A Study of Arabic Textbooks for Madrasah Tsanawiyah

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Abstract: Textbooks must meet the criteria for appropriate textbooks that have been set by BSNP, so that the teaching materials in them are quality teaching materials. The purpose of this study was to analyze the Arabic language textbook for class VIII that was published by Erlangga whether the textbooks have met BSNP standards and has met the quality of textbooks based on aspects of material, presentation, language and graphics. This type of research was content analysis research, which aimed to analyze more deeply the content of Arabic textbooks for the class VIII in Madrasah Tsanawiyah. The approach used in this research was a qualitative approach. The method used was the study of documentation and literature study. According the results of this study, Arabic textbooks for class VIII published by Erlangga are books that were not fully in accordance with BSNP standards and meet the quality of teaching materials based on material, presentation, linguistic, and graphic aspects. Based on the study, it could be concluded that this Arabic book was worthy of being used as a handbook based on its advantages. A prominent weakness of this book was from the aspect of graphic presentation.

Introduction

Textbooks is an important component in learning. Textbook is one of the main learning materials.[1] As stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 concerning books used in educational units Article 1 namely, textbooks are the main learning source to achieve basic competencies and core competencies and are declared eligible by the Ministry of

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[1] Fridawati Siburian, Iis Siti Jahro, and Retno Dwi Suyanti, "Analysis Feasibility Level of Practical Guidance Semiriset Based Guided Inquiry on BSNP for Senior High School," *Atlantis Press SARL* 384, (2019): 75-79.

Education and Culture to be used in the education unit.[2] Textbooks have special characteristics when compared to other types of scientific books.

The special characteristics of the textbooks are described by Muslich as follows: 1) textbooks are arranged based on the message of the educational curriculum, 2) textbooks focus on certain goals, 3) textbooks present certain subject areas, 4) textbooks are oriented to student learning activities, 5) textbooks can direct teacher's teaching and learning activities in the classroom, and 6) teaching book presentation patterns are adjusted to the intellectual development of target students.[3] To compile a textbook into a good book, a conceptual maturity is needed.[4] A good book is a book that is compiled by combining the scope of the content with the method of presentation that is in accordance with the teaching principles and the desired objectives. That way the book that is compiled will provide convenience and motivation for learners.[5]

Related to the analysis of textbooks, several previous studies had been found to examine the feasibility of Arabic textbooks, such as the analysis of Arabic language textbooks for madrasah aliyah curriculum 2013.[6] The research on Arabic textbooks at Madrasah Aliyah K13 only discussed about KI (*Kompetensi Inti*/Core Competence) from the textbooks. Core competency curriculum cannot be separated from KD (*Kompetensi dasar*/Basic Competency) and they are interrelated to each other.[7] In the research by Hidayat which focused on the materials about hadith contained in textbooks, but in the title, there was "2013 Curriculum". Meanwhile, in this study, the discussion about 2013 curriculum itself was not highlighted. Analysis of Arabic language textbooks for class VI

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[2] Erik and R. Rosnawati, "Analisis Buku Teks Pelajaran Matematika SMP ditinjau dari Literasi Matematika," *Mosharafa: Jurnal Pendidikan Matematika* 9, no. 3 (1 Oktober 2020): 451–462, https://doi.org/10.31980/mosharafa.v9i3.819.

[3] Afifa Wijdan Azhari, "Analisis Buku Ajar Bahasa Arab Kelas VI Madrasah Ibtidaiah Terbitan Karya Toha Putra," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 1, no. 2 (2018): 125–136, https://doi.org/10.17509/alsuniyat.v1i2.24360.

[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): 77-93, https://doi.org/10.6007/IJARPED/v4-i2/1735.

[5] Muhammad Zaenuri, "Analisis Buku Ajar *Belajar Membaca Kitab Kuning Metode Ibtida'i* Karya Mujahidin Rohman," *Arabia* 11, no. 1 (24 Juni 2019): 191-212, https://doi.org/10.21043/arabia.v11i1.5255.

[6] Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 2 (2018): 141-160, https://doi.org/10.29240/jba.v2i2.552.

