

Material Analysis of *Al-Hiwar* and *Al-Qira'ah* on Arabic Text-books for Senior High School Grade 10 MGMP East Java Based on Curriculum of Ministry of Education, Culture, Research, and Technology

Analisis Materi *Al-Hiwar* dan *Al-Qira'ah* pada Buku Teks Bahasa Arab SMA Kelas 10 MGMP Jawa Timur Berdasarkan Kurikulum KEMENDIKBUD

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Abstract

*Textbooks have an essential role in the success of the learning process, as well as teaching materials in learning Arabic. Selecting the correct text is the primary key to implementing the curriculum. This study examines the suitability of the Arabic student book for 10th grade of SMA (Senior High School) by Subject Teacher Conference (MGMP) East Java to the curriculum of the ministry of education and culture, focusing on *Al-Hiwar* and *Al-Qira'ah* materials. This study used a qualitative approach. It was analyzed using content analysis techniques according to the perspective of Abdur Rohman bin Ibrahim Al Fauzi with the primary source material *Al-Hiwar* and *Al-Qira'ah* from the Arabic student book for 10th grade of SMA by MGMP East Java and other documentation sources as secondary data. The results of the research have found that the Arabic student book for 10th grade of SMA by MGMP East Java based on the 2017 Ministry of Education and Culture curriculum is explained as follows; first, the suitability of the *Al-Hiwar* and *Al-Qira'ah* materials to the curriculum can be seen in the appropriate social, spiritual, and cognitive values contained in the material. Second, *Al-Hiwar's* material is under the intellectual power of students, far from linguistic errors and the meaning of life. Third, the lack of good quality scores on the variation of questions (*At-Tadribat*) on *Al-Hiwar* and *Al-Qira'ah* material, no clear indicators or instructions according to the Theme, and no pictures are provided on *Al-Hiwar* or *Al-Qira'ah* material. So from the results of this analysis, it is necessary to revise the Arabic student book for the 10th grade of SMA by MGMP East Java.*

Keywords: *Text Analysis, Arabic Textbook, Arabic Writing Skills, Arabic Reading Skills, Learning Arabic.*

Abstrak

Buku pelajaran memiliki peran penting dalam keberhasilan proses pembelajaran, begitu juga dengan bahan ajar dalam pembelajaran bahasa Arab. Memilih teks yang benar adalah kunci utama untuk mengimplementasikan kurikulum. Kajian ini mengkaji tentang kesesuaian buku siswa bahasa Arab kelas X SMA oleh Musyawarah Guru Mata Pelajaran (MGMP) Jawa Timur

dengan kurikulum Kementerian Pendidikan dan Kebudayaan, dengan fokus pada *Al-Hiwar* dan *Al-Qira'ah*. Penelitian ini menggunakan pendekatan kualitatif. Dianalisis menggunakan teknik analisis isi menurut perspektif Abdur Rohman bin Ibrahim Al Fauzi dengan sumber utama materi *Al-Hiwar* dan *Al-Qira'ah* dari buku siswa bahasa Arab kelas X SMA oleh MGMP Jawa Timur dan sumber dokumentasi lainnya sebagai data sekunder. Hasil penelitian menemukan bahwa buku siswa bahasa Arab Kelas X SMA Karya MGMP Jawa Timur Berdasarkan Kurikulum Kementerian Pendidikan dan Kebudayaan Tahun 2017 dijelaskan sebagai berikut; pertama, kesesuaian materi *Al-Hiwar* dan *Al-Qira'ah* dengan kurikulum dapat dilihat dari kesesuaian nilai-nilai sosial, spiritual, dan kognitif yang terkandung dalam materi tersebut. Kedua, materi *Al-Hiwar* berada di bawah daya intelektual siswa, jauh dari kesalahan bahasa dan makna hidup. Ketiga, Kurangnya skor kualitas yang baik pada variasi soal (*At-Tadribat*) pada materi *Al-Hiwar* dan *Al-Qira'ah*, tidak ada indikator atau petunjuk yang jelas sesuai tema, dan tidak disediakan gambar pada *Al-Hiwar* maupun *Al-Qira'ah*. Maka dari hasil analisis tersebut, perlu adanya revisi buku siswa bahasa Arab kelas X SMA oleh MGMP Jawa Timur.

Kata Kunci: Analisis Teks, Buku Teks Bahasa Arab, Keterampilan Menulis Bahasa Arab, Keterampilan Membaca Bahasa Arab, Pembelajaran Bahasa Arab.

Introduction

Learning resources are part of the teaching and learning process¹. The general public knows the source of learning, derived from everything from teachers and books². Teachers interact with students, which results in a learning process. At the same time, a book is a window to the world that provides science³. The relationship between the two is the teacher as a medium and the facilitator who prepares books or modules as student learning

¹ Mohammad Afifulloh, "Pemanfaatan Lingkungan Sekitar Sebagai Sumber Belajar Ilmu Pengetahuan Sosial," *Elementeris: Jurnal Ilmiah Pendidikan Dasar Islam* 1, no. 1 (2019): 12, <https://doi.org/10.33474/elementeris.v1i1.2737>.

² Rimba Sastra Sasmita, "Pemanfaatan Internet Sebagai Sumber Belajar," *Jurnal Pendidikan Dan Konseling* 2, no. 1 (2020): 99–103, <https://doi.org/https://doi.org/10.31004/jpdk.v1i2.603>.

