Analysis of the Arabic Language Textbook for Junior High School from the Perspective of the Education, Standards, Curiculum, and Assesment Agency (BSKAP)

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Abstract

Many textbooks available in the market require educators to be selective when choosing and using them as sources of knowledge to support learning. A high-quality textbook should align with the developmental and growth stages of students to achieve national educational goals. This study aims to evaluate and develop Arabic language textbooks based on BSKAP qualifications. The research employs a qualitative-evaluative approach, specifically a library research study with content analysis. For data analysis, Krippendorf's model is used, and the validity of the data is ensured by cross-checking the findings. The study's results highlight four aspects of textbook feasibility established by BSKAP: content/material feasibility, presentation feasibility, language feasibility, and design/graphic feasibility. Some indicators within each aspect require revisions, additional materials, and innovations from the authors of the Arabic textbooks under KMA 183 and the Arabic language educators who are implementing the independent curriculum.

Keywords: *Arabic language textbooks, BSKAP, Independent Curriculum, Arabic language learning*

Abstrak

Buku ajar banyak beredar di lapangan mengharuskan pendidik selektif dalam memilih dan menggunakan buku ajar sebagai sumber pengetahuan yang mendukung pembelajaran. Buku ajar yang berkualitas adalah yang sesuai dengan tingkat perkembangan dan pertumbuhan siswa untuk mencapai tujuan pendidikan nasional. Penelitian ini bertujuan sebagai bahan evaluasi serta pengembangan bahan ajar / buku teks bahasa Arab berdasarkan kualifikasi BSKAP. Penelitian ini menggunakan pendekatan penelitian kualitatif-evaluatif, jenis penelitian studi pustaka dengan analisis isi *(content analysis)*. Sedangkan dalam analisis data menggunakan model Krippendorf dan validasi data dengan mengkroscek ulang hasil penelitian. Hasil penelitian ini ialah 4 aspek kelayakan buku ajar yang ditetapkan oleh BSKAP yaitu kelayakan dari aspek isi/materi, kelayakan dari aspek penyajian, kelayakan dari aspek bahasa dan kelayakan dari aspek desain/grafik. Beberapa capaian dari indikator setiap aspek memerlukan revisi, tambahan materi dan inovasi dari penyusun buku bahasa Arab KMA 183 maupun pengajar bahasa Arab yang sedang dan akan mengimplementasikan kurikulum merdeka.

Kata Kunci: *Buku teks Bahasa Arab, BSKAP, Kurikulum Merdeka, Pembelajaran Bahasa Arab*

Introduction

Education aims to create a generation that is better than the previous one. In the field of education, there is an activity called learning, which requires various resources to support successful learning.[1] Learning resources include data, people, methods, media, and learning locations, all designed to facilitate students. The most commonly used learning resource is media or textbooks.[2] A textbook is a teaching medium that contains materials and explanations of specific lessons, arranged sequentially and systematically.[3] The development of

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[1] Rahma Fadilah, Wiena Safitri, and Ahmad Asrof Fitri, "ANALISIS BUKU TEKS BAHASA ARAB KELAS VII MADRASAH TSANAWIYAH KURIKULUM 2013 (TERBITAN KEMENTERIAN AGAMA REPUBLIK INDONESIA)," *Journal of Islamic Studies*, 2023, https://doi.org/10.61341/jis/v1i3.027.

[2] A Z Annafiri, A Suseno, and I F Azizah, "Cultural Analysis of the Arabic Language Textbooks of Muhammadiyah Elementary School," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2024), https://ejournal.iainmadura.ac.id/index.php/alibbaa/article/view/10989%0Ahttps://ejournal.iainmadura.ac.id/index.php/alibbaa/article/view/10989/3813.

[3] Nabila Nailil Amalia et al., "Management Implementation of the Bi'ah Lughowiyah Programmes and the Problems in Boarding Based on Madrasah Aliyah," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 2023, https://doi.org/10.22219/jiz.v6i2.24052.

science and technology increasingly drives efforts to update and utilize technology in internal teaching and learning outcomes.[4] Teachers are required to be able to use the tools provided in schools, which may align with the times.[5] At a minimum, teachers should be able to use inexpensive and efficient teaching aids, even if they are simple, as this is essential to achieve the desired learning objectives.[6]

According to Rusydi Ahmad Thu'aimah, textbooks or instructional books include various books and tools that can stimulate students' knowledge and everything used by teachers in learning activities, such as tapes or CDs, government-issued textbooks, handouts, student worksheets (LKS), and teacher guides.[7] The use of quality textbooks will positively impact students in the learning process, so educators must be careful in selecting and determining textbooks. Textbooks must have clear objectives to facilitate material formulation.[8] Al-Ghalli believes that there are three principles to consider when composing textbooks: socio-cultural, psychological, and linguistic and educational principles.[9] Therefore, textbooks must be able to convey educational content with clear meaning. The availability of good textbooks that match the developmental level of students is crucial to achieving national educational goals.[10] Hence, regular and

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[4] Mei-rong Alice Chen, "The AI Chatbot Interaction for Semantic Learning : A Collaborative Note-Taking Approach with EFL Students," *Language Learning and Technology* 28, no. 1 (2024): 1–25.

[5] British Council, Special Issue, and Special Issue, "Learning and Instruction : How to Use Technology to Enhance Students ' Learning Efficacy," *Journal of Intelligence* 12, no. 64 (2024): 2022–24.