[7] Taufiq Hidayat, "Analisis Buku Teks Hadis-Ilmu Hadis Kurikulum 2013 Kelas XII Madrasah Aliyah Peminatan Ilmu-Ilmu Keagamaan," Surabaya: UIN Sunan Ampel (2013): 23.

madrasah ibtidaiah published by Toha Putra.[8]

Furthermore, the research on Arabic textbooks for class VII in Madrasah Tsanawiyah which discussed about the selection, gradation, presentation, and repetition of the material. This research was focused on the material presented in the textbook. In addition to the important content of the material, it also discussed about the appearance of the book as a teaching material. In the study of Aksal[9] which discussed about the aspects of the content in general, it was not explained that there were several aspects in the content or content of a book including: material, presentation, language, and graphics. Thus, the discussion about the feasibility of the material according to the BSNP and the feasibility of the content in Kinanti and Sudirman[10] which consisted of three components, namely conformity with Core Competency (KI) and Basic Competency (KD), accuracy of materials, and learning support materials investigated were not discussed.

From the results of previous studies, the following results were found that there were still many discrepancies in the textbooks circulating among students and teachers. These discrepancies are found in the material, linguistics and in KI and KD in the applied curriculum, namely K13. Then in previous studies, several researchers focused on the content of the material from the textbook. There were some limited studies related to selection, gradation, presentation, and repetition related to the content of textbook material.

The purpose of this study was to analyze the feasibility of the Arabic language textbook for class VIII MTs in accordance with the four aspects proposed by BSNP, namely the material presentation, language and graphics aspect. This study analyzed the class VIII textbook published by Erlangga whether it was in accordance with the four aspects of a good book according to BSNP and in accordance with the standard content of the Arabic curriculum set by the government. This research was a content analysis research with a literature study approach where the researcher analyzed the contents of the textbook and adjust it to the sources that were used as references in this study.

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[8] Afifa Wijdan Azhari, "Analisis Buku Ajar Bahasa Arab Kelas VI Madrasah Ibtidaiah Terbitan Karya Toha Putra," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 1, no. 2 (2018): 125–136, https://doi.org/10.17509/alsuniyat.v1i2.24360.

[9] Furqon Ishak Aksa, Ramdan Afrian, and Jofrishal Jofrishal, "Analisis Konten Buku Teks Geografi SMA Menggunakan Model Beck & McKeown," *Jurnal Pendidikan Geografi* 23, no. 1 (2018): 1–8, https://doi.org/10.17977/um017v23i12018p001.

[10] Lutfia Putri Kinanti and Sudirman Sudirman, "Analisis Kelayakan Isi Materi dari Komponen Materi Pendukung Pembelajaran dalam Buku Teks Mata Pelajaran Sosiologi Kelas XI SMA Negeri di Kota Bandung," *SOSIETAS* 7, no. 1 (2017): 341-345, https://doi.org/10.17509/sosietas.v7i1.10347.

Methods

The method of analysis is quite popular for analyzing written materials. Good analytical skills and self-criticism are important in conducting this qualitative content analysis.[11] This qualitative content analysis can use deductive or inductive methods while still prioritizing three stages, namely preparation, organization, and reporting of study results.[12] This research was conducted with a qualitative approach and described descriptively. In qualitative research, conceptualization, categorization, and description are developed on the basis of "events" obtained during field activities.[13] Therefore, the activities of data collection and data analysis cannot be separated from each other. They take places simultaneously and the process is cyclical and interactive, not linear. Miles and Huberman described the process of analyzing qualitative research data as follows:[14]
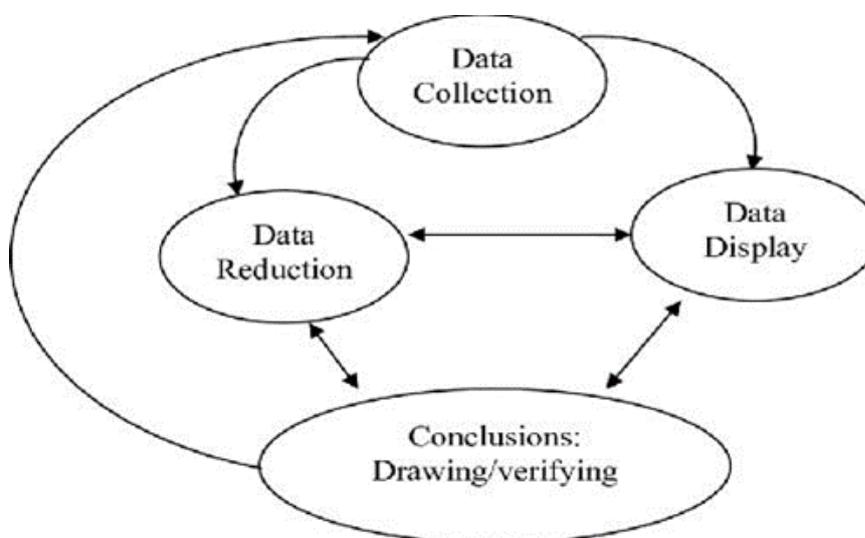
Figure 1. Qualitative Research Data Analysis Process

