

## Feasibility of Material and Presentation of Arabic Language Book

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**Abstrak:** Secara umum, masih banyak buku pelajaran di Indonesia yang belum memenuhi standar kelayakan, terutama dari aspek kebahasaan, sehingga dapat menghambat efektivitas belajar siswa. Permasalahan ini dapat berdampak pada pemahaman materi dan dapat menurunkan motivasi belajar siswa. Berdasarkan permasalahan tersebut, penelitian ini bertujuan untuk menganalisis kelayakan bahasa pada buku Bahasa Arab 1 terbitan Tiga Serangkai, sesuai dengan standar yang telah ditetapkan oleh Badan Standar Nasional Pendidikan (BSNP) dan juga menggunakan teori Muhamad Abed Al Jabiri. Penelitian ini menggunakan metode kualitatif dengan jenis penelitian kepustakaan (library research). Data dikumpulkan melalui teknik dokumentasi dan wawancara dengan guru bahasa Arab, kemudian dianalisis dengan menggunakan teknik analisis isi (content analysis). Hasil analisis menunjukkan bahwa buku ini sudah sesuai dengan standar BSNP, terutama dari segi penggunaan bahasa yang sesuai dengan tingkat perkembangan siswa, komunikatif, dan memiliki alur pembahasan yang runtut dan teratur. Buku ini juga sesuai dengan pendekatan Al-Jabiri, yaitu metode bayani yang tercermin dari penyajian hafalan dan teks-teks yang tetap, metode irfani melalui pengalaman-pengalaman afektif, dan metode burhani pada struktur-struktur yang logis. Bahasa yang digunakan mudah dipahami oleh siswa madrasah tsanawiyah karena dekat dengan kehidupan sehari-hari. Materi disusun secara sistematis, dilengkapi dengan kosa kata dan latihan-latihan yang mendukung pembelajaran.

**Kata Kunci:** Analisis; Buku Teks Bahasa Arab; BSNP

**Abstract:** In general, there are many textbooks in Indonesia that have not met the eligibility standards, especially from the language aspect, which can hinder the effectiveness of student learning. This problem can have an impact on understanding the material and can reduce student motivation to learn. Based on these problems, this study aims to analyze the feasibility of language in Arabic Language Book 1 published by Tiga Serangkai, in accordance with the standards set by the National Education Standards Agency (BSNP) and also using the theory of Muhamad Abed Al Jabiri. This research uses a qualitative method with the type of library research. Data were collected through documentation techniques and interviews with Arabic language teachers, then analyzed using content analysis techniques. The results of the analysis show that this book is in accordance with BSNP standards, especially in terms of the use of language that is suitable for the level of student development, is communicative, and has a coherent and orderly flow of discussion. This book is also in accordance with Al-Jabiri's approach, namely the bayani method reflected in the presentation of memorization and fixed texts, the irfani method through affective experiences, and the burhani method in logical structures. The language used is easily understood by madrasah tsanawiyah students because it is close to everyday life. The material is organized systematically, equipped with vocabulary and exercises that support learning. The book also shows a systematic and consistent flow of material delivery between chapters, strengthening the development of student reasoning. Therefore, this book is considered feasible to use in learning Arabic in madrasah tsanawiyah because it is able to assist students in learning, with a note that more attention needs to be paid to providing mufrodat that are more relevant and familiar to students.

**Keywords:** Analysis; Arabic Textbooks; BSNP

## INTRODUCTION

In general, there are many textbooks in Indonesia that have not met the eligibility standards, especially from the language aspect, which can hinder the effectiveness of student learning. This problem can have an impact on understanding the material and can reduce student motivation to learn. A good textbook can help students understand the material more effectively. Therefore, textbook analysis is needed to determine the quality of textbooks used in the teaching and learning process. This research is expected to contribute to improving the quality of education through better textbook analysis.

