

Feasibility Analysis of Arabic Textbooks in Indonesia: Based on the National Education Standards Agency (BSNP)

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ABSTRACT

The National Education Standards Agency (BSNP) is important in developing national education standards and aspects of the appropriateness of textbooks used in the learning process. However, very few studies have analyzed the suitability of textbooks based on BSNP standards. Therefore, this research aims to analyze the feasibility of Arabic textbooks based on BSNP. A qualitative design with a library research type is used to analyze textbooks. The results of this research prove that the MI class IV Arabic textbook prepared by Agus Wahyudi has met BSNP standards in terms of appropriateness of content, appropriateness of language, appropriateness of material presentation, and appropriateness of graphics with a score of 82.63% with a "very appropriate" predicate. Implications and recommendations for future research are discussed in this study.

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Introduction

Textbooks in Arabic, namely *al-kitaab al madrasah* are books in which there is learning material arranged in an orderly manner so that it is easy for students to understand during the teaching and learning process accompanied by teacher guidance. (Ramah & Rohman, 2018). Textbooks are the dominant component of teaching materials used in the learning process in schools because textbooks relevant to the curriculum will make it easier to achieve learning goals (Fauzi & Zakiah, 2021; Hanifah, 2014).

Some of the characteristics of textbooks are that they are structured based on educational curriculum messages, focus on certain objectives, provide specific subject areas,

are oriented towards student learning activities, can direct the teacher's teaching and learning process and the presentation pattern of textbooks is adapted to students' intellectual development (Hermansyah, 2021). Textbooks are comprehensive and flexible material books with instructions, rules and procedures that help students understand the educational goals to be achieved (Muhaiban, 2016).

Rusydi Ahmad Thu'aimah revealed that, in general, the criteria for textbooks can be seen from the publication of the book, linguistic and teaching aspects, cultural and teaching aspects, training and evaluation, as well as accompanying books (Asbarin et al., 2022). The National Education Standards Agency (BSNP) states that the criteria for Arabic language textbooks that are suitable for use in educational units are met in terms of material presentation, linguistic, material, and graphic aspects (Muhtarom et al., 2022).

In the aspect of learning Arabic at school, several textbooks have been developed and applied to the learning process in class (Asbarin et al., 2022; Fauzi & Zakiyah, 2021). However, feasibility analysis is still rarely carried out on the textbooks in circulation as to whether the books are suitable for classroom learning.

There are several previous studies related to the feasibility analysis of Arabic textbooks as follows: Lewicka et al. research analyzed the extent to which the contents of Arabic textbooks published by several countries (Poland, France, and the United States of America) can accommodate students' socio-cultural competence (Lewicka & Waszau, 2017). Al-Hasanat et al., in their research, analyzed Arabic textbooks in Jordan, especially the higher-order thinking skills (HOTS) presented in the evaluation of the books (Al-Hasanat, 2016). Muassomah et al., in their research, analyzed gender equality in Arabic textbooks *Al-'Arabiyyatu baina Yadaika* (ABY) (Muassomah et al., 2023). Finally, Ritonga, in his research, also analyzed the Arabic textbook "*Takallam Bil 'Arabiyyah Volume 6*" and provided recommendations in the form of adding factual material to student life in the 21st era (Ritonga, 2021).

From the research above, several researchers have analyzed many Arabic textbooks which are adapted to the needs of each level and country. However, there has been no research analyzing the Arabic language textbook for class IV Madrasah Ibtida'iyah (now abbreviated as MI), which was prepared by Agus Wahyudi based on the standards of the National Education Standards Agency (from now on abbreviated to BSNP) specifically on the appropriateness aspect of material content, language appropriateness aspect, aspects of appropriateness of material presentation and aspects of appropriateness of graphics. Therefore, the research focuses on the following formulation: What is the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation of

the material and the appropriateness of the graphics of the MI class IV Arabic textbook prepared by Agus Wahyudi?

