

ANALYSIS OF ARABIC TEACHING BOOKS OF MA CLASS XI 2013 CURRICULUM PUBLISHED 2020 RI MINISTRY OF RELIGION

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Abstract:

This study aims to determine the learning of speaking skills in Arabic textbooks for class XI Madrasah Aliyah 2013 curriculum published by the Ministry of Religion and to find out its advantages and disadvantages. This research uses a qualitative approach with library research. Data collection techniques through documentation records in the form of written data related to the speaking material in the textbook. Furthermore, content analysis and drawing conclusions. The textbook meets the standards of a good textbook. The advantages are (1) Teaching material for speaking is in accordance with the learning objectives. (2) the model of speaking practice is in accordance with the theory (3) The subject matter is factual and real. (4) The instructions used are in accordance with the type of practice. (5) The type of font and size used are appropriate (6) The images presented are suitable, clear and colorful (7) Arabic language skills are separated (8) There is qoimatul mufrodat (9) Mufrodat is arranged based on chapters (10) Presentation of sub-chapters/components very consistent (11) there is a concept map (12) There is a summary at the end of each chapter, (13) The reading material is very attractive and interesting, (14) according to the age and abilities of students (15) the form of training is in accordance with the competence to be measured. While the drawbacks are (1) There are errors in writing book pages, (2) Some of the vowels are incomplete, (3) The preparation of qoimatul mufrodat does not follow the alphabet. (4) there are several blank pages.

Keyword: *Arabic Teaching Books, 2013 Curriculum, Speaking Skills*

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INTRODUCTION

Lack of individual ability in terms of skills is one of the problems that arises with the progress of the times, innovation, and inappropriate school systems. Thus, learning Arabic at various levels is believed to really want to produce people who have great capacity in terms of listening skills (istima), speaking skills (kalam), reading skills (qiroah), and writing skills (kitabah).¹ In practice, learning skills in Arabic requires rules so that what is prepared can be carried out properly. What's more, one of them is the presence of an educational program that has undergone several changes due to the times.

¹ Fauzana Annova, "Konsep Pengembangan Bahan Ajar Bahasa Arab Bagi Pembelajar Di Indonesia," *Alibba': Jurnal Pendidikan Bahasa Arab* 3, No. 2 (2022): 143.

In Indonesia, the 2013 curriculum program is currently being implemented, which is an educational plan that is expected to strengthen learning frameworks and ability-based assessments to achieve a skill, information, and ability mentality in each student. It also includes the methodology which is the hallmark of this educational program which is able to encourage students to be more able to pay attention, gather information, get explanations about something, try, think, and deliver consequences from their perception.²

The characteristics of the 2013 curriculum are (1) developing a balance between social and spiritual attitudes, curiosity for creativity, cooperation with intellectual and psychomotor abilities; (2) viewing schools as part of a community that provides learning experiences in a planned manner by utilizing schools as a place of learning and the community as a source of learning; (3) develop attitudes, knowledge and skills, and apply them in various situations at school and in society; (4) provide free time to develop attitudes, knowledge and skills; (5) formulate learning target competencies in the form of class core competencies which are further detailed in basic subject competencies; (6) making the class's core competencies an organizing element of basic competencies emphasizing the learning process on achieving core competencies; (7) developing basic competencies with accumulative principles, mutually reinforcing and enriching between subjects and levels of education.³

Books are an important component in learning in which there is material in the form of text or illustrated images which are a source for teachers and students in learning a lesson and achieving planned goals.⁴ Where the material in the book has been systematically arranged to make it easier for students to understand the material as a whole and integrated.⁵ As stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 Article 1 namely: "Textbooks are the main source of learning to achieve basic competencies and core competencies and are declared appropriate by the Ministry of Education and Culture for use in educational units".⁶

In addition, there are also special features in student textbooks as stated by Muslich, namely as follows: 1) arranged according to the applicable curriculum, 2) certain objectives are the main focus, 3) there is a presentation on a particular subject, 4) student learning activities become the

² Laila Faoziyah dan Nailul Izzah, "Analisis Buku Teks Bahasa Arab Madrasah Aliyah Kelas XI Berbasis Kurikulum 2013 | Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kelas XI Berdasarkan Kurikulum 2013," *Mantiq Taysr: Jurnal Bahasa Arab* 1, No. 2 (2021): 117–32, <https://doi.org/10.25217/mantiqutayr.v1i2.1480>.

³ Dea Mustika, Ambiyar Ambiyar, and Ishak Aziz, "Proses Penilaian Hasil Belajar Kurikulum 2013 Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (November 28, 2021): 6159, <https://doi.org/10.31004/BASICEDU.V5I6.1819>.

⁴ M Kholison et al., "Pengembangan Bahan Ajar Bahasa Arab Dengan Pendekatan Kemahiran Berbicara," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 1 (March 27, 2023): 90, <https://doi.org/10.35316/LAHJAH.V4I1.90-102>.