In the Indonesian education system, textbooks are very important to achieve learning goals because they become the second teacher for students in achieving curriculum goals.<sup>1</sup> The success of curriculum implementation will definitely increase with the availability of books that are feasible and in accordance with the standards for preparing teaching materials. The main tool for delivering curriculum material to students is textbooks. Because of their important role, progress and decline in education can be traced to the high quality of textbooks that students read.<sup>2</sup> The shape and appearance of textbooks today vary greatly so that they can be more interesting to learn. Textbook analysis is very important as a basis for determining good textbooks to achieve learning objectives and make them more interesting to learn.<sup>3</sup> Textbooks have a very important role in the learning process. Therefore, the content must be adjusted to the relevant material at each level of education. Although it is not easy to find textbooks with perfect designs, the existence of books that suit the needs of students is still very much needed. The use of textbooks must also be chosen carefully to support the learning process effectively.<sup>4</sup> Textbooks are one of the supporting facilities in the learning process in the education system. Each textbook must contain material that is in accordance with the Competency Standards and Basic Competencies set by the government.<sup>5</sup>

As part of educational resources, textbooks have an important role in determining the success of the learning process. This also applies to Arabic language subjects, where the effectiveness of learning is highly dependent on the availability of appropriate and quality textbooks.<sup>6</sup> Related to this, currently there are many Arabic textbooks written by Indonesian writers as an effort to adapt the material to situational and contextual themes.

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<sup>1</sup> Hasan Barsuni A.R., Muhammad Alfian, and Bambang Irawan, "Analisis Buku Ajar Bahasa Arab Untuk MTs Kelas 7 Karya Hasan Saefullah," *Shaut Al Arabiyyah* 10, no. 1 (2022): 115–21, <https://doi.org/10.24252/saa.v10i1.26015>.

<sup>2</sup> Nurul Hadi, "Analisis Isi Buku Ajar Bahasa Arab (Pendekatan Saintifik Kurikulum 2013) Kelas I Madrasah Ibtidaiyah Terbitan Kementerian Agama Republik Indonesia 2014," *Ijaz Arabi Journal of Arabic Learning* 1, no. 1 (2018): 37–51, <https://doi.org/10.18860/ijazarabi.v1i1.4930>.

<sup>3</sup> Moh. Buny Andaru Bahy and Mirwan Ahmad Taufiq, "Analisis Buku Ajar Bahasa Arab Tingkat Madrasah Ibtidaiyah Perspektif Amani Dan Awatif," *Taqdir* 7, no. 2 (2022): 245–56, <https://doi.org/10.19109/taqdir.v7i2.10175>.

<sup>4</sup> Ainul Yakin and Azizur Rohman, "Analisis Buku Ajar Bahasa Arab Semester Ganjil Kelas Ii Madrasah Ibtidaiyah Terbitan Kementrian Agama Republik Indonesia Yakin 2 Azizur Rohman 1 Ainul Keywords : Textbook Analysis , Arabic Abstrak," *Jurnal Reflektika* 15, no. 2 (2020): 355–93.

<sup>5</sup> Lina Handayani and Siti Isnaniah, "Analisis Kelayakan Isi Buku Ajar Sahabatku Indonesia Dalam Pembelajaran Bipa," *Jurnal Pendidikan Bahasa Indonesia* 8, no. 1 (2020): 25, <https://doi.org/10.30659/j.8.1.25-35>.

<sup>6</sup> Putri Intan Rahayu Lestari, "Analisis Buku Ajar Bahasa Arab Kelas VIII Madrasah Tsanawiyah Terbitan Karya Putra Kertonatan," *MUMTAZA : Journal of Arabic Teaching, Linguistic And Literature* 3, no. 1 (2023): 1–12, <https://doi.org/10.32923/al-muarrib.v3i1.3258>.

