the demands of the government curriculum was also being a topic which referred to the Regulation of the Minister of Religion. Several researchers focused on the feasibility of the content, presentation and language in textbooks in circulation. There is limited research relating to content or presentation feasibility, and language feasibility. Therefore, in this research, textbooks feasibility was discussed starting from content, presentation and language that have been determined by BSNP. The aim of this research was to determine and guarantee the feasibility of the textbooks in terms of content, presentation and language.

⁷ Nurul Hadi, “Analisis Content Buku Ajar Bahasa Arab (Pendekatan Saintifik Kurikulum 2013) Kelas I Madrasah Ibtidaiyah Terbitan Kementerian Agama Republik Indonesia 2014,” *Ijaz Arabi Journal of Arabic Learning* 1, no. 1 (2018): 37-51.

⁸ Pradi Khusufi Syamsu, “Telaah Kritis Buku Ajar Bahasa Arab di Madrasah Ibtidaiyah,” *el-Ibtikar: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (2018): 93-108.

⁹ Martatik, “Analisis Buku Bahasa Arab Pendekatan Saintifik Kurikulum 2013 Madrasah Ibtidaiyah Kelas I,” *Andragogi: Jurnal Diklat Teknis Pendidikan dan Keagamaan* 6, no. 1 (2018): 104–121.

¹⁰ Mawadah Rahmawati, “Analisis Bahan Ajar Siswa Kelas IV Madrasah Ibtidaiyah dari Perspektif Pendidikan Kritis (Studi Atas Buku Teks Mata Pelajaran Akidah Akhlak Kurikulum 2013),” *Jurnal Tarbiyah al-Awlad* 10, no. 1 (2020): 94-102.

It was expected that the findings from this research could be beneficial for any academic aspects. The advantages of the book can become an example for other textbook writers. Its shortcomings might be found and those could be corrected immediately. In this research, content analysis was used as the research methods.

Methods

The method used for this research was the content analysis method. This method was in accordance with analysis the suitability of the contents of Sri Sabbahatun's textbook with BSNP as the focus of this research. Then, this method required good analytical skills.¹¹ Inductive or deductive method can be implemented in this content analysis with these procedures, namely preparation, organizing and reporting study results.¹² The preparation stage was done by preparing the textbook to be researched, then the provisions that had been set by BSNP in writing the textbook. After everything was ready, the researched materials were organized from Sri Sabbahatun's textbook. After all the data was well organized, the final results were found and the data was finally presented.

Primary and secondary data were used in this research. Primary data is the initial data that was obtained through some experiences and procedures for specific goals that is prominent in the research.¹³ In this research, the Arabic textbook for fourth graders of Madrasah Ibtidaiyah (Islamic elementary school) was the primary data. Meanwhile, secondary data means second-hand data that were recorded and obtained by someone else who is not related to the research problem that is going to be carried out.¹⁴ In this research, books, articles and journals related to this research topic were used as the secondary data.

¹¹ Fridawati Siburian and Iis Siti Jahro, "Analysis Feasibility Level of Practical Guidance Semiriset Based Guided Inquiry on BSNP for Senior High School," *4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)* 384 (2020): 480-484.

¹² Andi Harpeni Dewantara, "Analisis Konten Buku Teks Matematika K-13 Terkait Potensi Pengembangan Literasi Matematis," *Didaktika: Jurnal Kependidikan* 13, no. 2 (2019): 112-130.

¹³ Garrett M. Fitzmaurice dan Caitlin Ravichandran, "A Primer in Longitudinal Data Analysis," *Circulation* 118, no. 19 (2008): 2005-2010.

¹⁴ Wahyu Jatmiko dan Rahmat Gernowo, "Analisis Korelasi Citra Data Primer dengan Data Sekunder Menggunakan Citra Grid Analysis and Display System (Grads)," *Youngster Physics Journal* 3, no. 1 (2014): 63-70.

The instrument in this research was the researcher.¹⁵ Researchers collected the required data. Technical stages were required in data collection. The data collection techniques that researchers used in this research were documentation and literature study. According to Mardialis, library research is a type of research that obtained the information and data that are discovered in the library such as magazines, books, notes, documents, historical stories and others.¹⁶ Data collection was carried out by searching for sources related to the research topic in the documents, journals, books and others.