⁵ Supardi, *Landasan Pengembangan Bahan Ajar*, 2020.

⁶ Dkk Mahfudz, "Analisis Buku Teks Bahasa Arab Madrasah Aliyah," 2022, 196–206.

main orientation, 5) can be used as a teacher as a guide in learning activities, 6) the presentation of books according to the level of student ability.⁷ Special features that are not owned by other books. The urgency of textbooks, as explained by Al-Gali and Abdullah, is to bring up communication between teachers and students and create learning activities so that they can achieve the desired goals. Thus, it is necessary to have quality Arabic textbooks to meet these needs.⁸

According to Greene and Petty, one of the functions of textbooks is to provide appropriate and appropriate evaluation and remedial materials/means.⁹ This is intended so that textbooks can be used as an evaluation tool to determine the development of students. One of the components supporting the perfection of quality textbooks is color for photos and factual images.¹⁰ In addition, the illustrations used must match the text.¹¹ Illustrations are used to attract, motivate, communicate, help students retain and understand the contents of the message, can be in the form of tables, diagrams, cards, schemes, photos, and so on.¹² In making teaching materials must have appropriate instructions. These guidelines apply as instructions given to teachers and students. So that the written instructions must be clear and not cause ambiguity. Correct use of metalanguage can help make instructions more concise and efficient.¹³

Based on several opinions regarding the textbooks above, it can be concluded that the existence of textbooks that have a good level of quality is needed to meet the needs of a lesson. Which textbooks themselves are books that are used in any particular field of study which can be the main or additional books in learning that are the result of experts in a particular field. In addition, it is also equipped with things that can help the learning process so that book users can understand easily and coherently.¹⁴

The skill of speaking in Arabic is known as "speaking skill" or "speaking ability". Speaking skills are one of the important aspects of learning Arabic and involve a person's ability to

⁷ Muchammad Huud Almuafa, "Analisis Deskriptif Buku Ajar Bahasa Arab Kelas XI MA Karanganyar," 2015, 1–92.

⁸ 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 (January 27, 2022): 55, <https://doi.org/10.35316/LAHJAH.V3I1.55-61>.

⁹ Umi Hanifah, "Pentingnya Buku Ajar Yang Berkualitas Dalam Meningkatkan Efektifitas Pembelajaran Bahasa Arab," *Jurnal At-Tajdid* 3, no. 1 (2014): 114.

¹⁰ Hanifah, 117.

¹¹ Pusat Perbukuan Departemen Pendidikan Nasional, *Standar Penilaian Buku Pelajaran Bahasa Dan Sastra Indonesia* (Jakarta: Depdiknas, 2003), 30.

¹² Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 Mei (May 14, 2019): 137, <https://doi.org/10.29240/JBA.V3I1.764>.

¹³ Jocelyn dan Jae Major Howard, "Guidelines for Designing Effective English Language Teaching Materials," *ResearchGate*, January 2004, 107, https://www.researchgate.net/publication/237476568_Guidelines_for_Designing_Effective_English_Language_Teaching_Materials.

¹⁴ Masayu Nurhayat, "Buku Ajar Media Komunikasi," 2021, 25.

communicate orally in Arabic.¹⁵ Here are some steps that can help you develop your speaking skills in Arabic: 1) Practice speaking actively: Practice speaking actively using as much Arabic as possible. Look for opportunities to talk to native speakers or classmates who are also learning Arabic. Speak in everyday situations, such as discussions, debates, or role plays. 2) Listen and imitate: Listen to audio or video in Arabic and try to imitate the correct pronunciation and intonation. This will help improve your ability to pronounce words and sentences correctly. 3) Expand vocabulary: Expand your vocabulary by learning new words regularly. Use a dictionary or an Arabic dictionary app to look up the meanings of new words and practice using them in everyday conversation. 4) Listen and follow the conversation: Listen to recorded conversations in Arabic, such as podcasts, radio or dialogue recordings, and try to understand the context. This will help you develop understanding and quick responses in speech. 5) Joining an Arabic study group or course: Joining an Arabic study group or course will give you the opportunity to interact with other people who also speak Arabic. You can practice speaking regularly with fellow participants and get feedback from the teacher. 6) Simulate communicative situations: Practice communicative situations, such as acting as a customer or seller in a conversation about shopping, ordering food at a restaurant, or having daily conversations. This will help you hone your speaking skills in real-life contexts. 7) Don't be afraid to make mistakes: Don't be afraid to make mistakes while speaking Arabic. Mistakes are a natural part of the learning process. Correct your mistakes gradually and keep practicing to improve your speaking skills.¹⁶

It is important to pay attention to fluency and intonation in speaking Arabic. Try to pronounce the words correctly, pronounce the Arabic letters correctly, and adapt the intonation to the right situation. Developing speaking skills in Arabic takes time, patience and consistency. Keep practicing regularly and don't hesitate to seek help from available learning resources, such as textbooks. The concept that has been determined by the author of the book is that in each theme there are learning four skills. However, in this article the author wants to focus on analyzing the learning of speaking skills in class XI textbooks.