However, some of these books are still considered not to have found the ideal formula, so that their use in the learning process is not fully effective, especially in facing the times.<sup>7</sup> Research on the feasibility of textbooks is very important to assess whether a learning resource is suitable for use in the learning process.<sup>8</sup> In this case, the National Education Standards Agency (BSNP) has formulated a special instrument to assess textbooks. The instrument is used as a reference in determining whether a textbook qualifies to be categorized as a standard book.<sup>9</sup> BSNP has established eligibility criteria for the content of textbooks that can be used in educational units, as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 concerning books used in educational units.<sup>10</sup> BSNP stipulates that the criteria for a good textbook should have four elements of eligibility, namely: content eligibility, presentation eligibility, language eligibility, and graphic eligibility.<sup>11</sup> In addition to paying attention to these four criteria, a good book must be able to arouse interest and attention to reading the text.<sup>12</sup> Selain badan standar nasional pendidikan, penelitian ini juga menggunakan teori Muhammad Abed Al Jabiri yang menekankan pada metode bayani, burhani dan irfani.

Bayani in Arabic means explanation. Bayani epistemology is a text-based thinking methodology model that also uses reasoning skills to understand the main reference, namely the text (Nash) and find the truth from it. Meanwhile, Burhani is an epistemology based on the power of human reason. Intellect means thinking tools, the ability to think (understand, think, remember). Intellect also means the power of thinking to understand something, how to do something. Therefore, Burhani epistemology holds that reason is the source of knowledge. This theory of knowledge states that reason has the ability to discover various types of knowledge. And the last is the Irfani method is a method of obtaining knowledge through experience. This method uses direct experience and testimony.<sup>13</sup>

Analyzing textbooks is a very important step. Ignoring the analysis process means ignoring the quality of learning itself. Without adequate analysis, the books used are at risk of not meeting the standards, and this can be detrimental to students as direct users.

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<sup>7</sup> M. Riza Pahlefi, "Analisis Buku Al-'Arabiyyah Baina Yadaik Jilid I," *Al-Ittijah: Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 12, no. 2 (2020): 157–76.

<sup>8</sup> Tangson R. Pangaribuan Aritonang, Firdaus, "Analisis Kelayakan Isi Buku Teks Bahasa Indonesia Untuk Smakelas XII Berbasis Kurikulum 2013 Terbitan Kemendikbud," *Basastra: Jurnal Kajian Bahasa Dan Sastra Indonesia* 10, no. 2 (2021).

<sup>9</sup> Masnur Muslich, "Text Book Writing: Dasar-Dasar Pemahaan, Penulisan, Dan Pemakaian Buku Teks," in *Buku Akademik*, 2010.

<sup>10</sup> Afifa Wijdan Azhari, "Analisis Buku Ajar Bahasa Arab Kelas Vi Madrasah Ibtidaiah Terbitan Karya Toha Putra," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 2 (2018): 125–36, <https://doi.org/10.17509/alsuniyat.v1i2.24360>.

<sup>11</sup> Ahmad Amru Baihaqi and Hermawan Hermawan, "Analisis Buku Ajar Bahasa Arab Madrasah Ibtidaiyah Kelas VI Terbitan Attuqa," *TA'DIBAN: Journal of Islamic Education* 4, no. 1 (2024): 35–41, <https://doi.org/10.61456/tjic.v4i1.130>.

<sup>12</sup> Dewi Utami Murtado, Ali, Fikri Halfia Ramadlan, "Analisis Buku Ajar Bahasa Arab Madrasah Tsanawiyah Menurut BSNP," *JOURNAL OF ISLAMIC STUDIES* 1, no. 6 (2024): 27.

<sup>13</sup> Muhammad Imam Asrofi, Muhammad Yusron, and Maulana El-Yunusi, "Penerapan Epistemologi Bayani, Burhani, Dan Irfani Dalam Pembelajaran Pai," ... : *Jurnal Pendidikan Dasar Islam* 7, no. 1 (2024): 86–97, <http://e-jurnal.unisda.ac.id/index.php/mida/article/view/6092>.