³ Nur Akhda Sabila, "Paradigma Dan Revolusi Thomas S.Kuhm (Aspek Sosiologis, Antropologis, Dan Historis Dari Ilmu Pengetahuan)," *Jurnal Pemikiran Islam* 5, no. 1 (2019): 80–97, <https://doi.org/http://dx.doi.org/10.31332/zjpi.v5i1.1318>.

guidelines⁴. Thus, books play an essential role in trying to increase insight. Because of books, students can learn outside of learning hours independently and do not rely on teachers.⁵

To support the excellent quality of teaching and learning, teachers can analyze the content of textbooks to find out the feasibility of learning materials.⁶ As stipulated by National Education Standards Agency (BSNP) in the regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 8 of 2016 Article 3 paragraph 5, concerning the feasibility of books by the education unit which reads "in textbooks in the learning content section, it must contain categories of material, language, presentation of material, and graphics." Nevertheless, some books still need to meet the qualification standards fully. As well as Azhari in analyzing the quality of the material for the 6th-grade Arabic text MI by Toha Putra, it is seen that the aspects of selection, gradation, and presentation have been categorized well, but on the repress side, it is not good enough.⁷

Azhari revealed that a suitable textbook qualification requires an analysis of the book to let the teacher know its shortcomings and advantages.⁸ This study intends to conduct a descriptive study to obtain information on the quality of the material in the book.⁹ This study follows Yuria's statement that what can know the characteristics of book feasibility from; the presentation of clear concepts, the material of the curriculum, increasing students' attractiveness, ease of understanding, increasing active learning, relating to other subjects, containing the value of tolerance between individuals, and strengthening character values.¹⁰

⁴ Miftahul Jannah and Junaidi Junaidi, "Faktor Penghambat Guru Sebagai Fasilitator Dalam Pembelajaran Sosiologi Di SMAN 2 Batusangkar," *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran* 1, no. 3 (2020): 191-97, <https://doi.org/10.24036/sikola.v1i3.25>.

⁵ Theresia Pinaka Ratna Ning Hapsari and Ayu Wulandari, "Analisis Kelayakan Buku Ajar Milenial Berbasis Augmented Reality (AR) Sebagai Media Pembelajaran Teks Prosedur Di Magelang," *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 3, no. 4 (2020): 351-64, <https://doi.org/10.30872/diglosia.v3i4.125>.

⁶ Achmad Fanani and Dian Kusmaharti, "Pengembangan Buku Ajar Mata Kuliah Evaluasi Hasil Pembelajaran Sd Berbasis Kasus Dan Data Sebagai Upaya Peningkatan Kualitas Hasil Perkuliahan Mahasiswa Pgsd Universitas PGRI Adi Buana Surabaya," *Inventa* 2, no. 2 (2018): 91-96, <https://doi.org/10.36456/inventa.2.2.a1692>.

⁷ 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): 125-36, <https://doi.org/10.17509/alsuniyat.v1i2.24360>.

⁸ Azhari.

⁹ Baiq Arnika Saadati and Muhamad Sadli, "Analisis Pengembangan Budaya Literasi Dalam Meningkatkan Minat Membaca Siswa Di Sekolah Dasar," *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar* 6, no. 2 (2019): 151-64, <https://doi.org/10.24042/terampil.v6i2.4829>.

¹⁰ Irinne Fauz Yusria, "Analisis Buku Siswa 'Sejarah Kebudayaan Islam' Kelas VII Madrasah Tsanawiyah Kurikulum 2013," *Palapa: Jurnal Studi Keislaman Dan Ilmu Pendidikan* 8, no. 2 (2020): 196-209, <https://doi.org/10.36088/palapa.v8i2.707>.

From this explanation, an analysis of book material with a curriculum can be carried out to determine the suitability level.

Analysis of the suitability of a student's book to the curriculum has its reasons, "why is it considered important to do so"? Ediyani argues that the analysis of books, including literature, can be applied to the teaching and learning process, is beneficial for students and teachers of deepening knowledge or areas of study specifically, and can be designed according to the applicable curriculum.¹¹. Therefore, several existing student books, one of which is the Arabic student book in grade 10 of SMA by Subject Teacher Conference (MGMP) East Java, need to be carried out in an analytical study to determine the feasibility of the material and its conformity with the curriculum because based on the results of an interview with one of the teachers who used the book, who stated that children Need help receiving *Al-Hiwar* or *Al-Qira'ah* material quickly, if this is incorrect, it will impact reducing student interest in learning, level of material understanding, and student learning outcomes.¹². The results of an interview with one of the authors of the book said if the material of *Al-Hiwar* and *Al-Qira'ah* in the Arabic book grade 10 SMA by MGMP East Java has been used in learning in high schools in the science and social studies department in several cities in East Java, including City of Surabaya.

The Arabic student book in grade 10 of SMA by MGMP East Java, published in 2020, is the first printing. Teaching materials are prepared based on the curriculum of the Ministry of Education and Culture 2017. This student book, which refers to curriculum 13, applies a scientific approach with eight material scopes. Teachers must apply the student's book to a learning process integrated with a scientific approach to learning Arabic.¹³. The book presented material for four skills, but Arabic listening skills only gave a few vocabularies without sounds, and they only presented Arabic writing skills in the exercise. Therefore, the researcher chose *Al-Hiwar* and *Al-Qira'ah* materials to analyze the material for a 10th-grade Arabic student's book by MGMP in East Java.¹⁴.

¹¹ Muhammad Ediyani et al., "The Analysis of Arabic Learning Materials in Al-'Arabiyah Baina Yadaik Book with the Principle of Material Development Approach," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3, no. 2 (2020): 965-74, <https://doi.org/10.33258/birci.v3i2.924>.

¹² Ahmad Syagif Hannany Mustaufiy, "Signifikansi Kontekstualisasi Bahan Ajar Bahasa Arab Bagi Penutur Non Arab," *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya* 3, no. 1 (2020): 35-46, <https://doi.org/10.52266/al-afidah.v3i1.310>.

¹³ Ahmad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'Ah Melalui Pendekatan Saintifik," *Ta'dib: Jurnal Pendidikan Islam* 8, no. 1 (2019): 558-65, <https://doi.org/10.29313/tjpi.v8i1.4315>.

¹⁴ Fujianto et al., *Bahasa Arab SMA/SMK Kelas X*, 1st ed. (Malang: PT. Literindo Berkah Karya, 2021).