The Class XI Arabic textbook researched by the author is the second printing of the Ministry of Religion (Ministry of Religion) of the Republic of Indonesia. The book was prepared by the government to implement KMA Number 183 of 2019. This book is accompanied by a foreword by the author of the book. In addition, there are Arabic-Indonesian transliteration guidelines which contain: consonants, Arabic vowels, and ta' marbutah. This book has five themes consisting of: التسوق، الصحة، السفر، الحج والعمرة، تكنولوجيا الإعلام والاتصال، الأمان في إندونيسيا. Each theme is equipped

¹⁵ Amirul Mukminin, Aisyatul Hanun, and Ahmad Zaini, "Pembelajaran Mahārat Al-Kalām Di SMP Alam Banyuwangi Islamic School," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 3, no. 2 (July 30, 2022): 196, <https://doi.org/10.35316/LAHJAH.V3I2.145-153>.

¹⁶ Risna Rianti Sari and Hasyim Amrullah, *BAHASA ARAB KELAS XI KEMENAG RI 2020*, n.d.

with speaking skill learning which starts with conversational text as a medium for the material presented, then students are presented with various types of evaluation that have a relationship with the speaking skill material previously presented. Students are also obliged to practice the conversational text presented, so that it becomes a method of habituating the use of Arabic speaking skills.¹⁷

In previous research, much has been studied about the analysis of Arabic textbooks from various aspects. However, the authors differ from previous studies in order to know the differences between the studies studied by the authors and other authors. The results of research related to this research are as follows:

Mirwan Akhmad Taufiq and Muhammad Nashrullah, with the research title: Analysis of Arabic Language Books Handbook of Teachers and Students of Class XI Curriculum 2013. The purpose of this study is to provide an explanation regarding the quality of the Arabic teacher's and student's handbooks published by the Indonesian Ministry of Religion in 2013 for the XI class. In schools, the availability of books plays a crucial role in education. In this instance, the outcomes of achieving learning objectives are also determined by the quality of the textbooks used as learning resources. The use of student handbooks that are accompanied by a teacher's handbook is one of the government's policies for implementing the curriculum of 2013. This study employs a descriptive-qualitative methodology (Library Research). The study's data are related to the handbook's quality for teachers and students. The Ministry of Religion published textbooks for teachers and students of the 2013 Arabic class XI curriculum, which served as the data source. Techniques for gathering data through documentation In the meantime, the method for data analysis is clarification and description. The findings of this study indicate, based on the analysis that was carried out, that textbooks for students and teachers are of satisfactory quality. However, there are a few things that must be done, like writing down the photo's or image's location in the discussion of the material.¹⁸

Muchammad Huud Almuafa, research title: Descriptive Analysis of Arabic textbooks for class XI MA written by the Ministry of Religion. This study discusses Descriptive Analysis of Arabic books for class XI MA written by the Ministry of Religion. This research is a library research because the data collected by researchers was not carried out in the field and the data collected was in the form of words not numbers. Researchers used the method of literature and interviews to collect data. Meanwhile, to analyze the data, researchers used a qualitative descriptive method. The results of this study are: 1) Class XI Arabic textbooks written by the Ministry of Religion use the 2013 teaching curriculum with an active learning approach based on religious and

¹⁷ Rianti Sari and Amrullah.

¹⁸ Muhammad Nashrullah and Mirwan Akhmad Taufiq, "Analisis Buku Bahasa Arab Pegangan Guru Dan Siswa Kelas XI Kurikulum 2013," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 1 (2021): 16–25, <https://doi.org/10.21154/tsaqofiya.v3i1.65>.

national cultural values. The Ministry of Religion has published this book which has the basics and those who publish it are members of the Ministry of Religion, and use the 2013 curriculum publication. This book is a scientific approach that is expected to improve and update to suit the times. This textbook uses Arabic accompanied by Indonesian and does not use Arabic entirely because the aim is to make it easier for students who do not understand Arabic. 2) Arabic textbooks for class XI MA written by the Ministry of Religion fulfill the requirements from the basics of learning materials, namely: in terms of culture. Even though it displays more Islamic Indonesian culture than Arabic Islamic culture, every material contained in culture is in accordance with the learning objectives and the age of the students and their understanding. And in terms of language, this textbook uses Arabic in general and is often used. Also the vocabulary and exercises are based on Basic Language. 3) Arabic textbooks for class XI MA written by the Ministry of Religion contain appropriate and good content standards.¹⁹