[6] Lauren Weisberg et al., "Critical Online Information Evaluation (COIE): A Comprehensive Model for Curriculum and Assessment Design," *Journal of Media Literacy Education* 15, no. 1 (2023): 14–30, https://doi.org/10.23860/JMLE-2023-15-1-2.

[7] Asbarin Asbarin et al., "Analyzing the Content of the Arabic Language Series Book for Teaching Arabic to Non-Native Speakers: A Study in the Context of William Francis Mackey," *Journal of Arabic Language Learning and Teaching (JALLT)*, 2024, https://doi.org/10.23971/jallt.v2i1.177.

[8] Alfani Syuhudi and Hafidah, "Analisis Buku Bahasa Arab 1 Dan Buku Bahasa Arab Baina Yadai Auladina 1 Dari Segi Kriteria Dan Prinsip Buku Ajar," *Ukazh: Journal of Arabic Studies*, 2023, https://doi.org/10.37274/ukazh.v4i2.773.

[9] Fathy Yunus, *Tasmim Manhaj Li Ta'lim Al-Lughah Al-'Arabiyah Lil Al-Ajanib* (Kairo, Mesir: Dar el- Tsaqafah, 1978).

[10] Hanif Syukron, Mohammad Samsul Ulum, and Mamluatu Solihah, "Analisis Konten Maharah Kitabah Dalam Buku Ajar Bahasa Arab Kementerian Agama," *International Journal of Arabic Language Teaching*, 2023, https://doi.org/10.32332/ijalt.v5i01.6625.

continuous evaluations of textbooks in implementing the curriculum must be conducted to ensure effective learning development.

Sheikh 'Abdurrahman bin Ibrahim al-Fauzan provides criteria for Arabic textbooks that meet book eligibility standards if the book has fulfilled several aspects, including a proper general appearance, presentation of linguistic elements such as vocabulary patterns and grammatical structures, development of language skills, and cultural elements in the text presentation.[11] According to the Curriculum and Assessment Standards Agency (BSKAP), there are four aspects in the standard assessment of Arabic textbooks, further broken down into several indicators for each aspect. These aspects include: First, content feasibility consisting of five indicators: alignment with objectives, alignment with curriculum targets, accuracy of data and information, appropriate, accurate, and clear concepts, and an adequate level of difficulty; Second, presentation feasibility with two indicators: presentation technique and presentation support; Third, language feasibility with three indicators: language effectiveness, dialogic and communicative nature, consistency, and standardization of terminology; Fourth, graphic feasibility with two indicators: attractive cover appearance and friendly, safe, and comfortable print quality for readers.[12]

With the circulation of many Arabic textbooks in the market, teachers often feel confused in selecting the most suitable book for their students.[13] Additionally, the quality of many Arabic textbooks is still far from the standards suitable for use as learning media. Some textbooks even contain printing errors, inaccurate content, and negative material.[14] In response to this, to meet the Ministry of Religious Affairs'

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[11] Muhammad Infithar Al Ahqaf, "ANALISIS KELAYAKAN BAHAN AJAR BAHASA ARAB UNTUK MADRASAH TSANAWIYAH," *Jurnal Al-Maqayis*, 2021, https://doi.org/10.18592/jams.v6i2.5450.

[12] Kemendikbud, *Peraturan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementrian Pendidikan, Kebudayaan, Riset Dan Teknologi Nomor 039/H/P/2022 Tentang Pedoman Penilaian Buku Pendidikan*, *Kemendikbudristek*, 2022.

[13] Fauzana Annova, "Konsep Pengembangan Bahan Ajar Bahasa Arab Bagi Pembelajar Di Indonesia," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 143–62.

[14] Rizka A'yuna Fuadiyah and Mirwan Akhmad Taufiq, "Analisis Kesalahan Teks Buku Pendidikan Bahasa Arab Di Madrasah," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 2020, https://doi.org/10.32332/an-nabighoh.v22i02.2009.

decision outlined in KMA 183 of 2019, the committee prepared and wrote Arabic textbooks published in 2020 which have been used in schools from elementary to secondary levels in Indonesia until now.

Following the publication of these KMA textbooks, the presence of the Corona virus (Covid-19) over two years caused a decline in educational quality, leading to the Minister of Education releasing a new curriculum, the Kurikulum Merdeka – Merdeka Belajar (KM-MB). The Merdeka Curriculum standard, set by the Ministry of Education, Culture, Research, and Technology under Decree No. 039/H/P/2022, outlines the main guidelines for textbook assessment.[15] Education in 2022 is a transition period, a trial or development phase from 2019 to 2021 due to Covid-19. BSKAP (Agency for Education Standards, Curriculum, and Assessment) is an independent institution responsible for managing education standards in Indonesia under the Ministry of Education, Culture, Research, and Technology. Previously, this institution was known as BSNP (National Education Standards Agency) under the Ministry of Education of the Republic of Indonesia. However, BSNP was dissolved under Regulation No. 28 of 2021 on the Organization and Work Procedures issued by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek), following the Minister of Education, Culture, Research, and Technology Regulation (Permendikbudristek).[16] The implementation of the Merdeka Curriculum, which started in 2022, requires alignment between curriculum guidelines and the teaching materials used. The Arabic textbooks prepared by KMA 183 still use the 2013 curriculum and need further analysis to determine the suitability of the textbooks for the Merdeka Curriculum under the BSKAP.