The data analysis technique used in this research was data reduction. In data reduction, the data related to the research title was collected from authentic sources. After collecting the data, then the data needed was sorted out and analyzed. After the required data was collected, the next step is data display. After the data were obtained and analyzed, the final step was data verification or drawing conclusions from the data that has been displayed. Based on the type of the research carried out, qualitative research was considered suitable with the data analysis.¹⁷

Results and Discussion

The research results showed positive that this book is appropriate in accordance with the National Education Standards Agency (BSNP). However, there are still shortcomings which according to researchers must continue to be criticized in order to build and make this teaching material even better. It was explained and analyzed in sequence the feasibility aspects according to BSNP and according to the principles of preparing Arabic textbooks. According to Muhammad Infithor, there are three indicators that need to concern is the feasibility of the contents of textbooks or teaching materials, namely (1) material conformity descriptions with Competency Standards (SK) and Basic Competencies (KD) in the specific subject curriculum (2) Accuracy of materials, (3) Learning support materials.¹⁸

¹⁵ Furqon Ishak Aksa, Ramdan Afrian, dan Jofrisha Jofrisha, "Analisis Konten Buku Teks Geografi SMA Menggunakan Model Beck & McKeown," *Jurnal Pendidikan Geografi* 23, no. 1 (2018): 1–8.

¹⁶ Ahmad Jaelani dkk., "Penggunaan Media Online dalam Proses Kegiatan Belajar Mengajar PAI Dimasa Pandemi Covid-19 (Studi Pustaka dan Observasi Online)," *Jurnal IKA PGSD (Ikatan Alumni PGSD) Unars* 8, no. 1 (2020): 12-24.

¹⁷ Amirotn Sholikhah, "Statistik Deskriptif dalam Penelitian Kualitatif," *Komunika: Jurnal Dakwah dan Komunikasi* 10, no. 2 (1970): 342–362.

¹⁸ Muhammad Infithar Al-Ahqaf, "Analisis Kelayakan Bahan Ajar Bahasa Arab untuk Madrasah Tsanawiyah," *Jurnal Al-Maqayis* 6, no. 2 (2019): 1-12.

To facilitate understanding, the results of this research on Arabic language textbook for fourth graders by Sri Sabbahatun in accordance with content feasibility standards were presented as follows:

Table 1. The Suitability in the Aspect of Content Eligibility

Point 1	Material Completeness	Explanation
Description	The description of the material in the textbook is in accordance with the competency standards and basic competencies contained in the curriculum.	Appropriately, the material that has been presented includes sounds, speech, word forms vocabulary understanding, grammar understanding, carrying out conversations that have been designed to achieve Core Competency and Basic Competencies.
Point 2	Breadth of Material and Depth of Material	Explanation
Description	The breadth and depth of the material is in accordance with the substance contained in the KI and KD.	Appropriately, the breadth of material in the explanation of the amount of material outlined in learning is an effort to maximize and achieve all basic competencies at the education level unit. Depth of material means the concepts contained in the subject matter that students must master.
Point 3	Accuracy of Concepts and Definitions	Explanation
Description	In the textbook, the material should be accurately presented to avoid the misconceptions for students. The concept of definition also should be well-formulated.	The concepts and definitions presented are clear so that there are no multiple interpretations and students are confused about what they are reading.
Point 4	Accuracy of Examples, Facts and Illustrations	Explanation
Description	Principles, concepts, procedures should be explained by well-presented facts, example and illustrations.	Examples, facts and illustrations have been provided with examples that are appropriate to students' daily life and are applicable to students.
Point 5	Question Accuracy	Explanation
Description	Students' mastery of concepts, principles, procedures or algorithms must be built by questions that are presented accurately.	The questions given in each material are presented accurately and can train students' understanding abilities.
Point 6	Compatibility with the Development of Science and Technology	Explanation
Description	Materials, exercises and bibliography in the textbooks should be compatible with science and technology development	In the exercise material example and bibliography contained in the textbook, it is presented clearly and coherently. The examples and exercises in each subchapter are communicative, applicable, that is, they relate to one another.
Point 7	Intrrelationships Between Concepts	Explanation
Description	Interest between concepts in textbooks can be shown in descriptions or examples.	The concept presented in one chapter is interrelated with each other.
Point 8	Communication	Explanation
Description	Materials in textbooks must contain exercises to communicate or express ideas, both verbal and written to interpret the situation.	The illustrations and exercises provided contain verbal or written ideas, such as <i>al-hiwar</i> , conversation material for students with conditions appropriate to the student's experience.
Point 9	Material Attractiveness	Explanation
Description	In the textbooks, materials should load illustrations, strategies, description, sketches, historical stories, exercises that	In terms of the attractiveness of this teaching material, if we compare it with Arabic language book for fifth graders which was published by the