Possible impacts include failure in learning, decreased motivation to learn, and low student achievement.<sup>14</sup>

In the education process, there must be a curriculum that can help all forms of learning in order to achieve learning objectives.<sup>15</sup> The curriculum, as a form of planning that aims to support the achievement of national education goals, continues to evolve over time.<sup>16</sup> As an effort to improve the quality of education, Merdeka Curriculum comes as a form of renewal from the previous curriculum to respond to global challenges in today's world of education. This curriculum is implemented with a focus on developing learner profiles that reflect the values and spirit contained in the five precepts of Pancasila.<sup>17</sup> The success of curriculum implementation is highly dependent on the availability of adequate textbooks. Textbooks serve as the main means of delivering learning materials that are aligned with the curriculum to students. Therefore, the role of textbooks is very central and fundamental. The quality of a nation's education can be reflected in the quality of textbooks used by students-whether they are of high quality or otherwise.<sup>18</sup> The curriculum is one of the main components in learning that has a crucial role. The curriculum is prepared to support the smooth teaching and learning process under the supervision and responsibility of educational institutions or schools.<sup>19</sup>

In research on the analysis of textbooks, especially Arabic textbooks, several studies have been found that examine Arabic textbooks such as research conducted by Siti Anisa Rumfot et al, showing that the textbook meets the criteria of a good textbook in terms of material. Because of the enthusiasm of students and with the help of detailed material and a good way of teaching teachers, students are enthusiastic and happy to learn Arabic so that it can be said that the students' speaking ability has increased in Arabic language subjects with the textbooks used now.<sup>20</sup> Furthermore, the research studied by Ainul Yakin and Azizur Rohman evaluated the suitability of the material in the coursebook with the basic competencies set and to assess the use of language that is appropriate for the age of students. This research aims to ensure that coursebooks meet the criteria as a feasible and effective learning resource for students, as well as to provide input for future coursebook

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<sup>14</sup> 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>.

<sup>15</sup> Luthfia Al Kanza and Irvan Iswandi, "Penerapan Prinsip Kurikulum Merdeka Dalam Pembelajaran Bahasa Arab," *INCARE: International Journal of Educational Resources* 5, no. 3 (2024): 289–305, [https://doi.org/10.1300/j096v09n02\\_18](https://doi.org/10.1300/j096v09n02_18).

<sup>16</sup> Hamzah Usaid Uzza, Uin Sunan Kalijaga Yogyakarta Dwi Setia Kurniawan, and Uin Sunan Kalijaga Yogyakarta, "Studi Komparasi Kurikulum 2013 Dan Kurikulum Merdeka Pada Mata Pelajaran Bahasa Arab Di Madrasah," *JIT: Jurnal Ilmu Tarbiyah* 2, no. 1 (2023): 91–108, <https://jurnal.stittanggamus.ac.id/index.php/JIT/article/view/30>.

<sup>17</sup> A.R., Muhammad Alfian, and Bambang Irawan, "Analisis Buku Ajar Bahasa Arab Untuk MTs Kelas 7 Karya Hasan Saefullah."

<sup>18</sup> Sofiah Rosyadi, "Analisis Buku Ajar Bahasa Arab Madrasah Ibtidaiyah Kelas 1 Dari Kementerian Agama Republik Indonesia," *Jurnal Al-Maqayis* 6, no. 1 (2021): 1, <https://doi.org/10.18592/jams.v7i1.5241>.

<sup>19</sup> Fitri Masturoh and Ihwan Mahmudi, "Implementasi Kurikulum Merdeka Belajar Dalam Pembelajaran Bahasa Arab," *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 2 (2023): 207–32, <https://doi.org/10.52593/klm.04.2.07>.