Method

Research Design

This study uses a qualitative design with the type of library research to analyze the feasibility of class IV MI Arabic textbooks compiled by Agus Wahyudi (Abdussamad, 2021). This book is the work of Agus Wahyudi and was published by PT. Tiga Serangkai Pustaka Mandiri in 2020, which consists of 126 pages. This book uses the 2013 curriculum and consists of 6 main chapters divided into two semesters, namely: *Mufradat & 'ibarat, Hiwar, Struktur, Qira'ah, Kitabah, Istima', Tadribat and Tamrinat 'Ammah*.

Data Collection Tehnique

The documentation study data collection technique has stages of research implementation namely first, the researcher arranges instruments according to textbook criteria according to BSNP standards (Asrory et al., 2022). Second, the researcher analyzed the Arabic language textbook for class IV MI by Agus Wahyudi. Third, the researcher collects relevant data; then, the data is grouped and given an assessment and explanation as a narrative.

Data was collected from primary data and secondary data. The primary data is the result of an analysis of class IV MI Arabic textbooks by Agus Wahyudi. Meanwhile, secondary data is obtained from the analysis of books, articles, journals and other sources relevant to the problem in the research being studied by the researcher. The purpose of grouping data is to enter data for each assessment indicator to facilitate assessment.

Data Analysis Techniques

The data analysis technique used in this study is content analysis, which examines and analyzes the content of a text based on a particular theory so that conclusions can be drawn as a result of a study. In this case, the feasibility analysis of Agus Wahyudi's Grade IV MI Arabic Textbook is based on the BSNP standards, namely content feasibility, material content feasibility, material presentation feasibility and graphic feasibility (Asrory et al., 2022).

The assessment is carried out using predetermined assessment indicators, namely aspects of the appropriateness of material content, aspects of the appropriateness of language, aspects of the appropriateness of presentation of material and aspects of the appropriateness of graphics, which are reduced to assessment items. The assessment of the research instrument was carried out using the following formula:

$$\text{Value} = \frac{\text{Total score for each indicator item} \times 100}{\text{Number of indicator items} \times 5}$$

Number of indicator items x 5

Description of the value of the assessment items as follows: 1 (Not Eligible), 2 (Less Eligible), 3 (Quite Eligible), 4 (Eligible), 5 (Very Eligible). The results of the instrument assessment are 0-20 (not feasible), 20-40 (less feasible), 40-60 (fairly feasible), 60-80 (decent), and 80-100 (very feasible).

Result

In this study, the assessment instrument consisted of four components of textbook criteria based on four aspects of the BSNP: the eligibility aspect of the textbook content, the eligibility aspect of language, the presentation of material and the graphic aspect. These four aspects are then revealed to be assessment items.

Table 1.
Textbook Feasibility Assessment Points

No	Component	No	Assessment Items	score	Explanation
1	Eligibility of content	1.	Availability of Core Competencies (from now on abbreviated as KI) and Basic Competencies (from now on abbreviated as KD)	5	KI and KD are available at the beginning of the book on pages xi – xv and are provided at the beginning of each chapter.
		2.	Material update	3	No source is listed in each image illustration; the Bibliography is displayed.
		3.	Accuracy of facts and data	4	Material that is relevant to reality and historical data
		4.	Material depth	2	There are no concept maps in each chapter
		5.	Increase productivity	4	Productivity
		6.	Make students active	4	In each chapter, some activities involve students
		7.	Give motivation	5	There are words of wisdom in each chapter
		8.	Develop insight	5	There are assignments and other activities in this book
		9.	Does not break the law	5	Free from SARA elements