The figure 1 showed the interactive nature of data collection with data analysis. The data collection is an integral part of data analysis activities. Data reduction is an

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[11] Fridawati Siburian, Iis Siti Jahro, and Retno Dwi Suyanti, "Analysis Feasibility Level of Practical Guidance Semiriset Based Guided Inquiry on BSNP for Senior High School," *Atlantis Press SARL* 384, (2019): 75-79.

[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, https://doi.org/10.30863/didaktika.v13i2.947 .

[13] Sri Buwono and Jagad Aditya Dewantara, "Analisis Konten Sumber Ajar IPS pada SMP di Kota Pontianak," *Jurnal Basicedu* 4, no. 3 (2020): 740–753, https://doi.org/10.31004/basicedu.v4i3.432.

effort to conclude the data and sort the data into certain concept units, certain categories, and certain themes.[15] According to Ebadi and Vaismoradi, qualitative content analysis is contextually interpreted as a deductive/directed content analysis which aims to comprehensively interpret the content under study with a focus on key or essential meanings that are coherent with the questions, research objectives, and conceptual framework.[16] In this study, Arabic textbook for class VII was used as the content of the research.

This research focused on the analysis of textbooks for class VII because textbooks are very important in the world of education. Then, in previous studies regarding textbook analysis, many errors were found in textbooks in the school environment. These findings became the basis of this research. The type of this research was content analysis with a qualitative descriptive research approach.

The primary and secondary data were used in this study. Primary data is data that was first coined by researchers through direct effort and experience, specifically for the purpose of answering the research problem.[17] The primary data in this study was the Arabic textbook for class VII in Madrasah Tsanawiyah. Meanwhile, the secondary data implies the used information that has been collected and recorded by someone other than the user for a purpose, not related to the current research problem.[18] The secondary data used in this research were sources related to this research in the form of books, journals, and articles.

The instrument in this research is the researcher.[19] Researchers collect the data needed, technical stages are needed in data collection. Data collection techniques that were used in this study are literature study and documentation study. According to

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[14] Wahyudi Sunarwan and Sains Pieter Surlia, "Strategi Pencitraan Politik Capres Jokowi Melalui Instagram : Sebuah Analisis Konten Kualitatif," *Intelektiva: Jurnal Ekonomi, Sosial & Humaniora* 03, no. 01 (2021): 18-33.

[15] Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2018): 81-95, https://doi.org/10.18592/alhadharah.v17i33.2374.

[16] Zainuddin Muda Z Monggilo, "Analisis Konten Kualitatif Hoaks dan Literasi Digital dalam @komikfunday," *Interaksi: Jurnal Ilmu Komunikasi* 9, no. 1 (2020): 1–18, https://doi.org/10.14710/interaksi.9.1.1-18.

[17] Garrett M. Fitzmaurice and Caitlin Ravichandran, "A Primer in Longitudinal Data Analysis," *Circulation* 118, no. 19 (2008): 2005–1010, https://doi.org/10.1161/CIRCULATIONAHA.107.714618.

[18] Wahyu Jatmiko and Rahmat Gernowo, "Analisis Korelasi Citra Data Primer dengan Data Sekunder Menggunakan Citra Grid Analysis and Display System (GrADS)," *Young Physics Journal* 2, no. 1 (2014): 63-70.