<sup>20</sup> Siti Anisa Rumfot, Sudir Koadhi, and Muhammad Ibrahim, "Analisis Isi Buku Bahasa Arab Siswa Kelas XI Madrasah Aliyah Muallimat Aisyah Cabang Makassar Untuk Meningkatkan Kemampuan Berbicara," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2022): 1–15, <https://doi.org/10.26618/almaraji.v6i1.8135>.

improvements.<sup>21</sup> In addition, there is also research researched by Ika Ramdhanningsih Aceh and Sahkholid Nasution who analyzed the Durusullughah al-Arabiyah Volume I textbook based on Rusydi Ahmad's views. The aspects compared include language aspects and language skills aspects. Based on the feasibility, the textbook is in accordance with the elements of Mufrodat, Qawaid, and Muhadasah, but not in accordance with the elements of Muthola'ah.<sup>22</sup> Then there is also the same research that analyzes the same book written by Moh. Buny Andaru Bahy and Mirwan Akhmad Taufiq. In this study, the Arabic textbooks studied were in accordance with the level of learner language, both in terms of intellectual, social, and emotional development of students in Madrasah Ibtidaiyah. In this study, there was no foreign language, words, or sentences that were not suitable for the age of the learners, and the language used also did not make it difficult for students to read the sentences in the reading or text.<sup>23</sup>

Of the several studies that have been examined by researchers, the majority examine Arabic language books. However, there are researchers who examine the suitability of Arabic textbooks, there are also those who examine Arabic books to describe whether the book can improve students' speaking skills. There are also studies that examine Arabic language books based on Rusydi Ahmad's views, as well as Arabic language books that use Amani and Awatif perspectives.

While this study examines the Arabic language book I publisher three series by combining two theories, namely the BSNP theory contained in the text book writing book and also using the theory of Muhammad Abed Al Jabiri by emphasizing the bayani, burhani and irfani methods to determine the feasibility of the content of the material in terms of language and text to make it easier for seventh grade students madrasah tsanawiyah in learning Arabic using the book. So it is necessary to analyze the language in the book whether it is difficult to learn the material in the book or easy for students to learn and understand. Therefore, the purpose of this study is to analyze whether the language used in the Arabic language book 1 publisher three series in the odd semester is appropriate according to BSNP and according to Muhammad Abed Al Jabiri. After knowing this, the researcher considers it important to conduct this study, it is hoped that it can support the learning process of Arabic in schools, especially in Madrasah Tsanawiyah.

## RESEARCH METHODS

The method used in this research is a qualitative research method with the type of literature research or also called library research. This type of research uses library data collection methods, reading, recording and processing research materials. The reason the author chose library research is because the research that the author did can only be answered through library research. This book analysis research was conducted because the researcher wanted to know whether the language in the Arabic language book under study was in accordance with the aspects of language feasibility according to the theory of the

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<sup>21</sup> yakin And Rohman, "Analisis Buku Ajar Bahasa Arab Semester Ganjil Kelas II Madrasah Ibtidaiyah Terbitan Kementerian Agama Republik Indonesia Yakin 2 Azizur Rohman 1 Ainul Keywords : Textbook Analysis, Arabic Abstrak."

<sup>22</sup> Ika Ramdhanningsih Aceh and Sahkholid Nasution, "Analisis Buku Ajar Durusullughah Al-Arabiyah Menurut Perspektif Rusydi Ahmad Thu'Aimah," *Ta'allum: Jurnal Pendidikan Islam* 11, no. 1 (2023): 1–27, <https://doi.org/10.21274/taalum.2023.11.1.1-27>.

<sup>23</sup> Bahy and Taufiq, "Analisis Buku Ajar Bahasa Arab Tingkat Madrasah Ibtidaiyah Perspektif Amani Dan Awatif."

National Education Standards Agency (BSNP) and also in accordance with the bayani, burhani and irfani methods according to Muhammad Abed Al Jabiri.

Then for Data sources in this study include primary data and secondary data. Primary data in this study were obtained from the book that the author will examine, namely the Arabic language book 1 class VII Madrasah Tsanawiyah published by Tiga Serangkai in 2023. While secondary data in this study were obtained from books and journals that were used as references whose contents were in accordance with this study.