The presence of BSKAP is supported by analyzing the textbooks currently used in educational institutions. The analysis refers to the standard that is suitable, unsuitable, or not included in the Merdeka Curriculum guidelines.[17] According to Ministerial Regulation

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[15] Kemendikbud, *Peraturan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementrian Pendidikan, Kebudayaan, Riset Dan Teknologi Nomor 039/H/P/2022 Tentang Pedoman Penilaian Buku Pendidikan*.

[16] Peraturan Kepala BSKP Kemendikbud, "Peraturan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Tentang Pedoman Perjenjangan Buku Nomor 030/P/2022," *Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*, 2022.

[17] Fasabbikh Fasabbikh and Najih Anwar, "Analisis Buku Teks Bahasa Arab Praktis Untuk SMP/MTs Kelas VII Karya Guru Bahasa Arab Foskam Sidoarjo Dalam Perspektif Badan Standar Kurikulum Dan Asesmen Pendidikan (BSKAP)," *JIIP -*

No. 25 of 2022 concerning the evaluation of textbooks, textbooks used in educational institutions must undergo quality testing by the Ministry of Education, Culture, Research, and Technology within the BSKAP framework, as textbooks are the primary source and reference in learning evaluation. This becomes a consideration for the development of the Merdeka Curriculum in all schools because, during this transition period, the use of the Merdeka Curriculum has not been implemented in all schools. Therefore, this research can serve as a reference for educational material from appropriate educational goals in schools designated by the Ministry of Religious Affairs regarding the implementation of the Merdeka Curriculum No. 347 of 2022.

Previous research was conducted in 2022 by Luthfi Dzakiyatul Hanifah and Rizka Eliyana Maslihah.[18] The research aims to analyze the effectiveness of the 2013 curriculum textbook from the perspective of 'Abdul Hamim Abdullah and Nashir Abdullah al-Ghaliy. The research findings revealed that the 2013 curriculum textbooks still contained errors in the use of diacritics and grammar. Additionally, some parts were unsuitable, as there were no glossaries and material components for audio aspects.

Another research in 2023 by Farah Miftahurrohmah.[19] This research aims to describe the content suitability of the book and the suitability of the textbook according to Nashir Abdullah Al-Ghali's theory. The research findings showed that the Arabic textbook for grade VII met the standards of a good textbook from Nashir Abdullah Al-Ghali's perspective in cultural, psychological, educational, and linguistic aspects. However, there were two points in the psychological aspect, namely creating books specifically for students with different levels of IQ abilities, from the highest, medium, to low.

Similar research was conducted by Hasan Saifurrizal and Ulfatul Hasanah in 2023.[20] The research aimed to assess the content suitability of the book with the Core Competencies 1 (spiritual), 2

Jurnal Ilmiah Ilmu Pendidikan 7, no. 4 (2024): 3702–10, https://doi.org/10.54371/jiip.v7i4.4061.

[18] الحنيفة، لطف ذكية and مصلحة، رزق عليانا, "تحليل الكتاب المدرسي للمنهج الدراسي 2013 على فكرة عبد الحميم عبد الله وناصر عبد الله الغالي *Proceeding of the 3rd International Conference on Islamic Studies (ICIS) IAIN Ponorogo*, 2022, 370–88."

[19] Farah Miftahurrohmah, "Analisis Buku Bahasa Arab Kelas VII MTs (KMA 183) Menurut Teori Nashir Abdullah Al-Ghali" (IAIN Kediri, 2023).

[20] Hasan Syaiful Rizal and Ulfatul Chasanah, "Analisis Konten Buku Ajar Bahasa Arab MTs Kelas VII Kurikulum KMA No. 183 2019," *Jurnal Mu'allim*, 2023, https://doi.org/10.35891/muallim.v5i1.3532.

(social), 3 (knowledge), and 4 (skills) covering the aspects of hiwar and qira'ah in the 2020 Ministry of Religious Affairs-published book based on the Minister of Religious Affairs Decree No. 183 of 2019. The research findings indicated that the content of the Arabic book KMA 183 was consistent with KI-1 to KI-4, featuring qira'ah and hiwar content in Arabic learning.

Another study was conducted by Umi et al. in 2022.[21] This research aimed to describe the content of the Arabic textbook for grade X by Hasan Saefullah based on the National Education Ministry's 2008 standards and Rusydi Ahmad Thu'aimah's principles. The research findings indicated that the textbook generally met the standards of the National Education Ministry's 2008 teaching material guidelines, demonstrated by the principles of consistency, relevance, and adequacy outlined in the learning objectives. However, in the gradation principle, there was a mismatch in the material contained in the teaching materials, such as receptive and expressive parts. Meanwhile, according to Thu'aimah's standards, which include the elements of validity, significance, and appropriateness, they were also applied in the preparation of Hasan Saefullah's textbook.

There is also research conducted by Asbarin et al [22] in 2024. The research aimed to evaluate the Silsilatu Lisanil 'Arabi book based on William F. Mackey's theory. The research findings showed that the content of the Silsilatu Lisanil 'Arabi for beginners level 1 was consistent with Mackey's principles, including material selection based on objectives, student proficiency, study duration, language choice, and feasibility factors. Moreover, the material showed appropriate gradation through grouping and sequencing, effective presentation methods including differentiation processes, pictorial procedures, and contextual procedures, and suitable repetition strategies encompassing listening, speaking, reading, and writing skills.