Siti Anisa Rumfot, research title: Content Analysis of Arabic Language Books for Grade XI Students of Madrasah Aliyah Muallimat Aisiyah Makassar Branch to Improve Speaking Skills. The Ministry of Religion's Descriptive Analysis of Arabic Books for Class XI MA is the subject of this study. This study is a library study because the researchers did not conduct the research in the field and did not collect the data in the form of numbers or words. Data was gathered by researchers through literature and interviews. In the meantime, researchers used a qualitative descriptive approach to analyze the data. The study's objective was to examine the Arabic language content of the Class XI Madrasah Aliyah Muallimat Aisiyah to Improve Speaking Skills textbook. This qualitative study makes use of research. Observation, interviews, documentation, and questionnaires are the methods used to collect data. The findings demonstrated that, particularly in the Madrasah Aliyah Muallimat Aisiyah Makassar Branch, the learning process was carried out online (in tissue) or online due to the presence of Covid-19 (Corona Virus Disease-19). Like responses from informants, the book's content poses difficulties in learning Arabic, including teaching methods, teachers, and teacher motivation. One student asserts that the learning method must be replaced so that it attracts attention to us learning Arabic. In Arabic learning, things that need to be replaced so that students are interested in learning Arabic are learning methods. This makes it hard to translate Arabic, and when students learn Arabic online, many of them don't know how to explain the material the teacher teaches, making it hard for them to participate in divetime.²⁰

So far there is no writing or research that discusses "Analysis of Arabic Language Textbooks (speaking skills) MA Class XI 2013 Curriculum Published by the Ministry of Religion

¹⁹ Almuafa, "Analisis Deskriptif Buku Ajar Bahasa Arab Kelas XI MA Karangan Kemenag."

²⁰ S A Rumfot, S Koadhi, and M Ibrahim, "Analisis Isi Buku Bahasa Arab Siswi Kelas XI Madrasah Aliyah Muallimat Aisiyah Cabang Makassar Untuk Meningkatkan Kemampuan Berbicara," ... : *Jurnal Pendidikan Bahasa ...*, 2022, 1–15.

of the Republic of Indonesia in 2020". This research is important to do to find out whether or not this teaching material is compatible with the theory of teaching materials and the 2013 curriculum. In addition, the researcher wants to examine the advantages and disadvantages of the textbook, especially in the aspect of speaking skills. So the researchers raised an article entitled "Analysis of Learning Speaking Skills in Arabic Language Textbooks for MA Class XI 2013 Curriculum Published by the Ministry of Religion of the Republic of Indonesia in 2020".

METHOD

The approach used in this research is qualitative with literature research (library research). The collection process was carried out with documentation records in the form of written data related to hiwar or speaking material in Arabic textbooks for class XI 2013 curriculum students published by the Ministry of Religion. Furthermore, content analysis is used to explore and analyze the contents of a hiwār text to see its suitability with the 2013 curriculum which is the perspective. In the final stage, conclusions are drawn to look at the themes of the speaking material which cover the spiritual, social, and knowledge realms.

RESULTS AND DISCUSSION

The Arabic language textbook analyzed was entitled "Class XI Madrasah Aliyah Arabic". The book was written by Risna Rianti Sari and Hasyim Amrullah. The publisher is the Directorate of KSKK Madrasah which is located at the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia, Jl. Banteng Barat Field No. 3-4 Floor 6-7 Jakarta 10110. This book is the 1st printing of 2020. The thickness of this book is 115 + vii pages.

Arabic language textbooks for class XI Madrasah Aliyah are mandatory books that must be used in carrying out learning in madrasas. The government prepared the textbooks as a form of implementation of KMA Number 183 of 2019 concerning the PAI Curriculum and Arabic Language in Madrasas. The PAI curriculum and Arabic language are present as a system in anticipating the rapid changes in science and technology in addition to carrying out the mandate to pass on national character culture and moral values to students. Thus, the younger generation will have good personalities, strong characters and cannot be separated from the cultural roots of the Indonesian nation but can still become actors in their era.

The development of this textbook does not only aim to provide a comprehensive and moderate understanding of religion, but also to guide the process of internalizing religious values in students. However, in its application the teacher as a leader in implementing the curriculum must manifest the values of Pancasila and the 1945 Constitution in learning and educational interactions

within the madrasah environment. In addition, this book is expected to be a reference for how to think, behave and act in everyday life. So that it can be applied by students in social-community life in the context of nation and state. This book has been compiled and reviewed by various parties under the coordination of the Ministry of Religion, and is used in the learning process.