	can increase the students' excitement to study further.	Ministry of Religion, it is more interesting than this book in terms of color, the Ministry of Religion is much more attractive.
Point 10	Encourage to Seek Further Information	Explanation
Description	The textbooks should load the materials that encourage students to figure out the information from various sources such as internet, articles, books, etc.	In this case, none of the assignment materials suggest obtaining further information from various sources. The only sources are related to those around the book.
Point 11	Enrichment Material	Explanation
Description	The material should provide description, exercises or examples related to the certain topics.	In this case, the teaching materials present enrichment material such as explaining exercises examples and explanations of enrichment questions, so the material presented is comprehensive.

Overall, the book by Sri Sabbahatun is in accordance with what has been determined by BSNP. However, in terms of the attractiveness of the material determined by BSNP, this book by Sri Sabbahatun is less interesting because it does not present pictures that can attract students' interest. Judging from the suitability of the material coverage, it shows that the material studied in textbook entitled "Ayo Belajar Bahasa Arab" for fifth graders has covered aspects of Core Competencies (KI) and Basic Competencies (KD). It is said that because, as stated by As Pinter, textbooks are very closely related to the curriculum that applies to that educational unit. Good textbooks must be relevant and supporting curriculum implementation.¹⁹

Based on the description above as explained by Muhammad Infithor, the Arabic textbook entitled "Ayo Belajar Bahasa Arab" for fifth graders Curriculum 2013 by Sri Sabbahatun published by Penerbit Erlangga in 2016 was reviewed from the perspective of the National Education Standards Agency (BNSP). It was considered to be suitable for use as teaching material if it was reviewed from the feasibility of the content standards. It was concluded that the findings analyzed are in line with the expert criteria that have been stated.

Aspects of feasibility of presentation, indicators of feasibility of presentation, there are three indicators that must be considered, namely (1) presentation technique; (2) presentation of learning; and (3) completeness of presentation. To facilitate understanding, the results of research on teaching materials are presented according to the feasibility of presentation in the aspects of presentation technique and completeness of presentation as follows:

Table 2. Conformity in the Feasibility Aspect of Presentation Techniques

Point 1	Presentation Techniques	Explanation
Description	In the textbook, each chapter should present motivation, introduction, and contents. Pictures, illustrations, photos, and exercises can be the media to present motivation to practice in daily life that are appropriate to the topic. The introduction contains at least the prerequisite material needed by students to understand the subject matter that will be presented. The content contains things included in the content feasibility subcomponent.	Motivation is available in teaching materials in the form of pictures, illustrations, vocabulary that are appropriate to the study topic. The introduction in this book are also available in the form of images and terms that match the images to fulfill the prerequisite understanding of the subject matter and the content is available as explained in the content feasibility component above.
Point 2	Presentation Collapse	Explanation
Description	The presentation in the textbook is in accordance with inductive and deductive thinking. Concepts are presented from easy to difficult, from simple to complex, or from informal to formal so that students can follow them well.	In presenting the mind mapping from the specific to the general and vice versa, it is available and meets the standards of language learning principles.
Point 3	Learning Presentation	Explanation
Description	A student-centered learning The materials presentation in the textbook is attractive and interactive that involved the students to participate. It is able to motivate students to learn more independently with interesting pictures, invitation sentences, activities (including group activities), etc. Develop process skills Process skills (thinking and psychomotor) must be emphasized in the discussion and presentation, not just obtaining result.	It can be seen that each chapter has conversation exercises that match the theme. Students are expected to be able to practice conversations with their respective groups so that the class atmosphere becomes interactive and each other participates in carrying out these practices. In this book, practice questions are presented that stimulate students to develop their way of thinking, then activate students to move, such as conducting conversation experiments with their group of friends.

In the aspect of feasibility of presentation, Arabic language textbook by Sri Sabbahatun has met the requirements for feasibility of presentation, both in the aspects of presentation technique, consistency of presentation, balance between chapters, and presentation of student-centred learning and developing students' skills. Based on the explanation and description of table 2 and compared with the theories put forward by the following theorists, William Francis Mackey, Grenee, and A.J. Loveridge regarding the feasibility of presentation in their statement namely 1). Differentiation procedure, in the Arabic book by Sri Sabbahatun, Indonesian is used as an introduction and learning process even though the learning material presented is Arabic.