[19] Furqon Ishak Aksa, Ramdan Afrian, and Jofrishal Jofrishal, "Analisis Konten Buku Teks Geografi SMA Menggunakan Model Beck & McKeown," *Jurnal Pendidikan Geografi* 23, no. 1 (2018): 1–8, https://doi.org/10.17977/um017v23i12018p001.

Mardialis, library research is research that collects data and information from various materials contained in the library room, such as books, magazines, documents, notes, historical stories, and others.[20]

The data analysis technique used in this research were data reduction or collecting data and then sorting out which data will be analyzed, after that the data display. The data that has been obtained and analyzed is then displayed and the last step is data verification or drawing conclusions, this data analysis technique is in accordance with the type of research used, namely qualitative research.[21]

Results and Discussion

The results of the study described the analysis that has been carried out by researchers on Arabic language textbooks for class VIII based on the provisions set by the BSNP, namely four aspects such as material, presentation, language, and graphics. The findings in this study can be seen in the table 1:

Table 1. Material Aspects According to KI and KD

No.	Aspect	Explanation
1.	The suitability of the material description with the Core Competencies (KI) and Basic Competencies (KD) contained in the relevant curriculum.	First, the aspect of KI 1 is spiritual attitude. Next aspect of KI 2 is social association with other people and the environment. Then, KI 3 depicts Indonesian culture. Last, KI 4 gratitude and responsibility towards Arabic. Second, the KD 2.1 aspect of social attitudes. Next, KD 2.3 students are responsible for and practice Arabic. Then, KD 3.1-4.3 new skills and knowledge.
2.	Material accuracy	In each theme in the KI and KD books the emphasis is different, as follows: theme one emphasizes material referring to KI, in theme two emphasizes KI 2, and theme three emphasizes KI 1 and 2. Then, theme 4 emphasizes KI 4, theme 5 emphasizes KI 4, and the sixth theme emphasizes KI 1-4.
3.	Learning support materials.[22]	In the Arabic language book for class VIII published by Erlangga, in general it already has good criteria and the disadvantage is the black and white display.

The first aspects of Core Competencies (KI) and Basic Competencies (KD) namely: 1) spiritual attitude that is contained in *qiro'ah* regarding prayer times, 2) social

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[20] Ahmad Jaelani, Hamdan Fauzi, Hety Aisah, and Qiqi Yulianti Zaqiyah, "Penggunaan Media Online dalam Proses Kegiatan Belajar Mengajar PAI di Masa Pandemi COVID-19 (Studi Pustaka dan Observasi Online)," *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS* 8, no. 1 (2020): 12-24, https://doi.org/10.36841/pgsdunars.v8i1.579.

[21] Amirotun Sholikhah, "Statistik Deskriptif dalam Penelitian Kualitatif," *KOMUNIKA: Jurnal Dakwah dan Komunikasi* 10, no. 2 (2016): 342–362, https://doi.org/10.24090/komunika.v10i2.953.

association with other people and the environment the students are depicted playing and eating together during recess, and 3) the gratitude towards Arabic is illustrated by students memorizing daily prayers and practicing them in life. The second aspects namely: 1) aspect of social attitudes that students must have either at school or at home, 2) students are responsible for and practice Arabic by reading the Qur'an, 3) memorizing prayers and learning to speak Arabic, new skills and knowledge in accordance with the KD ask students to repeat what they have heard from audio media that is heard.

In the aspect of material accuracy, the KD adjustments for each theme are the accuracy that is accordance with KD, all materials have been arranged according to the KD to be achieved, and the last aspects are learning support materials. Generally, it already has good criteria because the presentation of questions, assignments, and examples are presented in sync with the existing material and discussion. The lacking in this book is that the presentation of the pictures is only in black and white. It makes the textbook less attractive for students at the middle school level.

As stipulated by the government in the standard Arabic curriculum that there are three aspects that must be fulfilled in Arabic language textbooks namely, attitudes (social-spiritual), knowledge, and skills. Therefore, the material presented in the Arabic book for class VIII should cover these three aspects.[23] Overall, the content of the material was in accordance with the KI and KD which was displayed on the page of the Arabic language textbook for class VIII published by Erlangga.