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[21] Asbarin Asbarin et al., "An Analysis on The Principles of Arabic Textbooks for Madrasah Aliyah in Indonesia: Based on The Ministry of Education and Rusydi Ahmad Thu'aimah," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 2 (2022): 171–84, https://doi.org/10.23971/altarib.v10i2.4449.

[22] Asbarin et al., "Analyzing the Content of the Arabic Language Series Book for Teaching Arabic to Non-Native Speakers: A Study in the Context of William Francis Mackey."

Research on textbook analysis was also conducted by Ida Wijayanti et al[23] in 2024. The purpose of this research is to analyze the writing skills instrument in the Arabic language textbook for Grade VII. The results of the analysis of the writing skills instrument in the Grade VII Arabic textbook of Madrastah Tsanawiyah 2020 revealed that there are 11 questions containing the writing skills instrument. These include essay and multiple-choice exercises: 6 questions consist of 10 sub-questions, 1 question has 2 sub-questions, and 4 questions are multiple-choice. These are very suitable for text evaluation in Arabic language learning, particularly in writing skills, as the provided questions are related to the relevant material.

There is a gap with this study based on previous research. The previous researchers' analysis used different instruments compared to this study, namely the instrument or textbook criteria standard formulated by BSKAP. The research on the Arabic textbook KMA 183 for Grade VIII SMP/MTs analyzes the textbook's conformity with the standards set by BSKAP, considering aspects of content/material feasibility, presentation, language, and graphic/design aspects. Furthermore, this research is intended for those using the "Merdeka Belajar" curriculum. This study serves as an evaluation, reflection, and development of Arabic language textbooks.

Method

In this research, the method used is content analysis with a qualitative evaluative approach and a type of library research. Content analysis is a research technique for making replicable and valid inferences from data. It aims to identify the content systematically, validly, objectively, replicably, and reliably.[24] The researcher employs a qualitative evaluative approach as the study aims to analyze the Arabic language textbook KMA 183 from the perspective of BSKAP.

Library research involves collecting data from various library sources, followed by reading, reviewing, recording, and processing the

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[23] Ida Wijayanti, Asmal May, and Hikmah, "Analisis Instrumen Maharah Kitabah Di Buku Bahasa Arab VII Kemenag," *INTIFA: Journal of Education and Language*, 2024, https://doi.org/10.62083/9qxnhb20.

[24] Klaus Krippendorf, *Content Analysis An Introduction to Its Methodology* (London: Sage Publication (International Educational and Proffesional Publisher, 1985).

data to derive findings.[25] The data sources consist of primary and secondary sources. The primary source is the Arabic language textbook KMA 183 for Grade VIII SMP/MTs, while secondary sources include articles, theses, and other supporting Arabic language books.

The data collection techniques used are documentation and reading.[26] The researcher gathers data from books, articles, theses, and other necessary documents. The reading method involves reading and analyzing all the material in the Arabic language textbook KMA 183 from the BSKAP perspective. The data analysis technique used is content analysis, which consists of six stages: unitizing, sampling, recording/coding, reducing, abductively inferring, and narrating the answers to the research questions.[27] The validity of the data is ensured by cross-checking using the BSKAP instrument, which includes the criteria of content feasibility, presentation feasibility, language feasibility, and graphic feasibility.[28]

Results and Discussion

Teaching materials related to Arabic language learning, which are widely marketed and found in the field, require educators to be selective in determining the quality of Arabic teaching materials that suit the needs of students. One easily accessible textbook is the Arabic language textbook published online by the Ministry of Religious Affairs of the Republic of Indonesia through the Directorate General of Islamic Education at various educational levels. However, a good textbook is one that continuously innovates and evolves according to the needs of students in learning a foreign language, requiring adjustments in various aspects. Therefore, further research is needed to discuss this. The researcher aims to analyze the quality of the KMA 183 textbook published by the Ministry of Religious Affairs for the eighth-grade level in junior high school. The following is the explanation:

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[25] Amir Hamzah, *Metode Penelitian Kepustakaan (Library Research)* (Malang: Literasi Nusantara Abadi, 2020).

[26] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: ALFABETA, 2016).

[27] Krippendorf, *Content Analysis An Introduction to Its Methodology*.

[28] Kemendikbud, *Peraturan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementrian Pendidikan, Kebudayaan, Riset Dan Teknologi Nomor 039/H/P/2022 Tentang Pedoman Penilaian Buku Pendidikan*.

A. Profile of the KMA 183 Arabic Textbook for Grade VIII SMP/MTs

The curriculum and textbooks are living documents that are flexible and dynamic, allowing for refinement based on the demands of the times, in line with the creativity and innovation of educators. Following the issuance of the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 183 of 2019 regarding the curriculum for Islamic Religious Education and Arabic at Madrasah, the Ministry of Religious Affairs of the Republic of Indonesia, through the Directorate General of Islamic Education, published textbooks that include Qur'an Hadith, Akidah Akhlak, Fiqh, Islamic Cultural History, and Arabic for MI, MTs, MA/MAK levels of all streams.

This textbook was compiled by Masrukhin, with Muhammad Wahib Dariyadi as the editor, and was first printed in 2020. The textbook is available online and can be downloaded individually from the website https://sikurma.kemenag.go.id or https://www.kamimadrasah.id by educators and students. The 2020 KMA 183 Arabic textbook consists of six chapters studied over one year or two semesters (odd and even). The discussion in each chapter begins with themes such as:

الدرس الأول: الساعة (The Clock)، الدرس الثاني: يوميتنا (Our Daily Life)،

الدرس الثالث: الهواية (Hobby)، الدرس الرابع: الرياضة (Sports)، الدرس

الخامس: المهنة (Occupation)، الدرس السادس: عيادة المريض (Visiting the

Sick).