2) Procedure/ostensive (using objects or actions), seen from the ostensive procedure, in Arabic book by Sri Sabbahatun, there are several sentence structures and vocabulary that should be explained by the teacher with an object or tools. 3) Pictorial

¹⁹ M. Hamizul and Nik Mohd Rahimi, "Design and Development of Arabic Online Games—a

procedure (use of media), in the Arabic book by Sri Sabbahatun, the pictorial procedure is used, namely using pictures, photos and other supporting illustrations. Contextual procedures (abstract explanations), in the Arabic book by Sri Sabbahatun, contextual procedures have been used with the aim of increasing students' abilities and increasing the quality and quantity of the vocabulary they learn so they can be used to teach new words and structures. Hence, the more abstract the meaning taught, the more verbal context procedures will be used, for example the use enumeration, metaphor, opposition, substitution and multiple contexts.²⁰

Green stated that standards for the feasibility of presentation in textbooks must consist of the several criteria. They are lesson objectives, learning stages, attractive presentation, students' activity, and relation between materials, exercises and questions.²¹ According to A.J. Loveridge, in presenting books that meet national standards, must fulfill the several aspects namely concept maps, systematic and logical sequence of material, presentation of illustrations that contain motivational elements, presentation of material to encourage feedback and student self-reflection, book anatomy is presented in the form of which is easy to understand.²² Based on the description above, it is known that the Arabic language textbook for fifth graders by Sri Sabbahatun has met the feasibility standards according to BSNP in the aspect of feasibility of presentation. All indicators on presentation technique and completeness of presentation have been met.

In the aspect of language feasibility, these three indicators should be considered namely (1) language use suitability to the student's improvement level, (2) Use of communicative language, and (3) Use of language that meets the requirements for coherence and integration of thought flow. The results according to language feasibility were presented as follows:

Conceptual Paper," *Procedia-Social and Behavioral Sciences* 174 (2015): 1428–1433.

²⁰ Basma Ahmad Sedki Dajani, "Teaching Arabic Language: Towards a New Beginning that Stimulates Creativity," *Procedia-Social and Behavioral Sciences* 192 (2015): 758–763.

²¹ Irfan Syamsualam and Sumiati Patimari, "Kelayakan Isi Buku Teks Seni Budaya Kurikulum 2013 SMP/MTs Kelas VIII Ditinjau dari Aspek Pembelajaran Seni Rupa," *Jurnal Pakarena* 4, no. 1 (2019): 44-53.

Table 3. Conformity in the aspect of Language Feasibility

Point 1	Correspondence to the Intellectual Development Level	Explanation
Description	The use of language in textbooks to describe the concepts or applications of concepts or illustrations to abstract examples is conformed to the level of intellectual development	The language used in the <i>mufradat</i> and examples is easy to practice or read orally so that students do not feel it difficult in pronunciation. The examples presented are in accordance with what students imagine because the abstracts depict their daily activities.
Point 2	Conformity to Social Emotional Development Stages	Explanation
Description	The use of language in the textbooks is suitable with the social emotional of students with some illustrations to depict the concepts that ranges from local to global environment.	As explained above, the illustrations used in this book represent the closest environment and relate to students.
Point 3	Readability of Message	Explanation
Description	The messages conveyed in textbooks are interesting, clear, targeted language, do not give rise to double meanings (using effective sentences), and are common in Indonesian written communication, thus encouraging students to study the book thoroughly.	The command sentences provided are only in Indonesian, so that students can easily understand what the commands mean, then these sentences are commonly used in other subject books, and in Indonesian the sentences used are clear and precise.
Point 4	Language Rules Accuracy	Explanation
Description	The writing should deliver the messages based on Indonesian language rules from EYD (Enhance Spelling Guidelines). The consistent of the meaning should be concerned in the concept and principle.	The use of Indonesian words or sentences used is quite minimal, namely only providing an explanation of a command in practice questions, word translation, theme translation and others, so that students do not need to ask repeatedly in each command sentence because the command sentences used are quite consistent specifically for practice from the first chapter to the end of the chapter.
Point 5	Coherence and integration between chapters	Explanation
Description	Conveying of messages between one chapter and other chapters and among other subchapters within a chapter reflects	As explained in the suitability of the content, the chapters related to each other.