The importance of analyzing *Al-Hiwar* and *Al-Qira'ah* materials to enable the 10th-grade Arabic student book by MGMP as the material considered significant according to the curriculum of the Ministry of Education and Culture 2017. In addition, *Al-Hiwar* material is a form of practice in communicating directly with fellow humans, and *Al-Qira'ah* material is related to the material read¹⁵. Putri and Muamaroh also argue that speech analysis is fundamental because, as a communication tool, information exchanged directly from speaker to listener is designed, changed, and extended between them.¹⁶

This Theme has been studied by several previous authors based on the latest data that discusses the analysis of the suitability of student books with the curriculum, such as Oktaviani and Abdurrahman, in analyzing any obstacles in learning Arabic speaking skills.¹⁷. Maburrosi analyzed the book Bahasa Arab written by Dr. D. Hidayat regarding the content of the book based on the curriculum, as the book has qualified from the analysis stage with good grades.¹⁸. Then Mufti and Mudrofin examined the suitability of 9th-grade Arabic books with KMA 183 of 2019, as the book needed more compatibility in material presentation.¹⁹. Analysis of the suitability between Arabic material to Core Competence and Basic Competence based on KMA 183 (Decree of the Minister of Religious Affairs, Number 183) was also carried out by Jundi and Solong, as in the Lesson Plan (RPP) of the Arabic Teacher of Madrasah Ibtidaiyah, there were discrepancies in the formulation of indicators.²⁰. Rumford, Koadhi, and Ibrahim analyzed the contents or materials of their Arabic books to improve their speaking skills.²¹. In addition, an analysis was also carried out by Muhtarom et al. on junior

¹⁵ Isra Hayati Darman, "Pengaruh Penerapan Metode Munazharah (Debat) Dalam Pembelajaran Muhadatsah III Di PBA STAIN Madina," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16, no. 4 (June 8, 2022): 1422, <https://doi.org/10.35931/aq.v16i4.1126>.

¹⁶ Aulia Putri and Muamaroh Muamaroh, "An Analysis on Speaking Materials of a Student Texbok (A Descriptive Research on 'BRIGHT AN ENGLISH SMP/MTs Kelas IX' Of PKBM Homechooling HSPG Madiun," *Journal of Physics A: Mathematical and Theoretical* 44, no. 8 (February 25, 2011): 085201, <https://doi.org/10.1088/1751-8113/44/8/085201>.

¹⁷ Selpi Oktaviani and Maman Abdurrahman, "Analisis Pembelajaran Komunikasi Arab Dalam Pembelajaran Bahasa Arab Di SMA Aisyiyah Boarding School Bandung," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 2 (July 31, 2021): 148–57, <https://doi.org/10.21154/tsaqofiya.v3i2.73>.

¹⁸ Maburrosi, "Analisis Buku Ajar Bahasa Arab Karya Dr. D. Hidayat," *Al-Irfan : Journal of Arabic Literature and Islamic Studies* 3, no. 2 (2020): 237–57, <https://doi.org/10.36835/al-irfan.v3i2.4016>.

¹⁹ Ali Mufti and Mudrofin Mudrofin, "Analisis Kesesuaian Kompetensi Dasar Dengan Bahan Ajar Bahasa Arab MTs Kelas IX Karya Yushi M. Mahmudah," *Alsina : Journal of Arabic Studies* 3, no. 1 (2021): 81–102, <https://doi.org/10.21580/alsina.3.1.10432>.

²⁰ Muhammad Jundi and Najamudin Petta Solong, "Analisis Kesesuaian Indikator Dan Kompetensi Dasar Bahasa Arab KMA 183," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2021): 61, <https://doi.org/10.30997/tjpba.v2i1.3642>.

²¹ Siti Anisa Rumfot, Sudhir Koadhi, and Muhammad Ibrahim, "Analisis Isi Buku Bahasa Arab Siswi Kelas XI Madrasah Aliyah Muallimat Aisyiah Cabang Makassar Untuk Meningkatkan Kemampuan Berbicara," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2022): 1–15, <https://journal.unismuh.ac.id/index.php/al-maraji/article/view/8135>.

high school Arabic books based on BSNP (National Education Standards Agency)²². Taufiq has also analyzed student Arabic textbooks according to the 2013 curriculum.²³, or according to theories of book analysis²⁴.

Judging from the focus of the study above, it has similarities in the research theme to the analysis of student books to the curriculum. In addition, there are also similarities in terms of content analysis related to Arabic learning on *Al-Hiwar* material. However, in terms of the difference, it lies in the book type and the curriculum applied. Based on the data above, there has been no research with the Theme of research on the suitability of books for Arabic students in grade 10 of SMA material *Al-Hiwar* and *Al-Qira'ah*, which was compiled by the MGMP in East Java, based on the curriculum of the Minister of Education and Culture 2017 so that this research can provide insights related to the analysis of the book mentioned.

This analysis of the 10th-grade Arabic book high school focuses on the material of *Al-Hiwar* and *Al-Qira'ah*. It is because no materials are taught in the book related to listening and writing material. The book only provides *Al-Hiwar* as Arabic speaking skills and *Al-Qira'ah* as Arabic reading skills. Muhammad Sami's explained that speaking is a skill in conveying the speaker's ideas and meanings to others. At the same time, reading is recognizing symbols (letters and numbers) to understand the material.²⁵. Therefore, this study formulates the problem of how the quality of *Al-Hiwar* and *Al-Qira'ah* materials for Arabic students in grade 10 of high school is viewed from their suitability to the curriculum on core competencies. Thus, this study aims to determine the suitability of *Al-Hiwar* and *Al-Qira'ah* materials and be able to provide benefits to the drafting team at the stage of revision of teaching materials in the next print.

This analyst study applies a qualitative approach with literature or literature studies, namely by exploring the compatibility of Arabic book in grade 10 SMA MGMP East Java published by Edulitera in 2021 ISBN: 978-623-6146-59-0, based on the curriculum of the Minister of Education and Culture 2017 focused on *Al-Hiwar* and *Al-Qira'ah* materials. This research applies a content analysis method based on primary data from *Al-Hiwar* and *Al-*

²² Yusuf Muhtarom, Suharsono Suharsono, and Fahmi Syaefudin, "Analisis Materi Buku Ajar Bahasa Arab Sekolah Menengah Pertama Terpadu Rabbi Radiyyah Rejang Lebong," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 3, no. 1 (2022): 55–61, <https://doi.org/10.35316/lahjah.v3i1.55-61>.