The themes presented in the book are accompanied by language skills, including Arabic vocabulary (mufrodat), narrative texts (Qira'ah), conversation (Hiwar in speaking skill), syntax (Tarakib), and listening (Istima'). There are also four types of activities for students and exercises or drills.

B. Feasibility Analysis of the KMA 183 Arabic Textbook for Grade VIII SMP/MTs from the BSKAP Feasibility Perspective

Based on the Regulation of the Head of the Curriculum and Educational Assessment Standards Agency of the Ministry of Education, Culture, Research, and Technology Number 039/H/P/2022 concerning Guidelines for Educational Book

Evaluation, which is a guide to ensure accountable, objective, and professional implementation of educational book evaluation, and serves as a reference for authors and publishers submitting educational book evaluations.

Educational standards serve as the primary reference in curriculum development. Educational books, especially textbooks, are essential for the proper implementation of the curriculum. Therefore, the position of textbooks as a critical link in the curriculum implementation chain is very important.

Textbooks are crucial learning resources for students and serve as references for educators and education personnel in the learning process in educational programs.[29] Textbooks also serve as the primary operational tools for implementing the curriculum in developing learning and conducting regular and continuous assessments. To support the achievement of national educational goals, quality textbooks appropriate for students' developmental stages must be available. Therefore, it is advisable to review textbooks before using them.

Evaluating textbooks is a form of quality assurance for books used as learning resources for students, educators, or educational personnel in educational programs. The quality parameters of textbooks include the quality of printed and electronic content and physical books, demonstrated by adherence to standards of material, presentation, design, and graphics. These four quality parameters must be met when acquiring manuscripts and publishing textbooks. The analysis is as follows:

1. Content Suitability
   a) Alignment of Content with Objectives

   According to the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 183 of 2019 concerning the curriculum for Islamic Religious Education and Arabic at Junior High School (SMP/MTs), the goals include: a) Developing speaking and writing skills covered in language skills such as listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). b) Developing an understanding of the importance of Arabic as

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[29] Hilda Zubaidah and Gustaman Saragih, "LINGUISTIC FEATURES AND PRESENTATION OF MATERIALS ON ENGLISH TEXTBOOK 'WHEN ENGLISH RINGS A BELL' BASED ON BSNP," *INFERENCE: Journal of English Language Teaching*, 2023, https://doi.org/10.30998/inference.v5i3.12353.

a foreign and communicative language in learning, especially for teaching Islamic sources and the global language. c) Developing an understanding of the relationship between language and literature by expanding literary comprehension, even if students lack linguistic abilities in terms of structure, dialogue, strategies, application, and literature.

The learning objectives according to the need to study Arabic involve exercises in listening, reading, vocabulary (mufrodat), expressions (ibaroh), texts (nash), dialogues (hiwar), writing, and syntax (tarkib) related to each theme/chapter in the Arabic textbook. The communicative objectives include introducing oneself psychologically, recalling an area, allocating public and school facilities, daily activities, expressing gratitude and apologies, describing an event, and describing the Creator of the universe.

After analyzing to determine the alignment of the content with the learning objectives in the KMA 183 Arabic textbook for Grade VIII, the first qualification must present material that aligns with core competencies and basic competencies, or compare the content with these competencies and relevance to the learning objectives. Overall, the book does not specifically mention core and basic competencies. However, it presents general competencies that students must achieve in Arabic, namely four language skills: listening, reading, speaking, and writing. The content is relevant to the Arabic learning objectives, tailored to non-native speakers (ghairu nathiq). This means the book is designed to meet the learning needs of beginners in Arabic, focusing on gradually and systematically developing these four language skills.

b) Content Suitability with Curriculum Targets

The curriculum underlying the KMA 183 Arabic textbook is the 2013 curriculum, characterized by competency-based, thematic, and contextual learning, and formative assessment. The Grade VIII KMA 183 Arabic textbook consists of six chapters/themes. Each chapter/theme has four activities, each with distinct and varied learning factors. The topics are:

الدرس الأول: الساعة (The Clock)، الدرس الثاني: يوميتنا (Our Daily Life)، الدرس الثالث: الهواية (Hobby)، الدرس الرابع: الرياضة (Sports)، الدرس الخامس: المهنة (Occupation)، الدرس السادس: عيادة المريض (Visiting the Sick).

In the first activity of each chapter, there are vocabulary (*mufrodat*), phrases (*ibaroh*), and dialogues (*hiwar*). The second activity covers syntax and structure (*qowaid* and *tarkib*). The third activity involves reading (*qira'ah*) and understanding texts (*fahmu an-nash*). The fourth activity is writing (*kitabah*). However, in each chapter of the KMA 183 Grade VIII textbook, there is a lack of specific material or exercises on listening skills (*maharoh istima'iyah*), only instructions to listen and mimic vocabulary at the beginning of each chapter.

c) Content Suitability with Data and Information

Regarding the accuracy of data and information consistent with the content in the KMA 183 Grade VII book, in terms of cognitive, affective, and psychomotor aspects, the information presented should be relevant, accurate, and from credible sources. The material presented in this book includes themes relevant to students' developmental stages. Starting from chapter 1, which discusses time, the material covers vocabulary related to telling time, including hours and minutes, and contexts like morning, noon, afternoon, or evening in Arabic.

