

Analysis of Teaching Materials "Arabic Language Student Book" for Grade V Madrasah Ibtidaiyah (2013 Scientific Approach)

Syahrani Putri Rizki Pratiwi*1, Moh. Zidqi Faturrohim *2, Muhammad Bahri Ghozali
*3, Mirza Ali Al Haidar *4, Nur Anisah Ridwan*5

State University of Malang, Indonesia
E-mail: syahrani.putri.2102316@students.um.ac.id

ABSTRACT

Teaching materials play an important role in the process of supporting the success of an education, it is necessary to pay attention to the quality of the teaching materials before they are given to students. This research aims to determine the appropriate quality of teaching materials for Arabic language student books for class 5 of the 2013 scientific approach madrasah ibtidaiyah published by the Ministry of Religion in 2015 according to the criteria of the National Education Standards Agency and Book Center, seen from the aspects of material content, presentation, language, and graphics. The method used in this research uses qualitative research with the type of library study research. The results of the overall historical analysis research assess the suitability of books to be suitable for use as teaching materials for the learning process in schools.

Keyword

analysis 1; teaching materials 2; Arabic language books 3

مستخلص البحث

تلعب المواد التعليمية دوراً هاماً في عملية دعم نجاح التعليم، فمن الضروري الاهتمام بجودة المواد التعليمية قبل تقديمها للطلاب. يهدف هذا البحث إلى تحديد الجودة المناسبة للمواد التعليمية لكتب طلاب اللغة العربية للصف الخامس من المدرسة العلمية المنهجية 2013 المدرسة الابتدائية الصادرة عن وزارة الدين عام 2015 وفق معايير الوكالة الوطنية لمعايير التعليم ومركز الكتاب، ينظر من جوانب المحتوى المادي والعرض واللغة والرسومات. الطريقة المستخدمة في هذا البحث تستخدم البحث النوعي مع نوع البحث المكتبي. إن نتائج بحث التحليل التاريخي الشامل تقيم مدى ملاءمة الكتب لتكون مناسبة للاستخدام كمواد تعليمية لعملية التعلم في المدارس.

الرئيسية 1؛ المواد التعليمية 2؛ كتب اللغة العربية 3؛

كلمات أساسية

Introduction (المقدمة)

According to (Aisyah et al., 2020)(in Kamaruddin 1999: 1) teaching materials are not just a tool for teachers to teach students. However, it prioritizes books as a source used by students to learn. Teaching materials are generally packaged in the form of textbooks or textbooks. So it can be concluded that a teaching material must be designed and then written with the correct rules which will later be used by educators in terms of helping and supporting the learning process. Educators have a very important role in designing or compiling teaching materials which will determine a success in learning through teaching materials that have been made.

Learning resources include anything that can be used to help individuals learn and improve their competence. Learning resources are good sources in the form of data, people, and also certain forms that can later be used by students in a learning process. In the learning process, components in the form of learning resources can be utilized singly or in combination, namely either in the form of learning resources that have been planned or learning resources that will be utilized. With the rapid development of industry, it has an impact on the production of equipment and materials in large quantities. With the discovery of printing equipment, the last learning resource is teaching materials.

Teaching materials by nature are divided into four, one of which is print-based teaching materials. Print-based teaching materials are teaching materials that have categories such as books pamphlets tutorial materials, maps and so on. In the conceptual review of teaching materials used in the analysis is a textbook. Textbooks are books in which the learning process carried out in the classroom is systematically designed. Textbooks are also defined as a handbook for students to support the learning process as a learning resource.

According to Pannen, the components of teaching materials consist of two core components, including the main component of the learning outcomes evaluation component. The main component contains information or main topics that will be conveyed to students or that must be mastered by students. Then the learning outcomes evaluation component consists of a set of questions or items if there are errors in the components mentioned, then the teaching materials used can

be categorized as low quality. Suci Noor in Lestari believes that the low quality of teaching materials will have an impact on the low learning achievement of students. therefore (Najib, 2020) suggests that rigor is needed in making teaching materials so that teaching materials have good quality and can improve student learning achievement.

