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Analysis of The Arabic Textbook for Class IV of Madrasah Ibtidaiyah by Sri Kuryati

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ABSTRACT

This study aims to determine the suitability of Sri Kuryati's Arabic textbook based on KD (Basic Competence) KMA (Minister of Religion Decree) 183 2019 and the quality of the Arabic textbook. This type of research uses qualitative research. The results of this study are: 1) Sri Kuryati's Arabic Textbook, in general, has met the specified standards, namely a) In chapter I, the author has presented the subject matter according to the linguistic elements of a simple text related to the theme of ال by linking speech acts by giving each other. Information about a person's address and describe the linguistic components related to الان, b) In chapter II, the author has presented the primary material according to the linguistic elements of a simple text related to the ال theme and explained the structure of الضمير المنفصل-الاشارة and connected speech acts by outlining expressions, c) In chapter III the author has presented the primary material according to linguistic elements through simple texts related to the ال theme as well as communicative and instructional expressions in the learning process and from the three chapters still need improvement in the presentation of the material, 2) The text of the book, in general, has good quality through four aspects, namely aspect of selection, aspects of gradation, aspects of presentation and aspects of repetition.

Keywords: *Analysis, Madrasah Ibtidaiyah, Sri Kuryati, Textbooks.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesesuaian teks buku teks bahasa Arab Sri Kuryati berdasarkan KD (Kompetensi Dasar) KMA (Keputusan Menteri Agama) 183 2019 dan kualitas teks buku teks bahasa Arab tersebut. Jenis penelitian ini menggunakan penelitian kualitatif. Hasil penelitian ini adalah: 1) Buku Ajar Bahasa Arab Sri Kuryati secara umum telah memenuhi standar yang ditentukan, yaitu a) Pada bab I penulis telah menyajikan materi pelajaran sesuai unsur kebahasaan teks sederhana yang berkaitan dengan tema ال dengan cara mengaitkan tindak tutur dengan saling memberi informasi tentang alamat seseorang dan mendeskripsikan komponen kebahasaan yang berkaitan dengan الان, b) Pada bab II penulis telah menyajikan materi pokok sesuai dengan unsur kebahasaan teks sederhana yang berkaitan dengan tema ال dan menjelaskan struktur الضمير المنفصل-الاشارة dan menghubungkan tindak tutur dengan menguraikan ungkapan, c) Pada bab III penulis telah menyajikan materi pokok menurut unsur kebahasaan melalui teks sederhana yang berkaitan dengan tema ال serta ekspresi komunikatif dan instruksional dalam proses pembelajaran dan dari tiga bab masih perlu peningkatan dalam penyajian materi, 2) Teks buku secara umum memiliki kualitas yang baik melalui empat aspek, yaitu aspek pemilihan, aspek gradasi, aspek penyajian dan aspek pengulangan.

Kata Kunci: *Analisis, Buku Ajar, Madrasah Ibtidaiyah, Sri Kuryati.*

INTRODUCTION

For education circles, multi-aspect learning is fundamental because one aspect is related to teaching methods, media, teachers, and students. The aspect of teaching materials (Ardiansyah & Muhammad, 2020). Teaching materials are essential components in helping the learning process for all students, starting from the kindergarten level to the college level. So it is essential for writers in preparing textbooks to pay attention to the instructions from KMA (Decree of the Minister of Religion) No. 183 of 2019 regarding the Islamic Education Curriculum and Arabic Language at Madrasas which have been decided and agreed upon (Kementerian Agama, 2013).

Textbooks are one of the most critical parts of the learning process. By the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 concerning books used in academic 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 Education and Culture to be used in education units." Textbooks are in the form of printed teaching materials and are widely used in the learning process. The textbook should include several things, namely facts, concepts, principles and procedures, skills, and attitudes (values). These three things must follow the provisions of the essential competencies that have been determined in the teaching and learning process (Arif, 2020).