Chapter 2 covers daily life, from waking up to daily activities and returning to bed. Chapter 3 discusses hobbies with Arabic expressions and illustrations. Chapter 4 explains types of sports, Chapter 5 covers occupations, and Chapter 6 discusses how to inquire about someone's whereabouts, invite them to visit a sick person, and wish them well in Arabic.

Upon review and analysis, the material aligns with cognitive, affective, and psychomotor aspects. The sources used are credible, as evidenced by the reference list on page 104
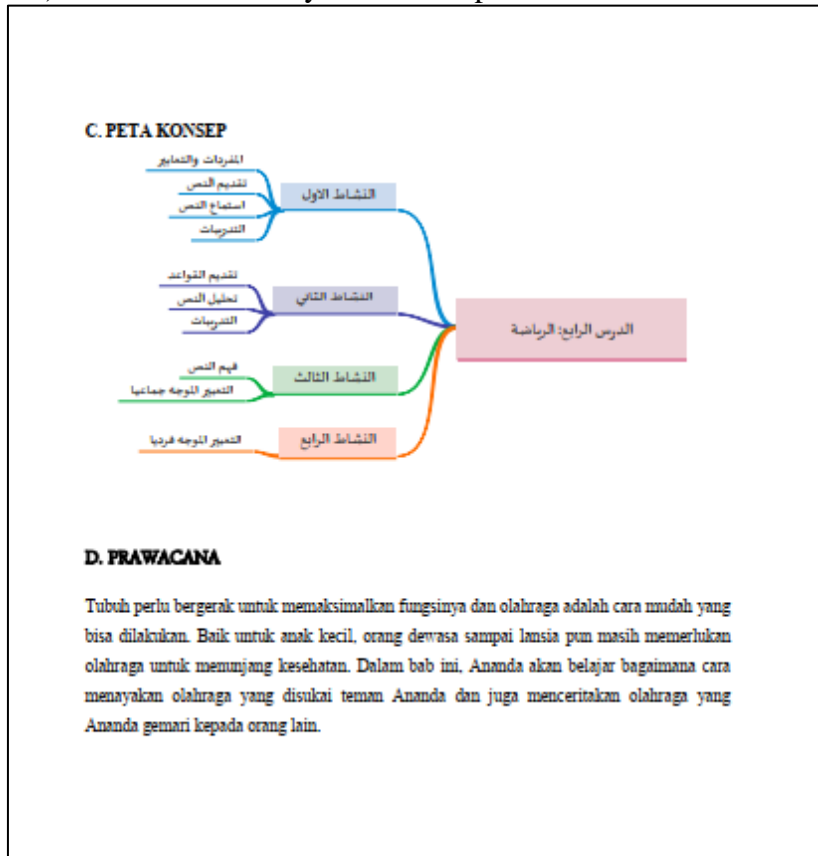
d) Content Suitability with Concepts

Figure 1: Concept Map and Learning Description

In Figure 1, the KMA 183 Arabic textbook for Grade VIII features a unique attribute: each chapter includes a concept map and core competencies in a brief and clear description, aiding teachers and students in the learning process. Additionally, each chapter's third page provides vocabulary and phrases with various images tailored to each chapter's needs. After presenting the vocabulary, each chapter includes dialogue texts, syntax and structure, reading texts with relevant content, and writing materials, along with exercises.

e) Content Suitability with Difficulty Level

The difficulty levels in the KMA 183 Arabic textbook for Grade VIII progress with the subject matter, as a good subject arrangement should transition from simple to

complex to keep students engaged without feeling overwhelmed. Conversely, the author arranges the material sequentially from simple to complex. However, there is no listening material, exercises, or audio files in this book. Additionally, in the dialogues or hiwar for lessons five and six, the material directly relates to exercises, lacking the content found in previous lessons. The researcher also found several writing errors (e.g., on page 48, the author wrote "القرائة" instead of "القراءة," meaning reading).

After analyzing the syntax/grammar (*qowaid/nahwu*) content in the KMA 183 Grade VIII textbook, the material arrangement is not sequential. In Chapter 4, the author discusses the 'Amil Nashab, then in Chapter 5, the *Mashdar Sharih* and *Mashdar Muawwal*, and in Chapter 6, the classification of verbs (past, present, imperative). The verb classification should have been covered first as a foundation before explaining *'Amil Nashab, Mashdar Sharih, and Mashdar Muawwal*. This causes students to struggle with learning *nahwu/qowaid*.

2. Suitability from the Presentation Aspect
   a) Presentation Technique

   The presentation technique refers to the appropriateness, arrangement, and interconnection in presenting parts of a book. Several elements must be considered in the assessment, including 1) coherence and systematic presentation, 2) balance of presentation across chapters, and 3) various types of exercises. The presentation technique in the KMA 183 Arabic textbook for Grade VIII includes key components such as selected themes/chapters, vocabulary (mufrodat), grammar (qowaid), and language skills. Here are the details:

   a. Appropriate Themes/Chapters
      The chapters in this book begin with the theme of Time. Students learn how to tell the time, including hours, minutes, and seconds in Arabic.
   b. Vocabulary Aligned with Themes
      The vocabulary used in this book mostly consists of terms necessary for students' daily lives.
   c. Appropriate Grammar (Qowaid)

The presentation of qowaid (grammar) material, often referred to as 'ilm alat' in Arabic language studies, differs from other commonly used Nahwu books, such as "Nahwu Wadhih," often used in some Islamic boarding schools.