This Arabic textbook consists of six discussion/theme chapters which are presented in two semesters. Each chapter consists of five sub-chapters/components, namely *istima'*, *qira'ah*, *qoidah*, *kitabah*, speaking and *khulasoh*. In this study, the researcher focused on the analysis of the speaking section which was reviewed based on the 2013 curriculum which consisted of four core competencies: spiritual and social attitudes, knowledge, and skills. Furthermore, a description of the contents of speaking in each chapter in this book will be described as follows:

a. First chapter

The theme of the first chapter discusses *التسوق* (shopping), in which it describes traditional markets and supermarkets, buying and selling transactions and goods sold in markets and supermarkets. In the 2013 curriculum, there are four Core Competencies (KI). In the textbook, indicators of competency achievement are listed, including (1) Making sentences using available words, (2) Arranging sentences into paragraphs of descriptive text, (3) Practicing speech acts in conversations about *التسوق* according to the examples given (4) Practice the spoken text according to the selected picture about *التسوق*. The speaking material in chapter I is as follows;



This material contains exercises so that students can speak Arabic. So that the form of training and evaluation is in the form of dialogue with friends according to the examples and pictures given. In addition, students are asked to make free conversations with their friends according to the selected picture. In the context of speaking material at least it has touched the social, spiritual, knowledge, and student skills. The spiritual and social realm implied in the

theme is about buying and selling transactions and goods sold in traditional markets and supermarkets. By living it truly and studying it, it is hoped that students will be honest and have a religious character in doing business. In addition, it will provide students with cognitive understanding of examples or sentence patterns used when making buying and selling transactions. so that it motivates students to practice it in everyday life. In other words, the four KI domains in the 2013 curriculum have been fulfilled in this material, although improvements need to be made.

b. Chapter two

The theme in chapter two is about *الصحة* (health). This chapter discusses the importance of health and various diseases. The indicators of competency achievement in this chapter include; (1) Practicing conversations about *الصحة* according to the examples that have been given, (2) Practicing speech acts in conversations from the selected pictures about *الصحة*, (3) Practicing speech acts in spoken texts independently of the selected topics about *الصحة*, (4) Shows the accuracy of the form, meaning and function of the letters al-jar and al-'ataf and from paragraphs or texts written by friends, (5) Shows the accuracy of the form, meaning and function of the letters al-jar and al-'ataf of spoken text practiced by friends. The speaking material in chapter two is as follows;

الكلام

قضايا الجوارف زئيلك كذا في البشال

المثال: محمد - الأب - صدر
محمد: بيم فطسز نا أختنا؟
الأب: أفسز ناو شديوي في صندوي
محمد: عا شربنا الشؤا؟
الأب: شربنا مرؤا واجدأ في النؤوم
محمد: الله يشهتكم
الأب: أمين، الله يميناك



الأب - زيد - إسهال



عمر - رفق - صداع



عائشة - إبراهيم - بطن



أحمد - سالم - زكام

The speaking material contained in this chapter really supports students to be sensitive and social with the people around them. Because in the context of speaking material requires students to dialogue about various diseases by using the sentence patterns that have been provided. Besides that, this speaking presentation model supports students in increasing knowledge related to sentence patterns used to ask questions about health.

c. Chapter three

This chapter contains the theme of السفر (travel), in which it discusses tourist attractions and natural beauty. The achievement indicator on the aspect of speaking skill in this chapter is practicing spoken text independently from the selected images about السفر and practicing spoken text independently from the selected topic about السفر. The material is as follows;

الكلام

تبادل الجوارفة زميلك كما في المثال

المثال: طالب ١ - طالب ٢ - شاطئ البحر

طالب ١: أين ذهبت العطلة الماضية يا فتاح؟





طالب ٢: ذهبت العطلة الماضية في البحر

طالب ١: لقد ذهبت عطلة رائعة وتجمدة يا فتاح

طالب ٢: عطلة جميلة يا فتاح، شكراً

طالب ١: مع السلامة

طالب ٢: الله يمشك



طالب ١ - طالبة ٢ - الجبال

طالب ١ - طالبة ٢ - نهر النيل

طالب ١ - طالبة ٢ - شاطئ البحر

طالب ١ - طالبة ٢ - الأهرامات

In the context of the speaking material in this chapter at least it has touched the social, spiritual, knowledge, and skills of students. Because spiritually and socially, this chapter contains the theme of travel and natural scenery around it so that students can appreciate and appreciate God's creation. In addition, the speaking skill training model in this chapter really stimulates students' skills and knowledge in speaking. Because through this training model, students are required to sharpen their imagination about an image and theme that has been provided. Then students are asked to present it and think about it in the form of dialogue with their friends.

d. Chapter four

The theme in chapter four is الحج والعمرة (Hajj and Umrah). This chapter describes the rituals of worship that are performed during Hajj and Umrah. Indicators of competency achievement in this chapter are (1) practicing conversations according to examples, (2) practicing speech acts in conversations independently according to the selected picture, (3) practicing speech acts in conversations independently about (البحر والعمرة) demonstrating the accuracy of forms, meaning, and function of taṣrif al-fi'li al-madhi al-lugawi from oral texts practiced by friends, (5) shows the accuracy of form, meaning, and function of taṣrif al-fi'li al-madhi al-lugawi from texts written by a friend. The material is as follows;

الكلام

قَبِّدْ الجوازِعَ زَمِيلِكَ كَمَا فِي الْعِشَالِ
المثال: في الأُسْبُوحةِ المَاجِيزِ / مَجَّة
أُذِي / العُزْرَةَ
شُغْر / السَّعَادَةَ