As a source used by students, textbooks should have a form or way of presentation that attracts the attention of students to use and learn it. Textbooks are not solely the outward appearance or cover alone because the layout of the material loaded will also increase the reader's interest or make it easier to understand the material (Albab, 2021). Therefore, a good textbook should follow the level and potential of learners who will learn it. To realize this, several things need to be considered: 1) The textbook's content must be based on a linguistic analysis of the learner's language; the compiler precedes this by conducting a study in advance about several aspects of the learner's language. Later, it will follow the learners who learn it; 2) There needs to be a non-linguistic or socio-cultural aspect, and this is intended so that the approach, methods, and techniques of presentation and materials are relevant to the conditions of the learners so that the book is suitable and valuable; 3) There needs to be an educational analysis, namely, the adjustment of the textbook with students and teachers, so that with students should, the book is based on age, ability in learning the language, level of language knowledge, and tendency of learners in learning a language (Lewicka & Waszau, 2017).

The presence of Arabic learning textbooks are part of the standard content of Arabic learning as part of Islamic religious education materials in schools/madrasah and other subjects. Textbooks are textbooks in a particular field of study compiled by experts for instructional purposes and purposes, which schools users easily understand to support a learning program (Faoziyah & Izzah, 2021). Thus, textbooks are used for specific subjects. Such textbooks are based on learning objectives that refer to the curriculum. Textbooks are learners' tools to understand and learn from the things they read and to understand the world beyond themselves. Textbooks have tremendous power over student brain changes. Textbooks can affect a child's knowledge and specific values (Ritonga, 2021).

The functions and roles of textbooks are: (a) reflect a resilient and modern point of view on teaching and demonstrate its application in the teaching materials presented, (b) present a rich, readable, and varied source of subject matter that suits the interests and needs of the learner, as the basis for suggested programs of activity in which expressive skills are acquired under conditions resembling a different life. In fact, (c) providing a neatly arranged and gradual source of expressive skills that carry out the main problems in communication, and (d) methods and means of

presenting materials in textbooks must meet certain conditions. For example, it must be engaging, challenging, stimulating, varied so that the learner is motivated to study the textbook, (e) presents the initial fixation (deep feeling) that is necessary, and also as a support for exercises and practical tasks, (f) in addition to being a source of material, textbooks also act as a source or tool of harmonious and appropriate remedial evaluation and teaching (Roviin, 2018).

Arabic textbooks for Arabs are different from Arabic books for non-Arabic, both in terms of methods, goals, materials, and means used. For this reason, the cultivation of Arabic textbooks for non-Arabs needs serious handling (Abrar & Hamidah, 2017). Since language is part of the culture, and the primary function of language is as a medium for communicating, it is an approach that needs to be developed in the preparation of material and book content for non-Arabic, not solely a linguistic approach but also a sociolinguistic and psycholinguistic approach (Susanti, 2016). Both approaches strongly consider the social aspects of language and the psychological aspects of the learner's psyche so that the ultimate goal of learning Arabic can be optimally realized. Arabic and psycholinguistic languages have harmonious relevance, where Arabic is the parent of all branches of Arabic disciplines, consisting of components and language skills (Marlina, 2021). Psycholinguistics is one part of the branch of language science, so it is in the category of language components. Furthermore, Arabic and psycholinguistic languages are undoubtedly studied conceptually and historically since the two disciplines have their respective conceptions and histories (Hikmah & Astuti, 2018).

Textbooks also have characteristics when compared to other books. As Muslich states: First, textbooks are made according to the applicable curriculum. Secondly, they focus on specific goals. Thirdly, textbooks present certain subject areas. Fourthly, they are oriented toward learning activities. Fifthly, they can direct teaching and learning activities in the classroom. Intellectual target students. Furthermore, Sitepu stated that textbooks function as manuals for students in learning, and teachers teach students in specific fields of study or subjects (Muslich, 2010). Based on the explanation above, textbooks function as a mandatory reference in learning certain subjects.

It includes at least three characteristics of teaching materials, including, in this case, Arabic teaching materials, namely: main components, complement, and evaluation of learning outcomes (Asmawi & Djahadi, 2021). The main components include information or main topics that are to be conveyed to students or which must be mastered by students; complementary components include additional information or topics that are integrated with the primary teaching materials or topics of enrichment of student insights, such as enrichment materials, additional reading, schedules, syllabus, and other non-printed supporting materials, and components evaluation of learning outcomes includes tests and non-tests that can be used for formative and summative tests of students during the learning process (Hermansyah, 2021).