According to Muslich, in terms of content feasibility, there are three indicators that must be considered namely, the suitability of the description of the material with the Competency Standards (SK) and Basic Competencies (KD) contained in the subjects concerned, the accuracy of the materials and learning support materials. From these three indicators, we can assess the extent of the feasibility of the content of the material in a textbook to find out the advantages and disadvantages of textbooks that will be used as a reference in learning.[24]

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[22] Lutfia Putri Kinanti dan Sudirman Sudirman, "Analisis Kelayakan Isi Materi dari Komponen Materi Pendukung Pembelajaran dalam Buku Teks Mata Pelajaran Sosiologi Kelas XI SMA Negeri di Kota Bandung," *SOSIETAS* 7, no. 1 (2017): 341-345, https://doi.org/10.17509/sosietas.v7i1.10347.

[23] Mujahid Mujahid, "Standar Isi Materi Pelajaran Bahasa Arab di Madrasah Tsanawiyah (MTs) dalam Kurikulum 2013 (Tinjauan Psikologi Perkembangan)," *Jurnal Pendidikan Agama Islam* 12, no. 2 (2015): 189–200, https://doi.org/10.14421/jpai.2015.122-05.

[24] Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 127-144, https://doi.org/10.29240/jba.v3i1.764.

The accuracy of the material in the Arabic language book for class VIII published by Erlangga was decent. It showed that the whole material presented was accurate and in accordance with KI and KD despite KI 3 which discussed about technology was not presented in this book. In each theme, there was a sub-theme about listening skills but in the book it was not explained with what the special material was listened to.

Then, there was no explanation about what methods and media were suitable for delivering the material presented in the book. Currently, there are many technologies that are very suitable to facilitate teachers and students in carrying out the learning process, such as LCD projectors and so on. Besides, LCD projector is one of the technologies that existed today.[25] Hamalik argued that the use of teaching media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and psychological effects on students.[26]

The findings in this study were based on 10 indicators regarding learning support materials including compatibility with the development of science and technology, up-to-date features, examples, and references, reasoning, problem solving, interrelationships between concepts, communication, application, attractiveness material, encouraging to seek further information, and enrichment material.[27] The explanation is as follows: (1) Compliance with the development of science and technology. The results of the researcher's analysis regarding the first indicator, namely conformity with the development of science and technology in this material does not emphasize the field of technology. (2) Feature updates, examples, and references. The up-to-date features of examples and references in this material are things that we often find in today's society and are dynamic.

Overall, the supporting material in the book is in accordance with current conditions and a maximum of examples of the last five years. It should be noted that in this book it is not written directly from where the book refers to examples or materials, as well as some of the pictures shown, such as pictures of athletes. (3) Reasoning in this

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[25] Majidatun Ahmala, Afidhotul Nur Azizah, and Ayu Widya Ningsih, "Maharah Lugawiyah dalam Pembelajaran Daring Bahasa Arab," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2021): 35–50, https://doi.org/10.32699/liar.v5i1.1768.

[26] Rizki Wahyuningtyas and Bambang Suteng Sulasmono, "Pentingnya Media dalam Pembelajaran Guna Meningkatkan Hasil Belajar di Sekolah Dasar," *EDUKATIF : Jurnal Ilmu Pendidikan* 2, no. 1 (2020): 23–27, https://doi.org/10.31004/edukatif.v2i1.77.

[27] Wakhidati Nurrohmah Putri and Arif Billah, "Pengembangan Media Pembelajaran Bahasa Arab Berwawasan Sains Berbasis Mobile Android," *Lisania: Journal of Arabic Education and Literature* 3, no. 2 (2019): 163–179, http://dx.doi.org/10.18326/lisania.v3i2.163-179.

aspect was associated with supporting questions and exercises in textbooks. From the results of the analysis, the questions presented had been able to help the students' reasoning process and it was supported by various variants of questions, there are material mastery and evaluation test questions that are studied according to the discussion. However, there is a drawback that some questions were not discussed. This is an out of sync between the questions and the discussion. (4) Problem Solving, the indicator that helped to support the exercise column to identify the right answer.