العَاطِبِ الأَوَّلِ : إلى أين ذَهَبْتَ فِي الأُسْبُوحةِ المَاجِيزِ ؟
العَاطِبِ الثَّانِي : ذَهَبْتُ إِلَى مَجَّةِ المَكْتُوبَةِ
العَاطِبِ الأَوَّلِ : مَاذَا أَتَيْتَ هُنَاكَ ؟
العَاطِبِ الثَّانِي : أَتَيْتُ العُزْرَةَ
العَاطِبِ الأَوَّلِ : بِمِمْ شُغْرْتَ ؟
العَاطِبِ الثَّانِي : شُغْرْتُ بِالسَّعَادَةِ

١- فِي الشَّهْرِ المَاجِيزِ / العَمِيئَةِ المَمُورَةِ
رَازَ / المَسْجِدَ النَّبَوِيَّ
شُغْرَ / التَّخْفِيمَ

٢- فِي نِوَمِ العَيْشِ المَاجِيزِ / جَدَلِ عُرْفَةَ
وَجَدَ / العَجَاجَ الكَثِيرِينَ
شُغْرَ / السُّرُورَ

٣- أَمَسَ / المَيْبَةَ
شَأَمَدَ / مَسْجِدَ قِيَامِ
شُغْرَ / السَّعَادَةَ

ب اخْتَرِ صَوْرَةً مِنَ الصُّوَرِ التَّالِيَةِ. ثُمَّ تَكَلِّمْ عَنْهَا أَعَادَ زَمِيلِكَ



ج اخْتَرِ لِحْدَى العِبَارَاتِ التَّالِيَةِ عَنِ الحَجِّ وَالْعُمْرَةِ. وَتَحَدَّثْ عَنْهَا مَعَ زَمِيلِكَ

١- أَتَيْتُ العُزْرَةَ
٢- أَتَى أَبِي الحَجَّ
٣- العَطَلَةُ فِي مَجَّةَ

د عَرِّزْ بِلِيكَ فِي اسْتِخْدَامِ تَصْرِيفِ الفِعْلِ المَاجِيزِ النَّعْوِيِّ مِمَّا تَحَدَّثْتَ عَنْهُ زَمِيلِكَ.

The form of practice in speaking skills in this chapter really touches on the spiritual realm because the material and form presented is one of the obligations that is highly recommended by Allah for capable Muslims. So that it can increase knowledge for students and encourage students to be enthusiastic in worship. The model for practicing speaking skills is almost the same as the previous chapter, namely students are asked to describe the pictures in the textbook. This can hone students' abilities and skills in learning, especially in speaking Arabic. In addition, social aspects are also included in this chapter because students are required to interact with their friends during learning, especially when asked to show the accuracy of the form, meaning, and function of *taṣrif al-fi'li al-madhi al-lugawi* from spoken texts practiced by Friend.

e. Chapter five

The theme in chapter four is *تكنولوجيا الأعلام والاتصال* (information and communication technology). This chapter discusses various kinds of technology used in communicating and getting information. The indicators for achieving competence in the speaking skill spec are contained in this chapter, namely practicing speech acts in spoken text independently according to the selected thesis, practicing spoken text independently based on the selected title and making exposition texts based on the available questions. The material is as follows;

الكلام

تَعَلَّمْ أَمَامَ زَيْتِيكَ مُسْتَعِينًا بِالْعِبَارَاتِ التَّالِيَةِ



١- الجَوَانِ النَّجِيحُ مَعِينٌ فِي حَيَاةِ النَّاسِ

٢- يَمِينُ الْإِنْتَرْنِتِ فِي غَفْلَةِ الْعُلَمَاءِ وَالنَّعَمِ

٣- الِاسْتِخْدَامُ الْخَيْرُ لِلجَوَالِ النَّجِيحِ يَمُنُّ غُيُوتَنَا

ب

اخْتَرِ مَوْضُوعًا مِنْ الْمَوْضُوعَاتِ التَّالِيَةِ. ثُمَّ تَعَلَّمْ عَنْهُ أَمَامَ زَيْتِيكَ

- ١- التَّعَلُّمُ الْإِنْجِزِي
- ٢- التِّجَارَةُ الْإِلِكْتَرُونِيَّةُ بَيْنَ الْإِنْتَرْنِتِ (أُونْلَاين)
- ٣- مُتَخَلِّفَةُ فَيْدِيُو
- ٤- وَاقِنِ قَائِنِ

The speaking material in this chapter touches on students' knowledge, social and skills because speaking includes exercises that require students to speak Arabic independently in front of their friends based on the pictures and themes chosen in the textbook.

f. Chapter six

The theme of this last chapter is الأديان في إندونيسيا (religion in Indonesia). This chapter describes the various religions in Indonesia and their places of worship. The indicators for achieving competence in the aspect of speaking skills contained in this chapter are practicing speech acts in conversations about إندونيسيا في الأديان using the provided questions, creating descriptive texts using the available maps and playing the role of announcer based on the selected picture. as follows;