Teaching materials have an important role in achieving learning success. Therefore, learning will run effectively if the teaching materials used are in accordance with the learning objectives. However, in the application in the field, it is said that the teaching materials used by educators are the only teaching resources so that the teacher's focus is only on how to spend the material contained in the teaching materials without looking at the curriculum structure of core competencies and basic competencies. (Fitriani & Saefulloh, 2018). Thus it can be concluded that how central teaching materials are for teachers, but several questions arise, namely "whether the teaching materials that have been used have met the criteria as good teaching materials?". In this article, the researcher intends to analyze the teaching materials of the Arabic language student book for grade V of the 2013 Curriculum's Scientific Approach with the intention of whether this book is feasible in the aspects of systematics, material description, and assessment of learning processes and outcomes.

Methods (منهجية البحث)

The approach taken in this research uses qualitative research. The method used in writing the article is the literature study method. According to (Albab, 2021) the literature study method is a method in the form of data collection obtained from activities such as analyzing books or print media and related journals. In analyzing the data that has been obtained using content analysis, namely related to systematics, material descriptions, and assessment of learning processes and outcomes. By taking the data source used is the Arabic Language Student Book Class V 2013 Curriculum's Scientific Approach. This qualitative research uses literature

study data collection techniques which have the following stages of research implementation.

Researchers made a research instrument based on the criteria for teaching materials to analyze class V teaching materials for the 2013 curriculum's scientific approach. In researching researchers categorize data, collect relevant data, give assessments, and explanations in the form of narratives. After that, researchers collected the data and divided the data into several parts, namely primary data and secondary data obtained from books, articles, journals and other relevant sources

Results & Discussion (نتائج البحث ومناقشاتها)

Suitability of Material Based on Theory in Teaching Materials

According to (Magdalena et al., 2020) (in Pannen: 1995) teaching material is material or a subject matter that is systematically arranged and can be used by teaching staff and students in the learning process. According to the national center for competency best training (2007) the definition of teaching materials is to assist teachers or other educators in carrying out a learning process. (Nuryasana & Desiningrum, 2020) (in Ruhimat, 2011: 152) explains that the material or material of a lesson is basically the content of the curriculum in the form of subjects or fields of study with topics or subtopics and their more in-depth explanations. Seeing the explanation above, it can be seen that teaching materials are all forms of materials that have been systematically arranged and allow students to learn independently and are also designed in accordance with the established curriculum

According to the nature of teaching materials can be grouped into four types, namely: print-based teaching materials, technology-based teaching materials, and teachings used for practice, teaching materials needed for remote human interaction purposes. (Magdalena et al., 2020) (in Prastowo 213: 308). Then the last one according to the substance of the teaching material includes knowledge, skills and attitudes that must be learned by students in order to achieve competency standards and also basic

competencies that have been determined. (Magdalena et al., 2020) (in Pastowo 2013: 309). The teaching materials referred to in this study are more printed teaching materials in the form of textbooks. This is because textbooks have a very close role with the syllabus curriculum, competency standards, and basic competencies. A textbook is a book that contains a certain field of study or science that is systematically arranged to facilitate teaching staff and students in an effort to achieve a learning goal.

Textbooks that exist in the field, in terms of type, quantity, or quality unfortunately vary. Textbooks are generally the main reference in the learning process. Therefore, if the quality of the book does not meet the quality criteria standards, especially in relation to the concept and application, it can be said that the book has not become a learning resource for students. According to Permendikbud number 8 of 2016 textbooks are the main source of learning to achieve basic competencies and core competencies and are properly authorized by the ministry of education and culture for use in educational units. According to Hall Quest, a book is defined as a secret record that has been compiled to achieve instructional goals and objectives. Then according to Bacon, textbooks are books designed for classroom use, in their preparation carefully carried out and prepared by experts in the field in order to achieve appropriate and harmonious teaching tools.

(Fadilah, 2016) (in Husen et al, 1998: 17) textbooks are books designed for systematic use of the classroom learning process and are prepared by experts in the field with appropriate teaching tools. (Hidayati et al., 2020) (in Loveridge et al., 1987) explained that the textbook consists of two parts, the first is the material part and the second is the supporting materials that have been selected in certain subjects and arranged systematically. From some of the definitions above, it can be concluded that a textbook is a book that is used as a handbook for students in supporting the learning process in certain subjects where its main function is as a learning resource for students and a guide for teachers to carry out the learning process.

The National Education Standards Agency and the Center for Bookkeeping (2014) have indicated that every textbook that uses certain standards will be applied in accordance with the needs, curriculum content and the development of science and technology. The standards in question are standards that meet the

minimum requirements, characteristics and competencies that a book must have. These standards include 4 aspects of textbook eligibility, namely aspects of material content, presentation, language and graphics.