2	Language eligibility	10.	Communicative	4	There is communication between teachers and students, students and fellow students.
		11.	Straightforward	4	The language used is clear
		12.	Dialogue and interactive	5	There is a dialogue in each chapter
		13.	Grammatical and spelling accuracy	5	Standard words and grammar that have been determined
		14.	Consistent use of terms	5	The use of words or sentences does not change
		15.	Accuracy in writing foreign terms	5	Correct writing of Arabic letters
		16.	Sentence structure	5	Sentences are arranged according to the SPOK requirements
3	Feasibility of presenting the material	17.	There is a foreword	5	Preface on page iii
		18.	There is a table of contents	5	Table of contents on page xvi
		19.	There is a bibliography	5	Bibliography on page 121
		20.	There is a glossary	1	There is no glossary in the book
		21.	The purpose of each chapter	2	There are no goals for each chapter
		22.	Indicators for each chapter	2	There are no indicators in each chapter
		23.	Availability of concept maps for each chapter	1	There are no concept maps in each chapter
		24.	Material summary	1	There is no summary for each chapter
		25.	Collapse of matter	4	The material for each chapter is arranged in order from easy to difficult
		26.	Material suitability	5	Described through the suitability of image illustrations with the content of the material
		27.	There are questions, student practice assignments	5	There are practice questions for

4	Graphic feasibility	28.	Make students active	4	students in each chapter
		29.	Generate feedback for evaluation	5	Students are active with exercises
		30.	Book size (A4, A5 or B5)	5	There are practice questions as feedback for evaluation
		31.	Harmony of the face, back and spine of the book	5	Books are standard-sized
		32.	There is a center of attention	5	The book design matches the interface and back
		33.	Proportional font size selection	5	The focus of attention is seen in the illustrations in the book
		34.	Not too many fonts	4	Precise and easy-to-read
		35.	Consistency of spacing between paragraphs	3	Not too many fonts
		36.	Chapter title	5	There are several sentences with unequal spacing
		37.	Chapter subtitles	5	All chapters are the same
		38.	Page numbers	5	All chapters have the same subtitles
average				4,13	From start to finish, the book's page numbers are consistent in layout
Total value				157	
Total value				190	

Image 1.

Recapitulation of Eligibility Category Components for Arabic Textbooks

Komponen		Skor					Konversi					Jmlh	Persen	Kategori
		1	2	3	4	5	1	2	3	4	5			
Kelayakan Isi Materi	9	-	1	1	3	4	-	2	3	12	20	37	82%	Sangat Layak
Kelayakan Bahasa	7	-	-	-	2	5	-	-	-	8	25	38	108,57%	Sangat Layak
Kelayakan Penyajian Materi	13	3	2	-	2	6	3	4	-	8	30	45	69,23%	Layak
Kelayakan Grafik	9	-	-	1	1	7	-	-	3	4	35	42	93,33%	Sangat Layak
Seluruh Komponen	38	3	3	2	8	22	3	6	6	32	110	157	82,63%	Sangat Layak

Instrument Assessment Results

The assessment results on this instrument use a simple formula obtained from the average value of all assessment items, namely 4.13. According to the BSNP criteria, namely appropriateness of material content, appropriateness of language, appropriateness of presentation of material and appropriateness of graphics each has a value, namely appropriateness of material content with a value of 82% with a very appropriate predicate, appropriateness of language with a value of 108.57% with a very appropriate predicate, appropriateness presentation of material with a value of 69.23% with a feasible predicate and graphic feasibility with a value of 93.33% with a very feasible predicate. The overall value of the four eligibility components of this textbook is then calculated using the following formula:

$$\begin{aligned}\text{Value} &= \frac{\text{Total score for each indicator item} \times 100}{\text{Number of indicator items} \times 5} \\ \text{Value} &= \frac{157}{38 \times 5} \times 100 \\ \text{Value} &= \frac{15.700}{190} = 82,63 \text{ "very feasible"}\end{aligned}$$

Discussion

Feasibility Aspects of Content Textbooks

The Arabic language book for class IV MI by Agus Wahyudi presents KI and KD at the beginning of the book on pages XI–XV. KI and KD are also available at the beginning of each material chapter. The Bibliography indicates the up-to-date material in this book at the end on page 121 and the QR code. However, the book's contents are incomplete because no sources are listed in the images displayed. Facts and data are worthy of being demonstrated by the presence of material relevant to curriculum 13, and the material's content is by reality and historical data plus illustrations and references that can be justified. In line with Ritonga et al.'s research, Arabic textbooks must be enriched with factual data relevant to students' lives (Ritonga, 2021).