The data collection techniques in this study are using documentation techniques and interview techniques. The documentation technique is carried out by collecting data through literature studies by collecting data from existing sources, such as articles, journals and academic documents such as books. This technique allows researchers to gain a broader perspective on the content of the book. While the interview technique in this study was carried out by interviewing teachers at madratsah tsanawiyah whose teachers taught using the Arabic language book 1 published by the three series.

The data analysis technique used in this research is content analysis technique. Content analysis is conducted by examining texts, documents, or books to draw conclusions based on their context of use.<sup>24</sup>

## RESULTS AND DISCUSSION

There are 6 chapters in the Arabic I book published by Tiga Serangkai where each chapter discusses different material. Chapter I in this book discusses التَّعَارُف (Introduction), Chapter II discusses المَرافِقُ الْمَدْرَسَةُ (School Facilities), Chapter III discusses الْأَدَوَاتُ الْمَدْرَسَةُ (School Equipment), Chapter IV discusses الْعَنْوَان (Address), Chapter V discusses الْبَيْت (Home), and in the last chapter, namely chapter VI, discusses مِنْ يَوْمِيَّاتِ الْأُسْرَةِ (Daily family activities). In each chapter there are sub-chapters in the form of mufrodah, al istima', al kalam, al qiraah, alkitabah and there is a dictionary at the end of each chapter. In addition, there are already practice questions from each chapter and sub-chapter. In this research, the discussion that was studied focused on the material in the odd semester only, so that the material studied was only material in chapters I, II and III.

In analyzing textbooks, the National Education Standards Agency (BSNP) has set standards for the eligibility of textbooks used in educational institutions through several aspects. In this study, the analysis of textbooks was carried out by combining BSNP theory which focuses on aspects of language feasibility and also using Muhammad Abed Al Jabiri's theory with bayani, burhani and irfani methods. Analysis of the two theories according to BSNP and according to Muhammad Abed Al Jabiri can be mutually sustainable. This can be seen from the following explanation

### **Appropriateness of Students' Developmental Level with Bayani and Irfani Methods**

The language in texts and textbook materials needs to be adapted to students' thinking abilities and social and emotional conditions. In its application, the language

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<sup>24</sup> Nunung Kurniawati, "Analisis Buku Siswa Bahasa Arab Madrasah Tsanawiyah Kurikulum 2013," *Muróbbi: Jurnal Ilmu Pendidikan* 3, no. Vol. 3 No. 2 (2019): September (2019)., *Muróbbi: Jurnal Ilmu Pendidikan* 3, no. 2 (2019).

should use terms, symbols, grammar, and examples that are close to students' experiences and environment, and reflect their daily lives. The use of appropriate language will help students more easily understand the material and foster interest in learning.

The aspect of language appropriateness to the developmental level of students can have a strong relationship with the bayani and irfani methods. The bayani method emphasizes memorization, texts, and fixed patterns, which are generally easy for learners to understand in the early stages of learning. Whereas the Irfani Method supports an affective and emotional approach, which is suitable for children and adolescents through values and direct experience. In this Arabic 1 book published by Tiga Serangkai, the language used has adjusted to the level of development of students in madrasah tsanawiyah and also in accordance with the bayani and irfani methods, this can be seen from the mufrodat in each chapter that adjusts to the material in each chapter, as well as the use of grammar texts and examples that are relevant and adjust to the discussion in each chapter and adjust to the daily lives of students, such as in chapter 1 there is grammar al istifham which contains question words accompanied by example sentences that are in accordance with the material in chapter 1, namely introductions. Introductory material can be learned by practicing by students so that it makes it easier for students to understand the material. In addition, there are also mufrodat in each chapter which makes it easier for students to memorize Arabic vocabulary so that students get direct experience in memorizing mufrodat. Then, an interview was also conducted with one of the teachers at the madrasah tsanawiyah. He said that students easily understand the Arabic text in the book because the material in the odd semester discusses the activities and realities of students in their daily lives, such as in chapter 1 about introductions that can be used anywhere and in chapters II and III discussing school. He also said that to find out whether the material taught can adjust to the level of student development, students are given assignments so that the teacher can find out whether the language in the material can be understood and in accordance with the level of student development. In this Arabic book, assignments and questions that use Arabic are related to the Arabic material in each chapter, so that students can understand and do assignments and practice questions easily. After looking at the analysis of the suitability of language and seeing that students can understand the language of the assignments given, it can be concluded that the language in the Arabic 1 book published by Tiga Serangkai is in accordance with the level of student development.