One of the characteristics of the 2013 curriculum is thematic, either integrative thematic or what is commonly referred to as integrated or internal thematic which contains subjects. The purchase of integrated thematic is carried out at the elementary or nursery level while the junior high or MTs and SMA / MA / SMK levels are applied internally thematic. Internal thematic division is learning that applies the integration of several KD from 4 core competencies, namely KI 1 KI 2, KI 3, KI 4 into certain themes in one subject point as for the indicators of suitability between material descriptions with SK or girls as follows:

1) Suitability of Material Description with SK and KD

a) Completeness of Material

The completeness of the book material is in the very feasible category because it is assessed from all chapters that are complete and contain core competencies and also basic competencies on each topic or material in accordance with the systematics of kelimuwahan. In the order of sub topics, it is appropriate to introduce mufrodat related to the theme. In the delivery of the order of the material in each chapter is appropriate and makes it easier for students this needs to be maintained in order to get the appropriate quality of the order of sub topics / material.

b) Breadth of Material

The breadth of the material concerns several aspects, namely the presentation of definitions of concepts, principles, procedures, examples and finally the training contained in the teaching material book which must be in accordance with the needs of the subject matter that supports the achievement of core competencies and basic competencies. In terms of the material in the textbook describes the following things such as facts concepts and theories listed in the SK and also KD.

Concepts, definitions, procedures principles examples and also training contained in Arabic textbooks for class V can be said to have been in accordance with the needs of the subject matter that supports the achievement of SK and KD as an example we can see in chapter 1 which is about "في غرفة الجلوس". In this chapter the material begins by presenting vocabulary equipped with pictures that indirectly explain the meaning of the Arabic vocabulary. It is then followed by a qiroah text that trains students to be able to read Arabic texts with mufrodat and the meaning of mufrodat that they have understood as well as forms of questions that support the achievement of core competencies and also basic competencies.

The textbook published by the Ministry of Religious Affairs in 2015 has contained material that describes the minimum substance. The minimum substance is in the form of facts, concepts, principles and theories contained in the SK and also KD or Ki and KD in the 2013 curriculum, for example we can see on page 8 which explains the concept of sentence patterns that have adjectives in this case students can understand and at the same time be able to make sentences about kaga sifat. The use of adjectives that use the pattern na'at and man'ut or adjectives and adjectivized words which are compound words or consist of two or more words.

c) Depth of Material

In the depth of the book material contained in the grade V Arabic language student book has explained the concept of definitions, principles, procedures, examples and also training in the form of kebutuhan materi pokok yang mendukung tercapainya SK dan KD ataupun KI dan KD dalam kurikulum 2013. questions that can help students get to know more and also be able to define and consume new knowledge related to the themes in the book besides that the Arabic

textbook for grade V students has fulfilled the needs of the subject matter that supports the achievement of SK and KD or KI and KD in the 2013 curriculum.

2) Accuracy of Material

According to Nur Asmawi (2021) there are five points of material accuracy, indicators that must be met, namely as follows:

a) Insurance Concepts and Definitions

In the textbook published by the Ministry of Religious Affairs in 2015 that was analyzed, the material has been presented accurately and does not cause misconceptions made by students. This can be seen in each material displayed in each chapter as an example can be seen in chapter part 2 with the title "في غرفة المذاكرة".

The concepts and definitions displayed in the textbook published by the Ministry of Religion in 2015 are said to fulfill and have supported the achievement of SK and KD Ki and KD in the 2013 curriculum. Because the materials presented in this textbook can stimulate students to be able to express their ideas and ideas that are located in exercise questions and provide opportunities for students to be able to examine their own answers to the questions that have been provided in the book.

b) Principle Insurance

The accuracy of the principles that are part of the aspects used to compile a theory of the point of principles presented in this textbook has been analyzed has been formulated that the Arabic language student textbook class V has been accurately formulated so as not to cause multiple interpretations for students.

c) Insurance Procedure

d) In the accuracy section, procedures are steps that must be taken to achieve a certain goal. The procedure should be formulated accurately so

that students do not make mistakes. In the fifth grade Arabic textbook, it has been explained in detail about the Arabic language then its meaning and carried out in the last stage in the form of questions that train students with their understanding of the material.