الكلام

قَبِّدِ الْجَوَارِحَ زَيْتِيكَ مُسْتَعِينًا بِالْأَسْئَلَةِ الْآتِيَةِ

- ١- هَمَّ دِينًا رَسِيحًا فِي الْإِنْدُونِسِيَا ؟
- ٢- مَا هُوَ دِينُ الْإِسْلَامِ ؟
- ٣- أَيْنَ يُصَلِّي الْمُسْلِمُونَ ؟
- ٤- مَا هِيَ الْكَنِيسَةُ ؟
- ٥- أَيْنَ تَقَعُ الْبُودِيَا ؟
- ٦- مَا هُوَ مَعْبُدُ قَوْمَا نِمَايِيخَ ؟

ب

قِمِ بِدَوْرِ الْمَبْنِعِ، وَصِفْ مَا تَجِدُ مِنْهُ الْعُشُورَةَ أَمَامَ زَيْتِيكَ



الإسلام



التنصیح

The material for speaking skills contained in this chapter really touches on the spiritual and social realms, because it discusses the concept of tolerance in religion. The realm of knowledge and

skills is contained in the form of speaking skill exercises in the form of dialogue practice and describing pictures. This type of training model really requires the knowledge and skills of students, because students are required to imagine and convey it using Arabic.

The advantages and disadvantages of class XI Arabic textbooks Globally, Arabic textbooks for class XI published by the Ministry of Religion have advantages and disadvantages, some of which are as follows; (1) The type of font and size used is just right (not too big or too small). Making it easier for students to read. (2) The images presented are suitable, clear and colorful so as to increase students' interest in learning. (3) Arabic language skills (maharah istima', speaking, qira'ah and kitabah) are separated in detail in Arabic books, (4) There is qoimatul mufrodah in the last page as an effort so that students can learn independently and easily find vocabulary meanings - unknown words. (5) The preparation of mufrodah is organized by chapter (6) The presentation of the sub-chapters/components is very consistent in each chapter, that is, each chapter contains al-istima', al qira'ah, al qawaid, al kitabah, al speaking and a summary of the material. (7) There is a concept map to make it easier to understand the material. (8) There is a summary at the end of each chapter, so that students can easily draw conclusions about the material. (8) The reading materials listed in Arabic books are very attractive and interesting, (9) The teaching materials are appropriate to the age and ability of students at the Aliyah level. (10) The exercises or tests listed are in accordance with the competencies to be measured.

The advantages of Arabic textbooks on the aspect of speaking skills are as follows; (1) The material for teaching speaking is in accordance with the learning objectives. This is evidenced by the data obtained during the research that the exposure of teaching materials is in line with the learning objectives that have been stated in the competency. (2) the training models used in speaking skills are in accordance with the training models in speaking skills, such as dialogs, describing pictures, telling friends about the themes provided (3) The subject matter is factual and real. (4) Instructions given used in speaking text according to the type of practice.

The shortage of Arabic language textbooks for class XI Madrasah Aliyah includes the following; (1) There were errors in writing the book pages (writing page 110 was written twice), (2) the writing of the vowels was incomplete, so that it made students have a little difficulty reading the text. (3) The arrangement of mufrodah in qaimatul mufrodah does not follow the alphabet as in the Arabic dictionary, but the writing of mufrodah is presented per chapter. (4) in the textbook there are several blank pages, so it seems wasteful.

The teaching material contained in the class XI Arabic textbook published by the Ministry of Religion contains aspects contained in the 2013 curriculum which include social, spiritual, knowledge, and skills. In addition, in each material and speaking skill exercises it supports students

to think independently, convey their knowledge. This is in line with the characteristics of the 2013 curriculum presented by Dea Mustika that the characteristics of the 2013 curriculum are (1) developing a balance between social and spiritual attitudes, curiosity know creativity, cooperation with intellectual and psychomotor abilities; (2) viewing schools as part of a community that provides learning experiences in a planned manner by utilizing schools as a place of learning and the community as a source of learning; (3) develop attitudes, knowledge and skills, and apply them in various situations at school and in society; (4) provide free time to develop attitudes, knowledge and skills; (5) formulate learning target competencies in the form of class core competencies which are further detailed in basic subject competencies; (6) making the class's core competencies an organizing element of basic competencies emphasizing the learning process on achieving core competencies; (7) developing basic competencies with accumulative principles, mutually reinforcing and enriching between subjects and levels of education.²¹ This theory is also supported by Laila Fauziyah's statement in her writing she states that one of the characteristics of the 2013 curriculum is for students to be more able to pay attention, gather information, get explanations about something, try, think, and deliver consequences. from their perception.²²