### **Communicative with Burhani Method**

In addition to adjusting to the stage of student development, textbooks should use language that is communicative and easy for students to understand. The communicative aspect is closely related to the burhani method. The burhani method places language as a logical thinking and communication tool in the context of real life, so it is very much in line with BSNP's goal of encouraging the use of language in real situations. In the textbook evaluation process, the communicative aspect of language emphasizes its role as a means of communication, not just paying attention to linguistic rules. Communicative language must be easy to understand, so that the information to be conveyed can be clearly received by students. The main purpose of using communicative language is to equip students with good and correct language skills in communication. Communicative language in textbooks can be realized through Arabic language materials in the form of dialogues, loose reading, or tasks that are directly related to students' daily activities. This aims to create effective

interaction, both between teachers and students and between students. In addition, the language used must fulfill the aspects of readability and the correct use of language rules.

Readability refers to the extent to which the content of the message in the text can be read smoothly, quickly understood, and easily remembered by the reader. This includes the use of language that is straightforward, interesting, appropriate to the context, free from ambiguity, and composed in effective sentences commonly used in daily communication. In essence, readability reflects the ease of reading and understanding the content of the text quickly, clearly, and on target. Meanwhile, the accuracy of language rules refers to the use of words and sentences that are in accordance with applicable linguistic rules. It aims to convey the message correctly and consistently, thus facilitating understanding and maintaining clarity of communication.

The language in this Arabic book can be said to be communicative because in each chapter there are Arabic conversations that can be practiced by students and students or by teachers and students, and there are also Arabic texts containing introductions or dialogs that discuss daily communication. In addition, judging from the interview conducted with one of the teachers from the *madratsah tsanawiyah*, he said that students can understand the language in the conversation material and dialogues in the Arabic language book 1 publisher of the three series, because the language used in the book can also be used in everyday life, and there are *mufrodat* at the beginning of the chapter which makes it easier for students to understand Arabic language material. The Arabic material in this book also begins with general introductory material and is familiar to students and can also be used on a daily basis. But there are some students who find it difficult to understand the material, but after being explained using more familiar language, students understand. Then, the Arabic language rules in the material in this book are correct when viewed from the language used. In addition, when viewed from the previous curriculum textbooks, this Arabic 1 textbook published by the three series of publishers found fewer errors compared to the previous curriculum Arabic book. So, it can be concluded that the language in the Arabic 1 book published by the three series is communicative and in accordance with the Burhani method because the language and discussion used are common, real, familiar and easily understood by students.

### **Orderliness and Cohesiveness of the Flow of Thought with the Burhani Method**

The coherence and cohesiveness of the flow of thought in Arabic textbooks are important indicators of the quality of material presentation, as they ensure that the content is structured, logical, and interconnected. This makes it easier for students to understand and learn the content of the book. In the linguistic analysis of Arabic textbooks, order and coherence refer to the order and logical relationship between the parts of the material presented. In more detail, conciseness indicates a coherent and reasonable arrangement of material, while coherence describes the harmony and supportive relationship between parts of the material, thus forming a unified whole. In practice, this coherence and cohesiveness can be seen from the interrelationship between chapters and subchapters, as well as the continuity between paragraphs and sentences in the text.