²³ Mirwan Akhmad Taufiq et al., "Analisis Buku Bahasa Arab Pegangan Guru Dan Siswa Kelas XI Kurikulum 2013," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 1 (January 2021): 16–25, <https://doi.org/10.21154/TSAQOFIYA.V3I1.65>.

²⁴ Moh Buny, Andaru Bahy, and Mirwan Akhmad Taufiq, "Analisis Buku Ajar Bahasa Arab Tingkat Madrasah Ibtidaiyah Perspektif Amani Dan Awatif," *Taqdir* 7, no. 2 (January 2021): 245–56, <https://doi.org/10.19109/TAQDIR.V7I2.10175>.

²⁵ Muhammad Sam'i, *Lughoh Al'Arabiyah*, 1st ed. (Riyadh: Kuliyah Al Jazirah lil'ulum As Shohiyah, 2002).

Qira'ah material for the mentioned grade. Meanwhile, books, journals, interview results, and documentation as secondary data.

Who took the data collection from a book review and an interview with one of the book authors, Mrs. Ira Putri Cahyadi, M.Pd.I, and a teacher who uses Arabic books in grade 10 MGMP East Java at SMA Al-Falah Ketintang Surabaya. The data collection technique is carried out by; first, searching and selecting data according to the topic; second, collecting sources or data; third, ensuring and determining the main idea of the research; fourth, processing data sources; fifth, presentation of data; sixth, preparation of reports. Thus, the data obtained was carried out with a technical analysis of Abdur Rohman bin Ibrahim Al Fauzan's perspective, using descriptive techniques related to the suitability of *Al-Hiwar* and *Al-Qira'ah* materials based on the curriculum of the Minister of Education and Culture 2017 objectively.

Results

Ratmelia explained that textbooks are the smallest derivative of the curriculum²⁶. Materi in textbooks has been determined in a flexible curriculum²⁷. However, this causes problems that occur in the field. The volatile form of the curriculum is possible if the suitability of the content of the textbook to the curriculum can change²⁸. It is important for teachers to use books that students must know the level of suitability of the book with the curriculum to develop the material to be delivered.²⁹

It raises the question, "what is the textbook's position?". Devetak and Vogrinc replied, "Textbooks are the main learning tool, as a place for students to gain knowledge. Textbooks are a set of activities for the learning process of teachers and students that require the

²⁶ Yeni Ratmelia, "Nilai Moral Dalam Buku Teks Pelajaran Sejarah (Analisis Terhadap Buku Teks Sejarah Indonesia Kelas X)," *HISTORIA: Jurnal Pendidik Dan Peneliti Sejarah* 1, no. 2 (April 2018) (2018): 115–22, <https://doi.org/https://doi.org/10.17509/historia.v1i2.10711>.

²⁷ Nurul Ani Khayati, Eling Diar Oktaviani, and Ahmad Fauzan Hidayatullah, "Peranan Guru Dalam Pendidikan Inklusif Untuk Pencapaian Program Tujuan Pembangunan Berkelanjutan (SDG's)," *Jurnal Komunikasi Pendidikan* 4, no. 1 (2020): 55, <https://doi.org/10.32585/jkp.v4i1.440>.

²⁸ yanner J. Kapitan, Titik Harsiati, and Imam Agus Basuki, "Instrumen Asesmen Autentik Dalam Pembelajaran Menulis Teks Cerita Fantasi," *Jurnal Pendidikan* 2, no. 2 (2019): 69–80, <https://doi.org/10.21776/ub.hastawiyata.2019.002.02.06>.

²⁹ Rita Handayanti, Rina Elvia, and Salastri Rohiat, "Studi Analisis Kesesuaian Buku Teks Kimia Siswa Sma Negeri Kota Bengkulu Berdasarkan Standar Bsnp," *Alotrop* 5, no. 1 (2021): 82–87, <https://doi.org/10.33369/atp.v5i1.16490>.

application of learning methods and media to support the learning process.³⁰ In achieving competence, Bloom's Taxonomy benchmarks competence into three domains, namely: cognitive, affective, and psychomotor realms.³¹ These three domains are also a matter of consideration for the suitability of the material with the Graduate Competency Standards.³² Likewise, student books contain the arrangement of Core competencies and D competence Kasar at all education levels with different material.³³

Without textbooks, the teaching and learning process cannot be optimal and well-directed³⁴. The need for textbooks as learning materials has experienced development along with the advancement of science and technology.³⁵ In this era of globalization, students need all their activities to be fast and practical, as well as learning that must go hand in hand with the progress of the times. It is proven that some researchers have developed internet-based textbooks. As well as Aliyah and Hidayati have developed a moodle-based e-learning textbook³⁶.

The essential thing in preparing and developing textbooks is the compatibility between texts and the curriculum. Preparing texts is inseparable from teaching book preparation.³⁷ Likewise, the development of textbooks must also pay attention to the needs

³⁰ Iztok Devetak and Janez Vogrinc, "The Criteria for Evaluating the Quality of the Science Textbooks," in *Critical Analysis of Science Textbooks*, 1st ed. (Slovenia: University of Ljubljana, 2013), 3–15, <https://doi.org/10.1007/978-94-007-4168-3>.

³¹ Imam Gunawan and Anggraini Retno Palupi, "Taksonomi Bloom – Revisi Ranah Kognitif: Kerangka Landasan Umtuk Pembelajaran, Pengajaran, Dan Penilaian," *E-Journal.Unipma* 7, no. 1 (2017): 1–8, <https://doi.org/http://doi.org/10.25273/pe.v2i02.50>.

³² Sri Murniati, Yenita Roza, and Maimunah Maimunah, "Analisis Kesesuaian Materi Himpunan Buku Teks Siswa Matematika Kelas VII Terhadap Kurikulum 2013," *Mosharafa: Jurnal Pendidikan Matematika* 10, no. 2 (2021): 177–88, <https://doi.org/10.31980/mosharafa.v10i2.944>.