For teaching materials to facilitate the learning process, each must-have component follows the needs of students. These components must also be able to provide motivation, easy to learn and understand by students. The urgency of textbooks in learning has been described by Al-Gali and Abdullah, namely making the learning process work and connecting teachers and students to produce the desired goals in order to meet these needs (Martatik, 2018)

The BSNP must agree upon the feasibility of the contents of the textbooks used following the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 concerning books used in academic units Article 3 paragraph 5 that the part of the contents of books in textbooks in lessons must meet the material, linguistic aspects, presentation of material, and graphics (Azhari, 2018).

Textbooks can help teachers and students in the teaching and learning process. The material contained in the book is arranged in writing and systematically, providing competencies that students in learning activities will master according to the curriculum aimed at students being able to master all competencies as a whole and comprehensively (Halim, 2019). Al-Qasimy argues that language textbooks in Arabic must include the following components, including readings (*al-mutāla'ah*) closely related to student life.

In order to be easily understood and communicative, the reading should be equipped with question-answer material (Hermawan, 2018). The Arabic language rules (*qawa'id al-lughah al-'Arabiyyah*) use a language formulation. It would be better if students read first before doing the exercises. Then some exercises (*al-tadribat*) either orally or in writing, of course, with the teacher's guidance to students and then the way of presenting the material that must be considered so as not to reduce the effectiveness of the language teaching process (Ritonga, 2021). Then there must be a short dictionary that includes new words in the book to make it easier for students not to find it difficult. The last one is supporting materials such as dictionaries, exercise books, and manuals for teachers (Hussin & Ismail, 2021).

In addition to the components of teaching materials, the quality of teaching materials also needs to be considered in a book of teaching materials. Teaching materials must also be of high quality and according to the curriculum, following the words of William Francis Mackey in his book "Language Teaching Analysis," which mentions aspects of seeing the quality of language teaching materials, including aspects of selection gradation, presentation, and repetition aspects (Tausiah dkk., 2019).

The research on the analysis study of Arabic textbooks for grade IV Madrasah Ibtidaiyah by Sri Kuryati is not new but old research. Many researchers carry out research in this study. Nasrullah Muhammad and Taufiq Ahmad Mirwan's Analysis of the Arabic Language Handbook for Teachers and Students of Class XI Curriculum 2013. This study examines the quality of the teacher's handbook and the handbook for students of the "Arabic" class XI 2013 curriculum printed by the Ministry of Religion. The results showed that the quality of the teacher's handbook and the student's handbook were in a suitable category (Nashrullah & Taufiq, 2021). (Hadi, 2018) Content Analysis of Arabic Textbooks (Scientific Approach Curriculum 2013) Class I Madrasah Ibtidaiyah Issued by the Ministry of Religion of the Republic of Indonesia 2014. This study examines the feasibility of the contents of the Arabic Language Textbook (Scientific Approach Curriculum 2013) Class I Madrasah Ibtidaiyah Issued by the Ministry of Religion of the Republic of Indonesia in 2014. The study results: that this book is appropriate and suitable to be used by students at the first-grade elementary school level as teaching materials that can support the achievement of learning objectives in Arabic (Azhari, 2018). Analysis of Arabic Language Textbooks for Class VI Madrasah Ibtidaiyah Published by Toha Putra. This study examines the criteria for proper use of textbooks that BNSP has determined, and the teaching materials in them are quality teaching materials. The study results: The Arabic Language Textbook for class VI Madrasah Ibtidaiyah was published by Toha Putra in several aspects as appropriate, and some were not (Azhari, 2018).

Based on the explanation above, the researcher is interested in analyzing the suitability of the text of Sri Kuryati's Arabic textbook based on the KMA Basic Competence KMA (Decree of the Minister of Religion) No. 183 of 2019 regarding the Islamic Education and Arabic Curriculum at Madrasahs and the quality of the Arabic textbook text by Sri Kuryati. Is it following the standard textbooks that have been submitted by KMA (Minister of Religion Decree) No. 183 of 2019 according to Basic Competencies and Core Competencies, and whether the book present quality teaching materials when viewed from the principles of selection, gradation, presentation, repetition?