e) Insurance Example

The accuracy of the examples in the fifth grade Arabic textbook has been clarified by the examples of mufrodāt contained in each theme, most of which are themes that show a place. For example, a picture about the names of plants in the garden is explained in chapter 3 of the book. Thus it can be concluded that the picture and also the explanation of the implied meaning have fulfilled the aspect that students not only understand a knowledge verbally but thoroughly.

f) Insurance Example

The accuracy of the examples in the fifth grade Arabic textbook has been clarified by the examples of mufrodāt contained in each theme, most of which are themes that show a place. For example, a picture about the names of plants in the garden is explained in chapter 3 of the book. Thus it can be concluded that the picture and also the explanation of the implied meaning have fulfilled the aspect that students not only understand a knowledge verbally but thoroughly.

3) Supporting Materials

The materials presented in this fifth grade Arabic student textbook are in accordance with the development of science that has presented examples that can add insight to students' knowledge. As an example in chapter 3, which is about "الوان" displays examples of discourse that discusses colors but in the discourse is also presented discourse related to the development of science and technology.

Features including the description of examples and also exercises in the fifth grade Arabic student textbook published by the Ministry of Religious Affairs in 2015 have reflected current events or conditions. The material in this fifth grade Arabic student textbook contains exercises and questions that require students to be able to make conclusions about what they have learned. The questions in the textbook published by the Ministry of Religious Affairs in 2015 have required students to provide varied answers or solution strategies.

This fifth grade Arabic student textbook has presented material that contains a variety of strategies and problem-solving exercises. On page 42, the textbook presents strategies on how to understand the qira'ah text and answer practice questions that encourage students to solve problems encountered when they read the taksir prayer. The problems found under the qira'ah text train students to instruct them to understand the problem that appears in the problem then find a solution and finally interpret the solution obtained in the form of the right answer to the question in the qira'ah text.

The concepts that appear in Arabic student textbooks are complemented by examples of interrelated descriptions. This can certainly facilitate students in understanding any meaning in the material taught in the textbook. For the material and examples in this fifth grade Arabic student textbook can be said to be interesting because this student Arabic textbook takes interesting discourse quotes and also examples of mufrodat along with pictures that can help students to understand the mufrodat.

The advantages of this student textbook published by the Ministry of Religious Affairs 2015 have a table that includes an attitude assessment in which later students are expected to practice their abilities for good things in the classroom environment. Then students can also become better at communicating with friends, teachers, family with the attitude assessment in

this table. At the end of each chapter there is a parent comment column where parents can control and know the child's achievement in understanding the lessons in the Arabic student test book. Among the advantages that have been mentioned there are shortcomings or weaknesses that become evaluation material in this book. First, in this textbook each chapter is presented directly with the material and there is no introduction to each chapter. Second, the pictures in the book in this Arabic student text are only black and white.

Conclusions (الختامة)

Based on the results of the analysis, it shows that this textbook is suitable for use as an indicator because it has met the criteria or indicators of the success of a teaching material. The indicators of the success of the textbook are indicated by the suitability of the material description with SK and KD (KI and KD in the 2013 curriculum), the accuracy of the material, and the learning support material. However, in the aspect of the appearance of this Arabic student textbook, it is recommended to develop book modifications in each chapter because there is no introduction and go directly to the sub-sub material and also to make it more attractive and in accordance with the child's personality, namely from the display of photos, images, colors.

Acknowledgment

This research article would not have been realized without the tremendous support of my lecturer, ustadzah Dra. Nur Anisah Ridwan, M.Pd. for her enthusiasm, knowledge and attention to the article Analysis of Teaching Materials "Arabic Language Student Book" for Grade V Madrasah Ibtidaiyah (2013 Scientific Approach). Then to my teammates Moh. Zidqi Faturrohim, Muhammad Bahri Ghozali, Mirza Ali Al Haidar who have worked together to describe this book as a whole, thank you very much for your contribution and also the time given for the completion of this research article.