³³ Zaitul Hidayat, Rahima Syabrina Sarmi, and Ratnawulan Ratnawulan, "Efektivitas Buku Siswa IPA Terpadu Dengan Tema Energi Dalam Kehidupan Berbasis Materi Lokal Menggunakan Model Integrated Untuk Meningkatkan Kecakapan Abad 21," *Jurnal Eksakta Pendidikan (Jep)* 4, no. 1 (2020): 49, <https://doi.org/10.24036/jep/vol4-iss1/415>.

³⁴ Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018): 141, <https://doi.org/10.29240/jba.v2i2.552>.

³⁵ Aditya Purnama et al., "Analisis Buku Siswa Matematika SMA Dari Indonesia Dan China Pada Materi Peluang Dan Statistik," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 4, no. 2 (September 25, 2020): 813–22, <https://doi.org/10.31004/cendekia.v4i2.305>.

³⁶ Moh Fauzan and Titis Thoriquttyas, "Tashmîm Ibtikâr Tadrîs Al-Lughoh Al-'Arabiyah 'Alâ Asâsi Android: Tathwîr Al-Mawâd Al-Dirâsiyyah Li Mâdah Al-Tarkîb Al-Mukatstsaf Al-Ibtidâ'î Bi Qism Al-Adab Al-'Araby Kulliyah Al-Âdâb Jâmi' Ah Malang Al-Khukûmiyyah," *Asalibuna* 4, no. 1 (July 21, 2020): 64–76, <https://doi.org/10.30762/asa.v4i1.2165>.

³⁷ Toni Pransiska, "Buku Teks Al Lughah Al 'Arabiyah Al Mu'ashirah Bagi Penutur Non Arab: Desain, Kontruksi Dan Implementasi," *Al-Fikra: Jurnal Ilmiah Keislaman* 17, no. 1 (2018): 1, <https://doi.org/10.24014/af.v17i1.5123>.

of texts and their compatibility with the curriculum.³⁸. As BSNP and the Bookkeeping Center have explained in the rules of conformity of the material with the curriculum, it can be known in terms of basic core competencies and core competencies and basic competencies in the curriculum.³⁹. Thus, each competency item has accuracy, clarity, and indicator components that formulate the content of the teaching material.

The preparation and development of Arabic books comprise four language skills. The measure of the suitability of Arabic textbooks to the scope of the material is explained by Abdur Rohman bin Ibrahim Al Fauzan, namely; 1) The importance of the compatibility of the content of the teaching material with the intellectual power of students. 2) The selection of language and At- Tarkib that is easy to understand. 3) Multiplying the types of exercise that are differentiated. 4) The suitability of visual design (images) with the material clearly, and easily understood. 5) Pay attention to the order of the material. 6) The integrity of the material from linguistic, scientific, and intellectual errors. 7) The material focuses on the needs of problems that occur in life. 8) Ensures that the material taught is under Arabic language learning⁴⁰. Quoting from Albab, according to Al Qasimi (in Asrofi and Pransiska, 2016:45), adding the Arabic material in questions is 1) Muthola'ah. 2) Qowaid Al-Lughoh Al-'Arabiyah 3) Tadribat 4) Manhajun wa Mutasiq 5) Mu'jam Al-Mufrodat 6) Mawad Ta'lim⁴¹. Material Content of *Al-Hiwar* and *Al-Qira'ah* at Arabic Student Book.

The following is the scope of *Al-Hiwar* and *Al-Qira'ah* material in the book of Arabic students in grade 10 SMA MGMP East Java, based on the curriculum of the Minister of Education and Culture 2017, including:

No.	CHAPT ER	Subject Matter	Skills		Core competencie s
			<i>Al-Hiwar</i>	<i>Al-Qira'ah</i>	
1	I	It Teaches about oral and written interpersonal interaction texts	Exemplified into an introduction between Muhammad	Telling the story of a student introducing himself to	Social Aspects

³⁸ N Humairoh and Z Zahrudin, "Analisis Manajemen Srtategi Dalam Pengembangan Kurikulum," *Journal of Islamic Education and Inovation* 3, no. 1 (2022): 36-46, <https://doi.org/https://doi.org/10.26555/jiei.v3i1.6151>.

³⁹ Muhammad Nur Asmawi and Ulfa Djahadi, "Analisis Buku Teks 'Aku Cinta Bahasa Arab 4' Kelas IV Kurikulum 2013 Madrasah Ibtidaiyah Karya Agus Wahyudi (Tinjauan Segi Kelayakan Isi)," *Al Bariq* 2, no. 2 (2013): 2021, <https://doi.org/10.1190/segam2013-0137.1>.

⁴⁰ Abdur Rohman bin Ibrahim Al Fauzan, *I'dad Mawad Ta'lim Al-Lughoh Al-'Arabiyah Lighairi An-Nathiqina Biha*, 1st ed. (Riyadh: Al-'Arabiyah, 2007).

⁴¹ Dehendar Ulil Albab, "Analisis Buku Ajar Bahasa Arab Mi Kelas Iv Kurikulum 2013 Terbitan Kemenag Ri Tahun 2020," *Jurnal Al-Maqayis* 5, no. 1 (2021): 1, <https://doi.org/10.18592/jams.v6i2.5217>.