METHOD

The research method used in this research is a qualitative approach. Sugiyono explained that descriptive research aims to explain or describe the phenomena found in forms, activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another (Sugiyono, 2014). The descriptive type is suitable for this study according to its purpose: to clearly and scientifically describe the suitability between indicators and new essential competencies following KMA No 183 of 2019 concerning Islamic Education Curriculum and Arabic at Madrasahs.

This study found two data sources: the primary data source taken from the Arabic MI Class IV textbook by Sri Kuryati and the secondary data source taken based on KMA No 183 of 2019. The object in this study used the fourth-grade Arabic language textbook. Madrasa Ibtidaiyah by Sri Kuryati. As for the place and time of this research, it was carried out at a time determined by the researcher flexibly.

The data collection technique was taken through documentation, and the quality of teaching materials was seen from selection, gradation, presentation, and repetition. This research data validation technique uses descriptive validation, namely the triangulation technique, and involves a significant other. The data analysis technique uses a clarification and description model. In addition, this study also uses theoretical validity through theories, empirical results, and previous research.

RESULTS AND DISCUSSION

The fourth grade Arabic MI Arabic textbook by Sri Kuryati was chosen because, in this book, it was found that the vocabulary used was less relevant to students' daily lives, there was no small dictionary in each chapter, the explanation of the linguistic structure that emphasized examples but lacked an explanation of the linguistic structure used. Based on qualitative analysis, obtained research results as:

A. The Suitability of Arabic Text Books Based on KD KMA No. 183 of 2019.

Table 1 Data Analysis of Arabic Text Books Chapter 1

Basic competencies	Subject matter	Information
3.1. Understanding social functions and linguistic elements (sounds, words, and meanings) of elementary texts related to the theme of العنوان by involving the speech act of giving and asking for information about someone's address.	Ibrahim's house address	in accordance
3.2. Analyzing linguistic elements (sounds, words, and meanings) of elementary texts related to the theme: العنوان by paying attention to the structure of الأرقام (1-30).	Conversation about Address	in accordance

Based on the results of the analysis of the subject matter contained in the Arabic language textbook for class IV Madrasah Ibtidaiyah by Sri Kuryati, it was found that the subject matter in chapter I was developed from essential competencies 3.1 and 3.2 following the instructions of the Minister of Religion Decree 183. , does not include the structure of الأرقام (numbers 1-30).

According to Law Number 20 of 2003 concerning the National Education System Article 1 Paragraph 19, the curriculum is a set of programs and arrangements regarding the objectives, content, and learning materials and models used as guidelines for implementing learning activities to obtain specific educational goals. Because learning materials are the content of the curriculum, each learning material is required to be able to provide teaching materials such as a curriculum that functions for each subject that is equated with the target students of the learning material (Azhari, 2018).

Table 2 Data Analysis of Arabic Text Books Chapter II

Basic competencies	Subject matter	Information
3.3. Understanding social functions and linguistic elements (sounds, words, and meanings) of elementary texts related to the theme: المهنة which involves the speech act of giving and asking for elementary information related to the profession.	Various Professions	in accordance
3.4. Understanding social functions and linguistic elements (sounds, words, and meanings) of elementary texts related to the theme: المهنة which involves the speech act of giving and asking for elementary information related to the theme: المهنة by paying attention to the structure of اسم الإشارة - الضمير المنفصل	Conversation about Profession	in accordance
	الاسم	
	اسم الإشارة	
	اسم الضمير المنفصل	

According to the data above, the analysis results were obtained on the subject matter in the Arabic language textbook for class IV Madrasah Ibtidaiyah by Sri Kuryati. The researchers found the subject matter developed from essential competencies 3.3 and 3.4 following the Decree of the Minister of Religion 183. The shortcomings in chapter II, In this case, the author pays less attention to the grammatical arrangement of Arabic sentences in reading which lies on the theme of various professions, namely in the sentence (يذهب حسن مبكرا الى الشركة يبدأ العمل الساعة السادسة صباحا) which should be the sentence "العمل" wish fathah becomes "العمل" because it occupies a position as a predicate. In addition, the author also pays less attention to the completeness of pronouns in the structure of الضمير المنفصل namely, not including هما (they are two men) and انتما (you are two women) and does not present examples sentences in the structure of الضمير المنفصل.