Meanwhile, the aspects of conciseness and cohesiveness of the flow of thought are most appropriately analyzed by the burhani method, which in principle emphasizes reasoning, cause-and-effect relationships, and logical lines of thought. Thus, BSNP theory



in the linguistic aspect can be synergized productively with al-Jabiri's reasoning approach, in order to create textbooks that not only meet formal educational standards, but also form a critical and communicative mindset for students.

The presentation of material between chapters and subchapters must be logically interrelated so that students can follow the development of the material easily without feeling confused. In the Arabic 1 book published by the three series, the discussion and material between chapters already have the appropriate integration and sequence. As in chapter II which discusses school facilities and in chapter III discusses school equipment. From these two chapters, it can be seen that the discussion between chapters already has the integration and sequence of material because they both discuss school. In addition, each chapter already has the same sub-chapters in it, namely al mufrodat, al istima', al kalam, al qiraah and al kitabah. Then, apart from looking at the order and cohesiveness of the chapters, the analysis of order and cohesiveness is also seen from each paragraph in this book. Each paragraph and sentence in the book must be logically arranged and connected to each other, then the material must also reflect a consistent relationship between concepts, exercises, and explanations in the book. In this Arabic book, the relationship between concepts, exercises and explanations is consistent, it is evidenced from the sub chapters contained in each chapter that are consistent, then the exercises are also consistently located after the new material. Each chapter, sub-chapter and paragraph in this book is sequential and integrated, so it can be said that the language in the Arabic 1 book published by the three series already has cohesiveness and order in the flow of thought.

## CONCLUSION

Based on the analysis of the Arabic I book published by Tiga Serangkai, especially in the odd semester material (Chapters I, II, and III), it can be concluded that this book has met the criteria for language feasibility according to the standards of the National Education Standards Agency (BSNP) which includes aspects of suitability for the level of student development, communicative, and the conciseness and cohesiveness of the flow of thought. And also has shown conformity with al jabiri's theory which includes bayani, burhani and irfani methods.

In terms of suitability for students' developmental level, this book has used language that is relevant to the social-emotional thinking ability of madrasah tsanawiyah students. The materials and examples presented are organized and appropriate to students' daily lives, such as the themes of introductions, school facilities, and school equipment. The Bayani method is applied through memorization patterns and fixed text recognition, while the Irfani method supports direct experience-based and affective learning, which is proven to make it easier for students to understand the material through relevant practices and examples. As also reinforced by the results of interviews with teachers who stated that students are able to understand Arabic texts thanks to the relevance of the topic and the proper arrangement of tasks.

From the communicative aspect, this book also meets the language criteria in accordance with the Burhani approach which emphasizes logic and the use of language in the context of real life. Materials such as dialogs, readings, and tasks in the book support students' communication activities, both with the teacher and among fellow students. The presence of a vocabulary list (mufrodat) at the beginning of the chapter and a presentation

structure familiar to students support better understanding. Conversations, dialogues, and mufrodat in each chapter make it easier for students to understand and practice Arabic in daily contexts. The language used is common, easy to understand, and in accordance with language rules, and its readability is high. In addition, the accuracy of the Arabic language rules in this book is considered good and has fewer errors compared to the previous curriculum version of the textbook.

Meanwhile, in terms of the coherence and integration of the flow of thought, this book shows a systematic, logical and consistently connected arrangement of material. The connection between chapters, for example between Chapter II and Chapter III, which both discuss aspects of school life, shows a coherent flow of discussion. Each chapter also has the same sub-chapter structure (mufrodat, istima', kalam, qiraah, and kitabah), which strengthens students' train of thought and supports the development of logical reasoning in accordance with the Burhani approach. Exercises are organized after the material with clear linkages, and the paragraphs in the book are logically connected, thus forming an integrated learning unit.

Overall, this Arabic 1 book has succeeded in combining linguistic aspects with bayani, irfani, and burhani methods appropriately, making it suitable for Arabic language learning at the Tsanawiyah Madrasah level and able to support the achievement of Arabic language learning objectives in madrasah tsanawiyah

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