		that express: 1) greeting sentences and asking for news, 2) introducing yourself, 3) expressions of gratitude and 4) apologizing for 5) saying goodbye.	Ahmad Such as the expression كَيْفَ حَالُكَ؟ مَا اسْمُكَ؟ إِلَى الْإِلْقَاءِ شُكْرًا عَفْوًا. (MGMP, 2021:2)	everyone. Namely اسمح لي أن أعرف نفسي عليكم جميعًا، اسمي مُحَمَّدَ بِهِاءِ الدِّينِ. (MGMP, 2021:8)	
2	II	It discusses the text of oral and written interactions of giving and requesting identity, which includes material introducing and mentioning identity to know each other.	There is a text of self-introduction between Muhammad and Ahmad: هَوَايَةَ مُحَمَّدٍ: الرَّسْمِ وَلَعِبَ كُرَّةَ الْقَدَمِ While هَوَايَةَ أَحْمَدُ: الْقِرَاءَةَ وَلَعِبَ كُرَّةَ الطَّائِرَةِ (MGMP, 2021:24)	There is a text entitled هَوَايَةَ مُحَمَّدُ talking about Muhammad's identity and personality. اسمي مُحَمَّدُ أَنَا إندونيسِي، أعيشُ في بَعِيدَةَ عَنِ الْمَدِينَةِ هَوَايَتِي الرَّسْمِ. (MGMP, 2021:27-28)	Social Aspects
3	III	Contains material on oral and written interactions to inquire and state 1) day name, 2) month name, 3) time of day name, 4) number form time series, 5) date, 6) year name.	This untitled <i>Al-Hiwar</i> material between Hisyam and Milzam, discusses the names of days, months, and times of school holidays. As mentioned, الدِّرَاسَةَ خَمْسَةَ أَيَّامٍ فِي الْأُسْبُعِ وَيَوْمَ الْإِثْنَيْنِ الثُّلَاثَاءِ... إلخ. شَهْرُ يُونِيُو، شَهْرُ مَايُو (MGMP, 2021:42-43)	There is <i>Al-Qira'ah</i> material entitled الْأُسْتَاذَةَ فَطْرِيَّةُ talks about the schedule or time of daily activities of ustadzah fitriah in his daily life. Like الْأُسْتَاذَةَ فَطْرِيَّةُ تَسْتَيْقِظُ مِنَ النَّوْمِ فِي السَّاعَةِ الرَّابِعَةِ فَجْرًا وَتَذْهَبُ إِلَى الْمَدْرَسَةِ فِي السَّاعَةِ السَّادِسَةِ صَبَاحًا. (MGMP, 2021:43)	Cognitive Aspects

4	IV	It contains material on oral and written interactions about the names and number of objects around and the names of public facilities (public buildings) close to student life.	In text 1: titled <i>في المكتبة</i> between Salim and Salman, there is a communication about the information on borrowing books in the library. <i>أطلبُ كتابَ الحديث</i> (MGMP, 2021:51)	There is a text titled <i>الدَّهَابُ إِلَى الْمُشْتَشَفَى</i> which tells that Sharif went to one of the public facilities, namely the hospital for treatment. Namely <i>دَخَلَ شَرِيفٌ وَأَبُوهُ غُرْفَةً الطَّوَارِ</i> (MGMP, 2021:52)	Spiritual and Social Aspects
5	V	Covers oral and written text material to state and inquire about the nature of people.	<i>Al-Hiwar's</i> material between Hisham and Yusuf entitled <i>النَّجَاحُ فِي الإِمْتِحَانِ</i> shows the interaction giving the good news that his friend Ahmad has been successful. Evidenced by an expression that is <i>هُوَ طَالِبٌ نَشِيطٌ وَمَاهِرٌ</i> . (MGMP, 2021:59)	<i>Al-Qira'ah's</i> material entitled <i>لُقْمَنُ طَالِبٌ مُجْتَهِدٌ فِي الْمَدْرَسَةِ الثَّنَوِيَّةِ</i> tells about Luqman's successful journey to seek knowledge. Evidenced by an expression that is <i>هُوَ طَالِبٌ مُجْتَهِدٌ وَمَاهِرٌ فِي اللُّغَةِ الْعَرَبِيَّةِ</i> . (MGMP, 2021:60-61)	Social aspects
6	VI	Covering oral and written text material to state and ask about the behavior/actions/functions of people and objects	<i>Al-Hiwar</i> material between Sharif and Salman under the title <i>الأنشطة اليومية</i> tells about daily activities. And the two share information with each other. As stated in the speech i.e. <i>أَسْتَيْقِظُ مِنَ النَّوْمِ فِي السَّاعَةِ الثَّلَاثَةِ، مَتَى تَذَهَبُ إِلَى</i>	<i>Al-Qira'ah's</i> material entitled <i>يَوْمٌ فِي حَيَاةِ الطَّالِبِ</i> tells the daily activities of Abdur Rohman from morning to night. As expressed in the text i.e. <i>أَسْتَيْقِظُ مِنَ النَّوْمِ فِي السَّاعَةِ الثَّلَاثَةِ ثُمَّ أَتَوَضَّأُ</i>	Social, Spiritual, and Cognitive Aspects.

			لَأَصْلِي التَّهَجُّدِ، أَنَامِ (MGMP, 2021:68-69) دَائِمًا قَبْلَ السَّعَةِ الْعَاشِرَةِ لَيْلًا. (MGMP, 2021:70-71)		
7	VII	We are covering short and simple descriptive text material about the nature of people and things.	<i>Al-Hiwar's</i> material between Bahruddin and Fahrurrozi on تَلْمِيذٌ نَشِيطٌ which describes the character of his friend Yusuf and Andi. As expressed in the conversation i.e. يُوسُفُ هُوَ تَلْمِيذٌ نَشِيطٌ وَمَاهِرٌ وَجَمِيلُ الْوَجْهِ...إِلخ أَنْدِي هُوَ تَلْمِيذٌ ... كَسْلَانٌ وَشَرِيْرٌ.إِلخ (MGMP, 2021:84-85)	Al Qiro'ah's material entitled which tells the story of two different student characters, Yusuf and Lathifah. As expressed in the text i.e. هَذَا صَدِيقِي يُوسُفُ جَمِيلُ الْوَجْهِ...إِلخ (MGMP, 2021:86)	Social Aspects

In chapter one, the researchers reviewed the first material *Al-Hiwar* and *Al-Qira'ah*, with core competencies, which refer more to the social aspect. Because there is this material provides a simulation of habituation between friends so that they reprimand each other and be friendly/communicative. In addition, it also trains students to get to know each other.