Table 3 Data Analysis of Arabic Text Books Chapter III

Basic competencies	Subject matter	Information
3.5. Understanding social functions and linguistic elements (sounds, words, and meanings) of elementary texts related to the theme: <i>امالي</i> involves the speech act of expressing hope.	My Goal	in accordance
3.6. Analyzing linguistic elements (sounds, words, and meanings) from elementary texts related to themes: <i>امالي</i>	The conversation about Dreams.	in accordance

According to the data above, an analysis of the subject matter in the Arabic language textbook for class IV Madrasah Ibtidaiyah by Sri Kuryati found that the subject matter developed from essential competencies 3.5 and 3.6 were following the Decree of the Minister of Religion 183. In chapter III, the researcher found that there are grammatical deficiencies in Arabic sentences in the readings that lie in the theme of my ideals, namely in the sentence *ولذلك يجب علي ان أدرس بجد واجتهاد لكي أستطيع ان أكون طيبا في المستقبل* which should be a sentence "أدرس" means (◌) fathah becomes "أدرس" because it falls after *ان*. In addition, in conversational sentences about ideals, namely in the sentence *يا الياس, اين تواصل دراستك بعد تخرجت من هذه المدرسة؟* the sentence "دراستك" has dignity (◌) fathah becomes "دراستك" because it occupies a position as a predicate. In addition, the author should also present instructional expressions such as *(العبارات التعليمية: هيا نقرأ، ارفع صوتك!، والان دورك)، (العبارات الخيرية: جاء وقت الاستراحة وانتهى)* (in the learning process in the textbook, so that students can find out by reading the expression.

B. Quality of Arabic Textbooks

Compiling an Arabic textbook will formulate the goals to be achieved later to provide convenience for the users of the book. The success in the preparation can be realized if the educators who use the Arabic textbook have a method of approach and how to convey it well, the same as what the author expects in presenting the material in the book (Mabrurrosi, 2020).

According to the data obtained, the results of the study indicate that the quality of the Arabic textbook for students of grade IV Madrasah Ibtidaiyah by Sri Karyati is included in the excellent category; the content in it is presented with dignified letters, in this case, it helps make it easier for students to read the text as a whole. In addition, at the beginning of each chapter, the learning of KI (Core Competence) and KD (Basic Competence) is displayed to provide convenience in demonstrating learning. Furthermore, the command language used is soft, communicative, and transparent. The graphic display has good quality in the use of paper types of adequate thickness so that it does not cause the writing behind the page to be seen from the front.

As for the parts of the material that must be conveyed in this Arabic language textbook, it has completed all of these parts. This textbook presents readings in the form of questions and answers (dialogical) and simple texts about things related to places and students' daily activities, namely about home addresses, professions, and ideals. This textbook presents

several exercises, both independent and group assignments, orally and in writing, which students carry out under the direction of the teachers involved. This textbook also presents some new vocabulary and their meanings so that students can add new words to each chapter.

Furthermore, the data results from the quality of Arabic teaching materials for class IV Madrasah Ibtidaiyah published by Sri Kuryati's Prima Character Editorial Team were assessed from four aspects: gradation selection, presentation, and repetition. In terms of selection, researchers have selected vocabulary that is included in the basic standards in selecting vocabulary. In chapter I, the researchers selected 34 vocabularies; in chapter II, the researchers selected 48 vocabularies, while in chapter III, the researchers selected 42 vocabularies. This textbook has entered the gradation standard both from the classification and sequence sections in terms of gradation. Then in terms of presentation, this textbook has entered the presentation standard by completing four types of presentation forms in language textbooks: pictorial procedures, differential procedures, contextual procedures, and ostensive procedures.