The indicator for the depth of material in this book is inadequate because it does not include concept maps in each chapter. However, the author completes these deficiencies by presenting sub-chapters in each chapter to clarify the contents of the material. The productivity of this book also increases with more than one exercise in each chapter. In this book, students are made active with activities that involve active students, such as reading vocabulary, reading pictures, listening, reading, and writing. To strengthen this data, Hamid et al., in their research,

recommended developing Arabic language teaching materials that could equip students to speak Arabic actively both orally and in writing (Hamid et al., 2019).

This book motivates with "words of wisdom" in each chapter with short, simple motivational sentences at the end (on pages 17, 38, 58, 81, 98, 116). Developing insight can be seen by providing exercises, assignments, dictionaries and words of wisdom in each chapter. This book does not violate the law and is free from harsh words, hate, racism and pornography by law number 19 of 2016. The value of the eligibility aspect of the textbook content is 82% with the title "very feasible".

Aspects of Language Feasibility

This book has communicative activities, shown by discussions between teachers and students and students between students, and dialogue in them. The use of language is clear not excessive, so students easily understand it. Interactive dialogue is shown by the presence of conversational sentences in each chapter. Mubarak et al., in their research, stated that interactive dialogue is the main key to mastering Arabic (Hamidah et al., 2022).

The use of terms in this book is correct and consistent. Arabic writing in Latin letters in italics is like the words "fi'il mudhaari" and "fi'il maadhi". The Arabic sentences in this book meet the sentence structure requirements such as subject, predicate and object. The value of the language feasibility aspect is 108.57% with the predicate "very feasible".

Aspects of the Feasibility of Presentation of Textbook Materials

The foreword to this book is available on page iii, and there is also a table of contents on pages xvi – xviii. At the same time, the Bibliography is located at the end of the book, namely on page 121. Unfortunately, in this fourth-grade Arabic textbook by Agus Wahyudi, objectives, indicators and concept maps are not included in each chapter, which has a role in helping teachers and students in their use. A summary of the material is also not available in this textbook. The material in this book is arranged sequentially in each chapter, from easy to difficult. The material presented has been illustrated with graphic illustrations relevant to the discussion. Some researchers also confirm that presenting relevant pictures or illustrations can enhance Arabic textbooks and increase student motivation in learning (Albab, 2021; Fitriani & Saefulloh, 2018; Mokoagow et al., 2021).

Each chapter has assignments and exercises for students in this book. The assignments in each chapter consist of one assignment applying HOTS-level questions, and the exercises in each chapter consist of 10 forms of practice and evaluation in the form of a competency test in the form of multiple choice questions and essays. According to current demands, questions that test high-level thinking abilities must be applied in all Arabic language textbooks at every level (Ilmiani & Delima, 2021; Mustofa et al., 2022). This textbook also

makes students active because there are conversations that can be had between students and teachers and fellow students, as well as other communicative parts. The value of the feasibility aspect of presenting textbook material is 69.23% with the title "feasible".

Graphic Feasibility Aspects

The paper size used in this textbook is B5 paper. The book cover has been well designed, and the front and back of the book cover are in harmony. The position of writing the book title, publisher and logo is correct. On the cover of this textbook is an illustration which is the centre of attention, as is the case in every chapter. Chapter titles and sub-chapters in this textbook use different forms of writing, sizes, and types of content material to focus students' attention. The number indicating the page number is located above the right side of the book contents. The score for the graphic feasibility aspect is 93.33% with the predicate "very feasible".

Conclusion

This research indicates that the Arabic language textbook for class IV MI compiled by Agus Wahyudi is suitable for use in learning Arabic. First, the content feasibility aspect scores 82% with the title "very feasible". Second, the aspect of language feasibility scores 108.57% with the title "very decent". Third, the feasibility aspect of presenting the material gets a score of 69.23% with the "proper" predicate. Fourth, graphic feasibility gets a value of 93.33% with the title "very feasible". Overall, from the four aspects of the feasibility of this textbook, it got a score of 82.63% with the title "very feasible". The results of this study recommend that Arabic textbook developers follow the standards of the National Education Standards Agency (BSNP).

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