In chapter two, Reviewing the second material of *Al-Hiwar* and *Al-Qira'ah* with core competencies refers more to the social aspect. Because in the *Al-Hiwar* material, students will increasingly practice getting to know themselves by getting to know each other and knowing what identity is between friends. Meanwhile, the *Al-Qira'ah* material provides information on personal self-identity and self-aspiration of Muhammad's identity. These two materials teach students to interact with the social environment well.

In chapter three, the result of the review of the *Al-Hiwar* and *Al-Qira'ah* material with core competencies focuses is suitable for the cognitive aspect. It has trained students to

develop their curiosity toward the names of days and months in Arabic. There are questions and answers about school vacation time in *Al-Hiwar*'s material and narrating daily activities in the *Al-Qira'ah* text.

Chapter four shows that the material of *Al-Hiwar* and *Al-Qira'ah* with core competencies refers to spiritual and social aspects. Because in the *Al-Hiwar* material, which tells the middle of public facilities in the form of mosques, there is a conversation to immediately hold prayers in the mosque during the call to prayer. Meanwhile, in the social aspect, it is stated in the *Al-Qira'ah* material that there is an interaction between Sharif and the Doctor with an excellent social attitude.

Chapter five shows that the material of *Al-Hiwar* and *Al-Qira'ah* with core competencies refers to the social aspect because these two materials show appreciation to friends who have succeeded in examination and can stimulate students to become diligent children and earnestly seek knowledge.

Chapter six shows that *Al-Hiwar* and *Al-Qira'ah* material with core competencies refers to social, spiritual, and cognitive aspects. The first is the social aspect, from the *Al-Hiwar* text between Sharif and Salman shows the sharing of information related to Salman's daily activities. Sharif responded curiously to Salman's actions at home. Second, the cognitive aspect provides a good knowledge of positive activities Syarif in his everyday life. Such as information related to prayers in mosques after dawn prayers. The three spiritual specs are shown in the forms of worship of Muslims, be it prayer or reciting the Quran.

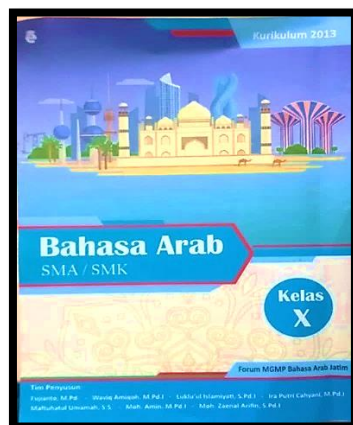
Chapter seven shows that *Al-Hiwar* and *Al-Qira'ah* material with core competencies refers to social values, namely tolerance between friends. The social realm that appears in the material is that students can know the nature of a person through an interaction between friends and can know the heart of a person by describing or recognizing someone's behavior.

Analysis of the suitability of *Al-Hiwar* and *Al-Qira'ah* Material with the Curriculum of the Ministry of Education and Culture 2017

The Arabic language curriculum for grade 10 high school is prepared based on the needs of the 2013 Curriculum, as it is well known that it supports the era of globalization with technology.⁴² Arabic Language and Literature materials taught at the high school level are

⁴² Andriana Sofiarini and Elya Rosalina, "Analisis Kebijakan Dan Kepemimpinan Guru Dalam Menghadapi Kurikulum 2013 Era Globalisasi," *Jurnal Basicedu* 5, no. 2 (2021): 724-32, <https://doi.org/10.31004/basicedu.v5i2.668>.

preparation for global challenges. As Arabic is part of several official languages in the world that have been recognized by the PBB, from these forces, the development and needs of the Arabic language are obliged to be followed by all nations of the world.⁴³



Picture 1. Cover of 10th grade Arabic Book by MGMP East Java

The 10th-grade high school Arabic Student Book by MGMP East Java consists of 101 + v pages with a size of 21 x 29.7 cm. Page i-v consists of the inner cover, the identity of the compiler of the book, the welcome letter of the Head of the East Java Provincial Education Office, the preamble, and the table of contents. Pages 1-101 is a section of book material consisting of eight chapters, namely chapters 1-7, covering four language skills materials accompanied by explanations of Basic Competencies 3 and Basic Competencies 4. In contrast, chapter 8 consists of several proverbs in Arabic called Archives. The book is used in teaching and learning for two semesters, so chapters 1-4 in semester one and 5-8 in semester two. The book is first printed and has an ISBN: 978-623-6146-59-0.

The Curriculum of the Ministry of Education 2017 in Basic Competencies has been known to be more focused on the cognitive realm. The reason is that Basic Competencies 4, which is supposed to contain the Psychomotor domain, is formulated into the Cognitive realm. Nevertheless, the presentation of the material has included four languages skill, including Arabic. Thus, the possibility of a problem here is the lack of conformity in the aspect of Arabic material skills. Where learning Arabic requires practice in the four language skills.

Books written by Fujianto, M.Pd., Wafiq Amiroh, M.Pd.I., Luklu'ul Islamiyah, S.Pd.I., Ira Putri Cahyani, M.Pd.I., Maftuhanul Umamah, S.S., Moh. Amen, M.Pd.I., Moh. Zaenal

⁴³ Abd Aziz and Saihu Saihu, "Interpretasi Humanistik Kebahasaan: Upaya Kontekstualisasi Kaidah Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (2019): 299, <https://doi.org/10.29240/jba.v3i2.1000>.

Arifin, S.Pd.I was published by Edulitera Malang city in 2021. The book was reviewed by Dr. Nasaruddin, M.Ed and designed by Wafiq Amiqoh, M.Pd.I. after judging from the book identity data, it is known that this Arabic book for the 10th grades of SMA MGMP East Java is the latest publication, and has been used in the 2021-2022 academic year.