References (المراجع)

- Aisyah, S., Noviyanti, E., & Triyanto, T. (2020). Bahan Ajar Sebagai Bagian Dalam Kajian Problematika Pembelajaran Bahasa Indonesia. *Jurnal Salaka: Jurnal Bahasa, Sastra, Dan Budaya Indonesia*, 2(1), 62-65. <https://doi.org/10.33751/jsalaka.v2i1.1838>
- Ahsani, E. L. F. (2020). Analisis bahan ajar kurikulum 2013 berbasis multiple intelligence kelas IV. *Elementary: Islamic Teacher Journal*, 8(1), 19-36.
- Albab, D. U. (2021). Analisis Buku Ajar Bahasa Arab Mi Kelas Iv Kurikulum 2013 Terbitan Kemenag Ri Tahun 2020. *Jurnal Al-Maqayis*, 5(1), 1. <https://doi.org/10.18592/jams.v6i2.5217>
- Arraman, B. C., & Hazmi, N. (2018). Analisis buku teks sejarah kelas X Kurikulum 2013. *Kaganga: Jurnal Pendidikan Sejarah dan Riset Sosial Humaniora*, 1(2), 122-140.
- Asmawi, M. N., & Djahadi, U. (2021). Analisis Buku Teks “Aku Cinta Bahasa Arab 4” Kelas Iv Kurikulum 2013 Madrasah Ibtidaiyah Karya Agus Wahyudi (Tinjauan Segi Kelayakan Isi). *Albariq: Jurnal Pendidikan Bahasa Arab*, 2(2), 1-20.
- Bahri, R. B. H., Kadir, S. D., Ali, I., & Jundi, M. (2022). Kesesuaian Materi Berdasarkan Teori dan Praktek pada Bahan Ajar Bahasa Arab. *Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab*, 4(2), 10-21.
- Fadilah, R. (2016). Buku Teks Bahasa Indonesia Smp Dan Sma Kurikulum 2013 Terbitan Kementerian Pendidikan Dan Kebudayaan 2014. *Jurnal Pena Indonesia*, 1(1), 26. <https://doi.org/10.26740/jpi.v1n1.p26-49>
- Firdaus, A., Samhati, S., & Suyanto, E. (2014). Analisis kelayakan isi buku teks Bahasa Indonesia terbitan Erlangga kelas VII SMP/MTs. *Jurnal Kata: Bahasa, Sastra, dan Pembelajarannya*, 2(4).
- Fitriani, N., & Saefulloh, H. (2018). Analisis Bahan Ajar “Buku Siswa Bahasa Arab” Untuk Kelas 6 Madrasah Ibtidaiyah (Pendekatan Saintifik 2013). *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, 7(2), 115. <https://doi.org/10.24235/ibtikar.v7i2.3336>
- Hidayati, A., Rufi'i, R., & Wiyarno, Y. (2020). Pengembangan Buku Ajar IPA Kelas VI untuk Siswa Sekolah Dasar. *Jurnal Edukasi Matematika Dan Sains*, 8(2), 106. <https://doi.org/10.25273/jems.v8i2.5628>
- Khaliza, S. (2023). Analisis Buku Ajar Bahasa Arab Kelas VII Madrasah Tsanawiyah Karya Rachmad Faisal. *AL-MU'ARRIB: JOURNAL OF ARABIC EDUCATION*, 3(1), 1-12.
- Magdalena, I., Sundari, T., Nurkamilah, S., Ayu Amalia, D., & Muhammadiyah Tangerang, U. (2020). Analisis Bahan Ajar. *Jurnal Pendidikan Dan Ilmu Sosial*, 2(2), 311-326. <https://ejournal.stitpn.ac.id/index.php/nusantara>
- Najib, V. A. (2020). Pengembangan Bahan Ajar Pembelajaran Bahasa Arab Berbasis Kurikulum 2013 untuk Siswa Kelas VI Madrasah Ibtidaiyah. *Prosiding Semnasbasma IV UM*, 1, 170-181. <http://prosiding.arab->

um.com/index.php/semnasbama/article/view/567

Nuryasana, E., & Desiningrum, N. (2020). Pengembangan Bahan Ajar Strategi Belajar Mengajar Untuk Meningkatkan Motivasi Belajar Mahasiswa. *Jurnal Inovasi Penelitian*, 1(5), 967–974. <https://doi.org/10.47492/jip.v1i5.177>

Pradita, M. R. (2018). *Kelayakan Isi dan Bahasa Buku Ajar Bahasa Indonesia Sekolah Menengah Pertama Kelas VIII Kurikulum 2013 Edisi Revisi 2017* Penerbit Kementerian Pendidikan dan Kebudayaan (Doctoral dissertation, UNIMED).