Table 1 Nahwu Material Comparison

كتاب النحو الواضح	كتاب تعليم اللغة العربية KMA	المواد
الجملة المفيدة	الأدوات الاستفهام والعدد الترتيبي (المذكر والمؤنث)	المادة الأولى
أجزاء الجملة	الجملة الاسمية	المادة الثانية
تقسيم الفعل باعتبار زمانه	الجملة الفعلية	المادة الثالثة
الفاعل	عوامل النصب	المادة الرابعة
المفعول به	المصدر المؤول والمصدر الصريح	المادة الخامسة
الموازنة بين الفاعل والمفعول	الفعل الماضي والمضارع والأمر	المادة السادسة

For example, "Nahwu Wadhih" starts with the most basic concept of a complete sentence (jumlah mufidah) in Arabic, consisting of nouns (isim), verbs (fi'il), and particles (huruf). Students' understanding of Nahwu is directed systematically towards more complex levels, such as distinguishing between the subject (fa'il) and object (maf'ul). If the sequence is altered or reversed, students' comprehension of qowaid (grammar) will be challenging and disjointed.

b) Presentation Support

The criteria for assessing presentation support include the availability of book information, introduction, bibliography, table of contents, audio materials, transliteration list, barcode, index, and glossary. The

presentation support aspects in the KMA 183 Arabic textbook for Grade VIII are explained in the following table:

Table 2. Presentation Support

Indicator	Page	Description
Book Information	ii	Includes the book's title, author and editor, edition, copyright, ISBN number, place and year of publication
Introduction	iii	Starts with an expression of gratitude for completing the KMA 183 book for Grade VIII, along with a brief history of the book and suggestions from the Director General of Islamic Education
Bibliography	104	Consists of Arabic-language reference books
Table of contents	vii	Complete from book information to the vocabulary dictionary
Audio Materials	-	Not available
Transliteration List	iv-v	Includes a transliteration list based on the Joint Decree of the Minister of Religious Affairs and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987
Barcode	-	Not available

3. Suitability from the Language Aspect
   a) Effectiveness of Language
       There are two aspects to consider in the effectiveness of language: (1) accessibility and comprehensibility of Arabic language patterns for readers, and (2) appropriateness of the language level in the book with the understanding and background of the readers. The discussion in the KMA 183 Arabic textbook for Grade VIII is as follows:
   1) Regarding the first aspect—accessibility and comprehensibility of Arabic language patterns for

readers—the data obtained from this textbook includes the provision of vocabulary and exercises, text comprehension, experimenting with speaking on specific topics, translating words from Indonesian to Arabic and vice versa, and creating words or expressions used individually and collectively. There are also exercises where students are asked to identify the correct choices both orally and in writing, along with the reasons.

2) Concerning the appropriateness of the language level in the book with the understanding and background of the readers: It is known that the cognitive development of children varies at different ages. Children under the age of 11 cannot yet use logical rules in their ideas. Conversely, children aged 11 and above are capable of achieving tasks that involve logical thinking. Junior high school students (SMP/MTs) are entering the adolescent/adult phase. As Piaget noted, at this stage, students begin to enter the formal operational thinking phase, which is the fourth and final stage according to Piaget. Adolescents are mentally capable of thinking logically about abstract and scientific ideas in solving problems. This is the stage where students can understand the form of an argument and distinguish between two sides of an argument, thus being called formal operational.

b) Dialogical and Communicative

Ideally, the material presented in textbooks should include examples or exercises for communicating ideas both in writing and orally to describe the situation or problem being studied or faced. Written communication can take the form of symbols, tables, graphs, or other media. Oral communication can be done individually or in groups to convey ideas. In the KMA 183 Arabic textbook for Grade VIII, there are materials and evaluations in the form of exercises. Chapter 1 on "Time" includes material and exercises on pages 6-8, Chapter 2 on daily activities on pages 25-27, Chapter 3 on "hobbies" on pages 42-43,

Chapter 4 on "sports" on pages 61-62, Chapter 5 on "professions" does not include material but only exercises on pages 76-78, and Chapter 6 on "visiting the sick" does not include material but only exercises on pages 92-93.

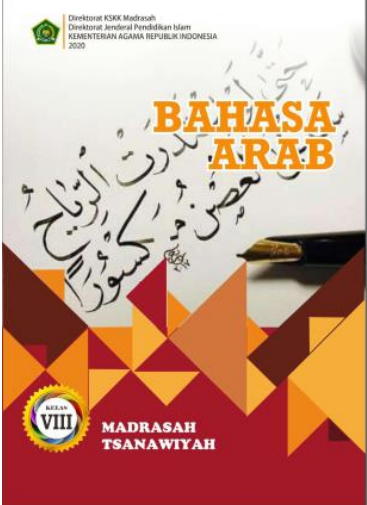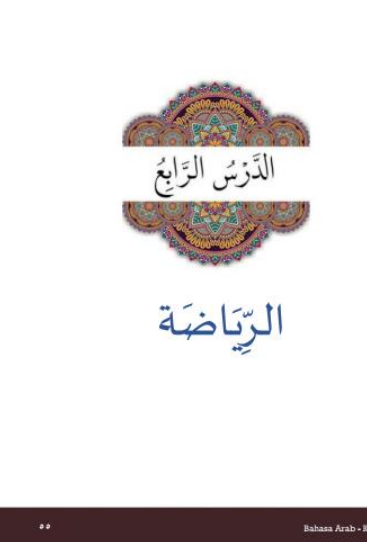c) Consistency and Standardization of Terminology