The preparation of the textbook is systematic because in each chapter there are very consistent components, which contain al-istima', al qira'ah, al qawaid, al kitabah, al speaking and a summary of the material. This is in accordance with the theory presented by Supardi that one of the characteristics of a good textbook is that the material in the book has been systematically arranged to make it easier for students to understand the material as a whole and integrated.²³ The form of practice and presentation of speaking skill material is in accordance with the theory of speaking skill. In addition, the material presented is in accordance with the curriculum that applies in Indonesia, namely the 2013 curriculum. The presentation of the material and evaluation contained in it is in accordance with the core competencies, basic competencies and indicators of achievement of the intended competencies. This is in line with the theory put forward by Greene and Petty. One of the functions of textbooks is to provide appropriate and effective evaluation and remedial materials/tools.²⁴ This theory is also supported by Muslich that the characteristics of good textbooks include: 1) arranged according to the applicable curriculum, 2) certain objectives are the main focus, 3) there is a presentation on one particular subject, 4) student learning activities are oriented

²¹ Mustika, Ambiyar, and Aziz, "Proses Penilaian Hasil Belajar Kurikulum 2013 Di Sekolah Dasar," 6159.

²² Laila Faoziyah dan Nailul Izzah, "Analisis Buku Teks Bahasa Arab Madrasah Aliyah Kelas XI Berbasis Kurikulum 2013 | Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kelas XI Berdasarkan Kurikulum 2013," *Mantiq Tayr: Jurnal Bahasa Arab* 1, No. 2 (2021): 117–32, <https://doi.org/10.25217/mantiqutayr.v1i2.1480>.

²³ Supardi, *Landasan Pengembangan Bahan Ajar*.

²⁴ Hanifah, "Pentingnya Buku Ajar Yang Berkualitas Dalam Meningkatkan Efektifitas Pembelajaran Bahasa Arab," 114.

main, 5) can be used as a teacher as a guide in learning activities, 6) the presentation of books according to the level of student ability.

Based on the research data, the textbook is presented with several colorful pictures so that students don't get bored, as well as the illustrations used in accordance with the text in question. This is in line with what was conveyed by Umi Hanifah that one of the components supporting the perfection of quality textbooks is color for photos and factual images.²⁵ In addition, the illustrations used must match the text.²⁶ Illustrations are used to attract, motivate, communicate, help students retain and understand the contents of the message, can be in the form of tables, diagrams, cards, schemes, photos, and so on.²⁷

In the textbook the exercise instructions used are in accordance with the pictures and text listed below. This is in line with the theory which states that in making teaching materials must have appropriate instructions. These guidelines apply as instructions given to teachers and students. So that the written instructions must be clear and not cause ambiguity. Correct use of metalanguage can help make instructions more concise and efficient.²⁸ So based on the existing data it can be stated that the class XI Arabic textbook published by the Ministry of Religion is in accordance with the theory of teaching materials challenge and the theory of speaking skills. However, there is also a need for revisions related to page numbering, improvement of reading values, and use of blank pages.

CONCLUSION

The teaching material contained in the class XI Arabic textbook published by the Ministry of Religion contains aspects contained in the 2013 curriculum which include social, spiritual, knowledge, and skills. In addition to several aspects in it, it already meets the theoretical criteria of a good textbook. In the textbook there are advantages and disadvantages. The advantages are (1) The material for teaching speaking is in accordance with the learning objectives. (2) the training model used in speaking skills is in accordance with the training model in theory (3) The subject matter is factual and real. (4) The instructions used in the speaking text are according to the type of practice. (5) The type of font and size used are appropriate (6) The images presented are suitable, clear and colorful (7) Arabic language skills (maharah istima', speaking, qira'ah and kitabah) are separated separately (8) There is qoimatul mufrodat in final page (9) Mufrodat arrangement is organized by chapter (10) Presentation of sub-chapters/components is very consistent in each chapter, that is, each chapter contains al-istima', al qira'ah, al qawaid, al kitabah, al speaking and a

²⁵ Hanifah, 117.

²⁶ Departemen Pendidikan Nasional, *Standar Penilaian Buku Pelajaran Bahasa Dan Sastra Indonesia*, 30.

²⁷ Syaifulloh and Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," 137.

²⁸ Howard, "Guidelines for Designing Effective English Language Teaching Materials," 107.

summary of the material . (11) There is a concept map to make it easier to understand the material. (12) There is a summary at the end of each chapter, (13) The reading material listed in the Arabic book is very attractive and interesting, (14) The teaching material is appropriate to the age and ability of students at the Aliyah level. (15) The exercises or tests listed are in accordance with the competencies to be measured. While the shortcomings of this book are (1) There are errors in writing the book pages (writing page 110 is written twice), (2) the writing of the vowels is incomplete, (3) The arrangement of mufrodat in qaimatul mufrodat does not follow the alphabet as it does in the language dictionary Arabic, but mufrodat writing is presented per chapter. (4) in the textbook there are several blank pages, so it seems wasteful.

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