The problem solving aspect in this textbook was supported by the availability of discussion. Problem solving aspect can help and shape the students' process of thinking to find a solution. (5) Relationship between concepts. The concepts in all chapters of the materials are closely related to each other. Most of the chapters are closely related to build new knowledge constructions and experiences for students. (6) Communication indicator is supported by activity columns that are presented after the discussion of the material has been studied. Generally, in the activity column, students are assigned to identify sounds and sentence forms related to the material being studied. Thus, it stimulates students to think and discuss with their group friends, which leads to communication between students. (7) Application, in general, according to the results of the researcher's analysis, that application is the result of students' understanding to apply the material obtained in class and apply it in their daily life.

From the results of a good understanding of the material, students can apply it in their daily life, so that it is especially beneficial for themselves. According to Piaget, cognitive development is a process in which individual goals pass through a series of qualitatively different ways of thinking. This process provides the students to be able to apply the material that has been taught based on their age level in thinking. Then, the level of thinking of young children with adolescents or adults has a significant level of difference. So that, if students are able to solve problems related to the material it is a qualitative series in thinking. In addition, according to Budimansyah and Siti, learning activities must be the set of activities that are really active and focused on producing something, and the result must be something new or not owned by anybody else.[28] (8)

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[28] Lutfia Putri Kinanti dan Sudirman Sudirman, "Analisis Kelayakan Isi Materi dari Komponen Materi Pendukung Pembelajaran dalam Buku Teks Mata Pelajaran Sosiologi Kelas XI SMA Negeri di Kota Bandung," *SOSIETAS* 7, no. 1 (2017): 341-345, https://doi.org/10.17509/sosietas.v7i1.10347.

The attractiveness of the material, which is divided into one indicator, namely there are descriptions, pictures, examples and headers that are interesting.

However, the description of the material as a whole has been presented in a straightforward manner and is aimed directly at the core of the material, the language used in describing it is easy to understand. Encouraging to seek deeper information. The material that has been described in general still has some shortcomings, so it needs to be completed to support its completeness. (9) Enrichment material. Overall, the material presented is enriched with other perspectives or knowledge, generally this material is enriched with the knowledge of the Qur'an, Hadith, and Fiqh. The reason is because the Arabic material is a science related to religious science so it is supported by other sciences to provide a detailed explanation.

Presentation Aspect

The presentation technique in the Arabic book for Class VIII published by Erlangga is in accordance with what was stated by the Ministry of National Education, but there are some that have not been fulfilled. Good presentation according to the Ministry of National Education namely, clarity of goals (indicators) to be achieved; order of serving; giving motivation, attraction; interaction (providing stimulus and response); and completeness of information.[29] The objectives to be achieved in learning have been explained in the book with KI and KD that were explained clearly. The material is presented in a good sequence to help the students to learn and memorize the lessons easier. Every new material taught is interrelated to the previous material.

This book does not explicitly mention or provide motivation for students. Meanwhile, motivation is very important and has a strong influence in the learning process. Then, in each chapter it is not stated what method is appropriate for the material presented, the suggestion of using a certain method the teacher will have a choice other than the method that the teacher prepares. Method is a comprehensive plan for systematically presenting language based on a specified approach.[30] From this opinion, the author of the book should adjust the material presented in the book and the method for delivering the material.

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[29] Meilan Arsanti, "Pengembangan Bahan Ajar Mata Kuliah Penulisan Kreatif Bermuatan Nilai-Nilai Pendidikan Karakter Religius Bagi Mahasiswa Prodi PBSI, FKIP, UNISSULA," *KREDO : Jurnal Ilmiah Bahasa dan Sastra* 1, no. 2 (2018): 71-90, https://doi.org/10.24176/kredo.v1i2.2107.