Analysis of the suitability of *Al-Hiwar* and *Al-Qira'ah* materials, based on the Curriculum of the Ministry of Education 2017, is presented in the following table:

Formula I'dad Mawad Ta'lim Lighoiri Natiqin Biha by Abdur Rohman bin Ibrahim Al Fauzan								
No	Aspects	Material						
		CHAPTER 1	CHAPTER 2	CHAPTER 3	CHAPTER 4	CHAPTER 5	CHAPTER 6	CHAPTER 7
1	Compliance with intellectual power	√	√	√	√	√	√	√
2	The sentences are easy to understand for students	√	√	X	√	√	√	√
	Presented a variety of exercise	X	X	X	X	X	X	X
3	Images correspond to the material	X	X	X	X	X	X	X
4	The material is presented in order according to the Theme	√	√	X	√	√	√	√
5	Correct linguistics	√	√	√	√	√	√	√
6	Matter contains the meaning of life (Daily events)	√	√	√	√	√	√	√
7	Material according to the Theme	√	X	X	X	X	X	X

Based on the data above, it can be described in detail as follows; First, the aspect of conformity with intellectual power. The material of *Al-Hiwar* and *Al-Qira'ah* chapters 1-7 is in sync with the curriculum of the ministry of education 2017 based on core competencies

and basic competencies. So, the material is worthy of being used as teaching material for Arabic 10 SMA. The suitability with intellectual power in terms of material of *Al-Hiwar* and *Al-Qira'ah* can be seen from the discussion of the story text about motivations, social problems, and stories of daily life.

Second, aspects of *At- Tarkib* are easy for students to understand. It is found in chapter 3 that there is a presentation of material that needs to explain the names of times in daily life, so this hinders students' understanding of the text material of *Al-Hiwar* and *Al-Qira'ah*. Such as *مَسَاءً أَوْ نَهَارًا، أَوْ لَيْلًا* which needs to be introduced first to the student before the student is given a reading text. In addition, it is also necessary to add material about *عَدَدُ التَّرْتِيبِ* because it relates to the date and month.

Third, Aspects of the presentation of the exercise are various on the material *At-Tadibat Al-Hiwar* and *Al-Qira'ah* less variation. Practice questions are only dominant in question-and-answer questions. Even in chapter 3, there is no *At Tadribat* to corroborate the understanding of the material of *Al-Hiwar* and *Al-Qira'ah*. It would be nice if it followed the provisions of competency achievement in the curriculum, which urged that *At Tadribat Al-Hiwar* can be in the form of; 1) narrating images or daily events. 2) describe the object, or 3) conduct an interview. While doing *At-Tadribat, Al-Qira'ah* can be developed in the form of; 1) determining the main idea. 2) Arrange the main idea into a new paragraph or 3) criticize the content of the reading text. Thus, it can float the value of speaking and reading skills according to material needs.

Fourth, the aspect of the image is suitable for the material. Chapters 2-7 of *Al-Hiwar* and *Al-Qira'ah* material are only accompanied by pictures in chapter 1.



Picture 1. Cover of 10th grade Arabic Book by MGMP East Java

However, the picture does not suit the needs of high school students but is more suitable for elementary school students. It would be nice to provide additional supporting images related

to *Al-Hiwar* and *Al-Qira'ah* material so that it is more than just sentences or stories because it can also be used as an exercise to describe pictures and told to exercise.

Fifth, Material aspects are presented in order according to the Theme. From the entire material of *Al-Hiwar* and *Al-Qira'ah*, the material needed to be in demand by the provisions of the curriculum. So that the material of *Al-Hiwar* and *Al-Qira'ah* in the student book against the curriculum of the Ministry of Education and Culture 2017 has been customized.

Sixth, the correct aspect of linguistics. Based on the material, *Al-Hiwar* and *Al-Qira'ah* have applied the proper use of linguistics. It is known from a cultural point of view, leaning more towards Indonesian culture, which describes the local culture more in terms of sentences or story sequences.

Seventh, the material aspect contains the meaning of life (everyday events). *Al-Hiwar* and *Al-Qira'ah* have covered good social, spiritual, and cognitive values. From the title of the material, *Al-Hiwar* and *Al-Qira'ah* show the daily events that students do. Thus, the *Al-Hiwar* and *Al-Qira'ah* materials in the student book and the curriculum of the ministry of education 2017 are appropriate.

Eighth, the material aspect corresponds to the Theme. The overall material of *Al-Hiwar* and *Al-Qira'ah* needs to provide clarity of indicators or commands to students regarding the text of *Al-Hiwar* and *Al-Qira'ah* in the student book. The point is that there is no clue by providing hands in each material, as it affects the practice of natural *Al-Qira'ah* skills, so there is no misuse of the material. What could add indicators to fit the theme or learning material of *Al-Hiwar* and *Al-Qira'ah*? As well as the material of *Al-Hiwar* in chapter 1 has mentioned
إِسْتَمِعْ إِلَى الْجَوَارِ وَأَجْرِهِ فِي مُقَدِّمَةِ الْفَصْلِ.

Conclusion

The most important thing from this analysis is that the book of grade 10 students of SMA MGMP East Java has presented four language skills. Two skills, including *Al-Hiwar* and *Al-Qira'ah* materials, have been analyzed based on the suitability of the curriculum of the Ministry of Education and Culture 2017. The usefulness of the material to the curriculum reflected in the social, spiritual, and cognitive values contained in the material is quite good. Like the social values that have been very thorough in every *Al-Hiwar* and *Al-Qira'ah* material, it stimulates students to increase their concern for the surrounding life. Not only that, but the book also covers the quality of *Al-Hiwar* and *Al-Qira'ah* materials, with technical content analysis following the perspective of Abdur Rohman bi Ibrahim Al-Fauzan. From the

standpoint of the research, the entire material of *Al-Hiwar* has been by the intellectual power of the student, far from the mistakes of linguistics, and the material has contained the meaning of life, namely the values of society. However, it was found that there needed to be more appropriate quality value in the question of *Al-Hiwar* and *Al-Qira'ah* materials which was only in the form of a question-and-answer question. Then on a spec of matter, it is found that there is a vagueness of indicators or commands according to the Theme. Not only that, in the aspect of the image, there are no supporting images with *Al-Hiwar* and *Al-Qira'ah* material, so it is not suitable for the level of understanding of the material. The results of this analysis can be used as a consideration for the use of books for grade 10 high school students by MGMP East Java in the learning process, and it can also be an addition to the revision of the preparation of the 10th-grade high school Arabic student book by MGMP East Java.

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