²² Aldila Wanda Nugraha, "Analisis Kelayaan Buku Ajar Siswa Sd Kelas V Ditinjau Dari Aspek Science Literacy," *Pendidikan Dan Pembelajaran Anak Sekolah Dasar* 1, no. 2 (2016): 1–8.

a logical relationship.

Point 6	Coherence and Coherence Between Paragraphs	Explanation
Description	Conveying messages between adjacent paragraphs and between sentences within paragraphs reflects logical relationships.	The readings in each chapter have a logical integration because the readings provided are quite simple and only discuss the student's scope.

The principle of linguistics concerns to the language that will be taught to students by concerning to the elements and skills that will be conveyed to students, so that the material presented was in accordance with the desired learning objectives.²³ Based on the description in the table above regarding the description of the feasibility of language in the Arabic language textbook for fifth graders by Sri Sabbahatun, it can be said to be appropriate after being compared with the explanation of the theory stated by Muslich, namely regarding the feasibility of language in textbooks. The suitability of textbooks in terms of language presentation must include several indicators of the language used according to the level of ability and development of students, the language used is communicative language, and the language used meets the requirements for coherence and integration of thought flow.²⁴

Based on the results and analysis of the data above, it can be concluded that the Arabic language textbook "Ayo Belajar Bahasa Arab" for fourth grades in curriculum 2013 by Sri Sabbahatun published by Penerbit Erlangga in 2016 is adequate and does not meet BNSP standards as a whole in terms of components or subcomponents from the feasibility of the content, feasibility of presentation and feasibility of language, as stated by Masnur Muslich, a good quality textbook must fulfill four elements of feasibility, namely content, presentation, language and graphics.²⁵ This book by Sri Sabbahatun is still lacking in terms of graphics, whereas for elementary school age children the attractiveness of the book is very much needed, as in previous research conducted by

²³ Jawad Sadek dan Farid Meziane, "Learning Causality for Arabic-Proclitics," *Procedia Computer Science* 142 (2018): 141–149.

²⁴ Xavier A. Carrasco, Ashraf Elnagar, and Mohammed Lataifeh, "A Generative Adversarial Network for Data Augmentation: The Case of Arabic Regional Dialects," *Procedia Computer Science* 189 (2021): 92–99.

²⁵ Rini Dwi Susanti, "Studi Analisis Materi Ajar "Buku Teks Pelajaran" pada Mata Pelajaran Bahasa Arab di Kelas Tinggi Madrasah Ibtidiyah," *Arabia* 5, no. 2 (2013): 199–223.

Wahyudi²⁶ he stated that graphics in teaching materials are very important in influencing students' interest in learning.

Apart from that, there are other shortcomings in this textbook as follows: the materials do not provide material for developing thoughts in accordance with Arab and Islamic cultural values. Most of the pictures in the textbook are still black and white, so they cannot represent the details of the objects intended. In research conducted by Fitria,²⁷ she stated that the use of attractive colors can increase students' interest in learning. Thus, from the results of the research, it was found that the book by Sri Sabbahatun needed improvement regarding the media presented. The foreword is not attached to this book, only a foreword which explains the general objectives to be achieved. Instructions for use are also not included in this book, so educators need to participate in providing instructions for using this book. The bibliography is not arranged alphabetically. The material does not yet encourage students to do the real activity.

The results of this research found that there were advantages and disadvantages related to these teaching materials. In this case, a solution should be provided so the textbook compiler and publisher can evaluate the shortcomings that were found. It is necessary to provide material to develop thinking skills in accordance with Arab and Islamic cultural values so that students can also develop characters such as honesty, diligence, morals and so on. It is also expected that students can develop thoughts and character in accordance with Islamic religious values. As a research conducted by Setyawan,²⁸ he stated that Arabic cannot be separated from Islamic characters and education.

It is expected that the material presented should provide more interesting or colorful pictures like in the Arabic language textbooks for fifth graders published by the Ministry of Religion. As we know that students are still in elementary school, this can encourage students to study actively and enthusiastically because the material provided is

²⁶ Gema Wahyudi, Syahrul Ramadhan, and Darnis Arief, "Pengembangan Bahan Ajar Tematik Berbasis Model Picture and Picture di Sekolah Dasar," *Jurnal Basicedu* 5, no. 2 (2021): 966–973.