In addition to the method, the media plays a very important role in the learning process. Media has an attraction for students in increasing interest in learning. The word media comes from the Latin "*medius*", which literally means "intermediary" or introduction.[31] Media is an intermediary to convey messages from teachers to students. The use of learning media in the teaching and learning process can increase new interests and desires, generate motivation and learning stimuli, and bring psychological effects on students.[32]

Meanwhile, this book is still lack of attractiveness because the pictures and writings presented are in black and white. According to the researcher, this is less attractive if it is presented to children at the junior high school level. Colors are as attractive as images. Colors make the brain more active and add energy to creative thinking, and fun.[33] The completeness of the information contained in this book is in accordance with the objectives of Arabic lessons stated by the government regarding what materials students must obtain at the class VIII in Madrasah Tsanawiyah.

Linguistic Aspect

Language is including legibility, clarity of information, conformity with language rules, and language effectiveness. Contains information, messages, and knowledge as outlined in written form that can be communicated to readers (especially teachers and students) logically, easily accepted according to the stages of cognitive development of readers. For this reason, the language used must refer to good and correct Arabic rules so that it is easily understood and learned by students.[34] Overall, the use of language in this Arabic book for class VIII published by Erlangga is light and easy to understand by students and generally the words presented have been heard and used before by students in class VII. There are several new vocabulary presented in class VIII, but the new vocabulary presented is quite easy for students to use.

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[30] M. Husni Arsyad, "Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif untuk Meningkatkan Kecakapan Berbahasa," *Shaut Al-'Arabiyyah* 7, no. 1 (2019): 13-30, https://doi.org/10.24252/saa.v1i1.8269.

[31] Abrar Sulhadi, "Media Pembelajaran Bahasa Arab Berbasis Android dengan Menggunakan Aplikasi Arruz untuk Penguasaan Nahwu di Jurusan Sastra Arab UIN Sunan Kalijaga Yogyakarta," *El-Tsaqafah : Jurnal Jurusan PBA* 19, no. 1 (2020): 37–55, https://doi.org/10.20414/tsaqafah.v19i1.2343.

[32] Ainul Fuad, Hilda Karim, and Muhiddin Palennari, "Pengembangan Media Pembelajaran E-Magazine sebagai Sumber Belajar Biologi Siswa Kelas XII," *Biology Teaching and Learning* 3, no. 1 (2020): 38-45, https://doi.org/10.35580/btl.v3i1.14298.

[33] Nur Rahayu, "Metode *Mind Mapping* Salah Satu Cara Meningkatkan Hasil Belajar IPA Siswa SMP," *Prosiding Seminar Nasional* 9, no. 2 (2021): 66-75.

[34] Desy Irafadillah Effendi, "Analisis Bahan Ajar Menulis Teks Eksposisi Kelas X SMAN Se-Kota Banda Aceh," *Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia* 8 no. 2 (2020): 482-491.

Graphic Aspect

Physically this book is presented in the form of an attractive appearance and describes the characteristics of textbooks, easy to read and use. The feasibility of the contents of the book can also be carried out by an assessment. This assessment aims to determine the quality of the developed book. Graphical components include: use of fonts; type and size; lay out or layout; illustrations, drawings, and photographs; display design.[35]

The type and size of the letters in this book meet the standards, the layout of the material, examples, questions and pictures also looks neat. However, this book does not display colors other than black and white. The display design of the cover image and contents is very simple, for the age of this MTs student it looks very unattractive. Images are something interesting, because of that many studies use images as a medium in their research.[36] Some experts argue that image media or visual media can attract student's interest in learning.[37] The affective function is that visual media can be used to create a sense of pleasure or enjoyment for students towards the learning content. Cognitive function is visual media can make it easier for students to understand the message or information conveyed in learning. Meanwhile, in the compensatory function, visual media can accommodate weak students in receiving learning content.[38]

This research was related to several previous studies that discuss the analysis of textbooks or textbooks, but the focus of this research was different from previous studies. In previous research on textbook analysis,[39] there were similarities in the textbooks analyzed, namely Arabic textbooks, however the differences were at the school level and the research focused on textbooks that applied the 2013 curriculum KD contained in K13. Likewise, in the research that the researcher did, there were several basic

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[35] Ilham Rizkianto dan Rusgianto Heri Santosa, "Analisis Buku Matematika Siswa SMP Kurikulum 2013," *Mosharafa: Jurnal Pendidikan Matematika* 6, no. 2 (24 Agustus 2018): 229–36, https://doi.org/10.31980/mosharafa.v6i2.310.