In general, the consistency and standardization of terminology used are in line with dictionaries and other sources. However, there are some vocabularies that need to be reviewed and revised if there are typos in their writing. Here is the explanation:

Table 3. Consistency and Standardization of Terminology

Theme/Chapter	Sentence	Page	Analyze
Hobby الهواية	القرائة	48	The writer made a typo; it should be "القراءة" meaning "reading."
معجم المفردات	if إِذًا :	105	Typically, the word إذا means "if" and إذن means "so."
	floor أَرْضِيَّة :	105	The common word for "floor" is بِلَاطٌ
	rubbish :قُمَامَة	108	The term commonly used for "trash" is زُبَالَة.
	queue : مُزْدَحِم	110	Generally, this word is used to mean "congested" or "crowded."

4. Suitability from the Graphic Aspect
   a) Book Design

Table 4. Book Design

Image	Description
	The cover design is clear and comfortable with contrasting colors such as red, mustard, orange, and maroon. The placement of the book title, publisher, and logo is harmonious. The focal point on the cover is appropriately illustrated.
	The phrase "الدَرْسُ الرَّابِعُ" uses the Arabic Typesetting font with a size of 26. The theme "الرِّيَاضَة" uses the Sakkal Majalla font, size 26, in blue.

The book's layout consistently uses three fonts: Sakkal Majalla, Arabic Typesetting, and Times New Roman. The title of each section is consistently displayed in uppercase with a period. The text spacing is 1.15, and there are page numbers indicating the position.

b) Book Size

The KMA 183 Arabic textbook for Grade VIII follows the ISO standard size of A4, consisting of 114 pages. The book is not too thick and is practical to carry. The size and content are appropriate, making it easy for readers to engage with the material.

c) Content Design

The content design shows consistency across chapters and various activities. The layout, paragraphs, reading texts, dialogues relevant to the theme, colored illustrations, and clear fonts contribute to a comfortable learning experience for students. The illustrations provided are also relevant to the material.

According to the qualifications set by the Curriculum and Assessment Standards Body for textbooks, suitable textbooks must meet four aspects: content, presentation, language, and graphic design. The establishment of these eligibility standards differs from other theories, such as William Francis Mackey's criteria for teaching materials, which include four aspects: material selection, material assessment, presentation, and repetition.[30][31] According to the Ministry of Religious Affairs' standards from 2006 and 2008, an Arabic textbook is considered suitable if it has aspects of relevance, consistency, grading, adequacy, and repetition.[32] Additionally, the 2013 curriculum suggests that good teaching materials should align with the content, consider core competencies and competency standards, ensure material completeness, depth, and accuracy.[33]

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[30] Asbarin et al., "Analyzing the Content of the Arabic Language Series Book for Teaching Arabic to Non-Native Speakers: A Study in the Context of William Francis Mackey."

[31] Husnatul Hamidiyyah Siregar et al., "Exploring of Arabic Text Book for MA KMA 183 in 2019 Based on Mackey's Theory and ACTFL Standards," *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 2022, https://doi.org/10.14421/almahara.2022.081-06.

[32] Umi Machmudah, Khuzaimah Khuzaimah, and Mufidatus Sholihah, "The Characteristics Of Arabic Language Textbooks Of Madrasah Ibtidaiyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 2019, https://doi.org/10.24042/albayan.v11i1.4091.

[33] Fadilah, Safitri, and Fitri, "ANALISIS BUKU TEKS BAHASA ARAB KELAS VII MADRASAH TSANAWIYAH KURIKULUM 2013 (TERBITAN KEMENTERIAN AGAMA REPUBLIK INDONESIA)."

Based on the analysis of the KMA 183 Arabic textbook for Grade VIII SMP/MTs and its alignment with the 2013 curriculum, adjustments may be needed if this textbook is to be applied in the current "Merdeka" curriculum. These adjustments include aligning the material with learning objectives and curriculum foundations, correcting writing errors that cause ambiguity, adding content on listening skills (istima') for speech practice in Arabic accents, and providing an easy-to-download file on the official website, possibly with a barcode for easier and more tech-friendly learning.

Conclusion

The conclusion of the research on the Arabic language textbook KMA 183 for Grade VIII SMP/MTs, based on the eligibility criteria set by BSKAP, covers four aspects: 1) Content/material eligibility, which includes five indicators: alignment of content with objectives, alignment with curriculum targets, alignment with data and information, alignment with concepts, and appropriateness of content difficulty level. 2) Presentation eligibility, which includes two indicators: presentation techniques and supporting presentation elements. 3) Language eligibility, which includes three indicators: language effectiveness, dialogic and communicative aspects, and consistency and standardization of terminology. 4) Graphic/design eligibility, which includes three indicators: book design, book size, and content design.

The overall eligibility standards of these four aspects generally meet partial requirements and require innovation, revision, and additional materials to align with student needs and contemporary developments, as well as the current curriculum. The conclusion drawn is that the Arabic textbook KMA 183 for Grade VIII is partially suitable for use in the independent curriculum based on BSKAP's guidelines for textbook evaluation. This research is still quite limited and simple, thus requiring contributions from various academic parties for further studies related to textbooks as teaching materials and self-study resources, using appropriate and relevant theories.

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