²⁷ Ema Fitria and Bayu Pratama Nugroho, "Media Pembelajaran Interaktif Bahasa Arab pada SDIT Tiara Az-Zahra Palangkaraya Berbasis Android," *Jurnal Sistem Informasi, Manajemen dan Teknologi Informasi* 1, no. 1 (2023): 8-16.

²⁸ Cahya Edi Setyawan and Khairul Anwar, "Peran Bahasa Arab dalam Pendidikan Islam Sebagai Urgensitas Menghadapi Revolusi Industri 4.0," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 1 (2020): 11-19.

interesting. This is in accordance with the results of previous research that colorful illustrations can increase students' interest in learning.²⁹

Material in spoken form such as in *mufrodah*, *qiro'ah*, and *hiwar* materials can be developed by giving teachers a CD containing material related to this textbook, such as audio media or audio-visual media according to the readings contained in each chapters to make it easier for students to understand letters, phrases, sentences and good intonation and also make it easier for teachers to explain the reading. This solution is strengthened by the results of research conducted by Rindiani,³⁰ that audio-visual media can improve Arabic language learning outcomes. With the results of this research, we can see the importance of audio and visual support in learning Arabic. The references used in this book should also use the latest references so that the material or content used is in accordance with current developments and current students. The urgency in choosing learning sources was stated by Zaki³¹ in his research. Teaching materials are a determinant of the success of the learning process, therefore we need up-to-date sources of teaching materials adapted to the current developing era.

Based on the research results, the following implications can be concluded as: the suitability of the content, the suitability of the presentation and the language of this book by Sri Sabbahatun which can be used as an example for other book writers. Reviewed from the feasibility of the content, the material presented is accurate and the supporting material is complete with a neat presentation. From the feasibility of the presentation, it is in accordance with the explanation of expert theory so that the possibility of errors in this textbook is very minimal. Regarding linguistic feasibility, the language is presented appropriately according to the age level of the students, but there is still some material presented that is not translated.

The limitation of this research was on the research focus which only concerned on the feasibility of content, presentation and language. Meanwhile, the feasibility of graphics was not examined, even though the graphic aspect is very important because graphics can attract more attention to book readers. It is expected that the future

²⁹ Apriani Safitri and Kabiba Kabiba, "Penggunaan Media Gambar dalam Meningkatkan Minat Belajar Siswa Kelas IV di SD Negeri 3 Ranomeeto," *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan* 20, no. 1 (2020).

³⁰ Rifa Rindiani and Tita Hasanah, "Upaya Peningkatan Hasil Belajar Mata Pelajaran Bahasa Arab Melalui Media Audio Visual pada Peserta Didik Kelas IV Madrasah Ibtidaiyah Taman Islam Cibungbulang Bogor," *Jurnal Kajian Islam Modern* 8, no. 2 (2022): 35–44.

researchers will be able to complete the research by thoroughly examining the whole aspects of the teaching materials to produce an advanced research.

Conclusion

Based on the research carried out in the previous chapter, several conclusions can be drawn that the quality of teacher handbooks and student handbooks is in the adequate category. This is because there are several components or subcomponents that do not meet the standards set by BSNP. Teacher handbooks and student handbooks do not fully meet the overall criteria for each component or subcomponent. The lack of preparation by the authors or compilers of the textbooks in facing the implementation of curriculum 2013 was the main factor in not fulfilling the good criteria for textbooks. This is understandable because the hasty implementation of curriculum 2013 meant that the authors or compilers did not concern on textbook quality standards. The weakness of this research was in the research focus which merely focused on the feasibility of content, presentation and language. Meanwhile, the feasibility of graphics was not examined yet despite the graphic aspect is important to attract more attention to the textbook readers. It is expected that further researchers would be able to conduct the research by thoroughly examining the whole aspects of the textbooks or teaching materials so that they can produce an advanced research.

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Author Contributions Statement

The main researcher (BR) designed a research on textbook analysis that was adapted to what BSNP had determined, namely content, presentation and language. The second researcher (GCK) did the procedures such as introduction, methodology of the research, research results and references. It was significant in directing and analyzing data from research results to approval of the final statement.

³¹ Mohammad Zaki, "Urgensi Bahan Ajar Bahasa Arab Sebagai Penentu dalam Proses Belajar Mengajar," *Al-Af'idah: Jurnal Pendidikan Bahasa Arab dan Pengajarannya* 5, no. 1 (2021): 93.

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