[36] Heri Hidayat, Heny Mulyani, Sri Devi Nurhasanah, Wilma Khairunnisa, and Zakitush Sholihah, "Peranan Teknologi dan Media Pembelajaran bagi Siswa Sekolah Dasar di Dalam Pembelajaran Pendidikan Kewarganegaraan," *Jurnal Pendidikan Kewarganegaraan Undiksha* 8, no. 2 (2020) https://doi.org/10.23887/jpku.v8i2.24759.

[37] Asni Furoidah, "Media Pembelajaran dan Peran Pentingnya dalam Pengajaran dan Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 2, no. 2 (2020): 63–77, https://doi.org/10.36835/alfusha.v2i2.358.

[38] Siti Mahmudah, "Media Pembelajaran Bahasa Arab," *An-Nabighoh Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 129-138, https://doi.org/10.32332/an-nabighoh.v20i01.1131.

competencies that were not in accordance with the contents of the book. This showed that research on textbook analysis needs to be done to improve the quality of the textbooks themselves.

Then research on other about textbook analysis,[40] in this study discussed the selection, gradation, presentation, and repetition of the material. This study focused on discussing the material presented in textbooks, the difference with research conducted by researchers was that researchers focused on the contents of the book including material, presentation, language, and graphics aspects. In the study, it was found that there were several word selections that were not in accordance with the material presented for class VII students. From the research that had been done, it showed that there were still many shortcomings in the textbooks in the school environment.

Based on the results of the study, the following implications could be stated that the material aspects in the Arabic language textbook for class VIII were in accordance with what has been determined by the BSNP. The presentation in this textbook still had some shortcomings if it was adjusted to what is determined by the Ministry of National Education, the book did not present motivation and provided a choice of methods. The linguistic and legibility aspects of the vocabulary presented were quite easy to read and easy to memorize. In terms of graphic aspects, there are still many things that need to be improved because this book had a dominant color in black and white and this was less attractive. Hopefully, there would be significant improvements in this graphic problem.

This research had been attempted and carried out in accordance with scientific procedures. However, this study still had limitation in the discussion about the general content of the book from material, presentation, language, and graphics. Meanwhile, if one of the sub-sections is examined, there are more detailed research results. For further research, it is hoped there will be discussion that focuses on one sub section.

Conclusion

Based on four aspects according to the BSNP, namely material, presentation, language, and graphics, the material presented in the book was appropriate and accurate referring to the suitability of KI (Core Competency) and KD (Basic Competency). The

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[39] Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 2 (2018): 141-160, https://doi.org/10.29240/jba.v2i2.552.
[40] Taufiq Hidayat, "Analisis Buku Teks Hadis-Ilmu Hadis Kurikulum 2013 Kelas XII Madrasah Aliyah Peminatan Ilmu-Ilmu Keagamaan," Surabaya: UIN Sunan Ampel (2013): 23.

material was presented sequentially and clearly. The presentation of this textbook had met the standards set by the Ministry of National Education as explained in the previous chapter. However, there were several indicators that had not met, such as not explicitly presenting the motivation for students and the pictures and writings on the book seem monotonous in black and white. In this Arabic book for class VIII published by Erlangga, the language used is light and easy to understand by students, and generally the words presented have been heard and used before by students in class VII. There were several new vocabulary presented in class VIII, but the new vocabulary presented is quite easy for students to use. In this book has met the standards, the layout of the material, examples, questions, and pictures also looks neat. However, the display of this book was in black and white. The cover design and contents are very simple, for the age of MTs students it looks very unattractive. In this study, the researcher discussed the contents of the book as a whole and this is too broad in scope. It is hoped that in future research other researchers can examine each sub-discussion in more detailed research.

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Author Contributions Statement

In this research, EF designed a study on textbook analysis that was adapted to what had been determined by the BSNP, namely about the material, presentation, language, and graphics, SS, AM, and ER researchers in all processes, starting from from introduction, research methodology, and research results to references. Their role is very important in directing and analyzing data from research results to approval of the final statement.

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