Then the fourth aspect, namely repetition, has been found by researchers that in the repetition exercise listening and speaking by the author is presented in a conversational model. The listening exercise in this textbook uses conversation by mentioning a sentence and then practicing it. While in speaking practice in this textbook, students are trained and then directly repeat the conversation. Then in reading practice, students are required to answer questions related to the reading. Furthermore, in this textbook, writing exercises are carried out by arranging sentences correctly based on the pictures in the textbook.

Content Aspect. From the results of the analysis on the value and norms section of nationality, as a whole, the contents of the book of this fourth-grade MI Arabic student avoided the element of non-compliance. The material presented in this book does not contain elements of pornography, extremism and radicalism, violence and blasphemy, SARA, gender bias, hate speech, and deviations in other forms.

In the material and content section, this book still has errors in terms of lines of a vocabulary, such as street names that should remain because they are (*isim alam*) so changed because there are jar letters before. Then lay the material that feels wrong because it puts *mufradat* learning instead of at the beginning of each chapter. Each chapter also has no specific section that lays related to the teaching of *qawā'id*, but directly with the example of its use. Then there is a slight error in selecting images for some *mufradat* in the book, such as from colors or images lost because of the same color as the background. As we know, if MI students like pictures, it can attract their attention. In the beginning, there was also a discrepancy between the concept map, achievement indicators, and KD on the MI Arabic Curriculum, as stated in Permenag no. 912 of 2013.

The methods presented in the book, I think, are very monotonous; it looks like taking an example in the previous chapter. In addition, this book is not designed for learning that looks fun like songs or language games to attract students' attention learning. Because MI students still prefer if there is an element of the game. It is felt that sud ah is enough for the fourth-grade level for the exercises presented. Each exercise also has a command consisting of Arabic and Indonesian to help students understand the intention.

Language Aspect. The Arabic language used looks quite understandable to students with the help of vocabulary and glossary at the end of the book that is useful for students. In addition, there are still errors in writing, such as the use of commas, the fault of writing some words, and the use of sentences that are not good to read.

Presentation Aspects. In this section, the book presents KI, KD, Indicators, Concept Maps, Glossaries in the form of dictionaries related to *mufradat* and transliteration. The presentation of the material in this book is still not in order with what is stated in the Arabic curriculum, either Permenag no. 912 of 2013 or KMA 165 of 2014. In this book, the presentation of material that should be in an even semester is placed in an odd semester. Two materials should exist when viewed from the Arabic curriculum MI, but it is omitted and replaced with other materials in this book. The way the material of each chapter is presented is the same between one chapter and another chapter. The discussion has involved students, but it is felt that it is less able to stimulate student interest related to learning. If based on Azkia Muharom's opinion regarding the tendency of MI Arabic teaching materials, it can be known if the material about (أحب إندونيسيا) should not need to be added to the textbook (Albantani, 2018).

Aspects of Graphicness. Regarding the design of the graphics on the book, it generally looks excellent and attractive. With a mixture of colors starting from the initial cover of the book and on each material is displayed interesting colored images. In addition, the regularity of the content from the side of the location, spacing between paragraphs, and the placement of the title look pretty good. However, some displays in the book look very dense if you look again. However, there is also a color section in the book that is less contrasting with the writing. Although it can still be seen, it is still not clear, namely in the vocabulary section contained in chapter 4.

CONCLUSION

The results of this study are: 1) Sri Kuryati's Arabic Textbook based on KD (Basic Competence) KMA (Decree of the Minister of Religion) 183 2019 in general has met the specified standards, namely a) In chapter I the author has presented subject matter according to the elements linguistics of a simple text related to the theme of العنوان by linking speech acts by giving information to each other about a person's address and describing the linguistic components related to العنوان, b) In chapter II the author has presented the subject matter according to the linguistic elements of a simple text related to the theme of المهنة and explained the structure of اسم الإشارة - الضمير المنفصل and linking speech acts by outlining expressions, c) In chapter III the author has presented subject matter according to linguistic elements through simple texts related to the theme of امالي as well as communicative and instructional expressions in the learning process and from the three chapters there is still need for improvement in the presentation of material , 2) Book text Sri Kuryati's Arabic teaching generally has good quality through four aspects, namely the selection aspect, the gradation aspect, the presentation aspect and the repetition aspect.

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