

Analysis of Arabic Language Education Textbooks of Muhammadiyah Junior High School Grade 7 in Terms of Content and Language Feasibility

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ABSTRACT

Teaching material is one of the elements in the curriculum that occupies a very important position, where this teaching material will be a source of student knowledge while making it easier for teachers to organize and carry out learning. Therefore, the feasibility of a textbook is very important. However, in reality there are problems related to the content in the textbook. Content and language feasibility are two of the four eligibility criteria for a textbook that must be considered. This research is a quantitative research with survey method. Data collection methods are observation, and questionnaires. Data analysis begins with statistical calculation techniques, namely calculating the results of analysis scores from educational experts, linguists and practitioners. Then proceed with describing the data and discussing the results of the research and drawing conclusions. Teaching Book of Arabic Language Education SMP Muhammadiyah grade 7 in terms of content feasibility has been categorized in a very feasible category by educational experts with a percentage of 91.9% and by practitioners with a percentage of 92.9% and in terms of language feasibility has been categorized in a very feasible category by linguists with a percentage of 83.1% and by practitioners with a percentage of 90.6%. The results of this study indicate that the Arabic Language Education textbook of Muhammadiyah Junior High School grade 7 is very feasible to be used in the teaching and learning process in class.

Keywords: Content Feasibility, Language Eligibility, Textbooks

ABSTRAK

Bahan ajar merupakan salah satu unsur dalam kurikulum yang menempati kedudukan sangat penting, dimana bahan ajar ini akan menjadi sumber pengetahuan siswa sekaligus mempermudah guru dalam mengorganisir dan melaksanakan pembelajaran. Oleh karena itu, kelayakan suatu buku ajar sangatlah penting. Akan tetapi, dalam realita yang ada terdapat permasalahan-permasalahan terkait isi dalam buku ajar. Kelayakan isi dan bahasa merupakan dua diantara empat kriteria kelayakan suatu buku ajar yang harus diperhatikan. Penelitian ini merupakan penelitian kuantitatif dengan metode survei. Metode pengumpulan data yaitu observasi, dan angket. Analisis data dimulai dengan teknik

hitung statistik yaitu menghitung hasil skor analisis dari ahli pendidikan, ahli bahasa dan praktisi. Kemudian dilanjutkan dengan memaparkan data dan pembahasan hasil penelitian dan menarik kesimpulan. Buku Ajar Pendidikan Bahasa Arab SMP Muhammadiyah kelas 7 dari segi kelayakan isi sudah dikategorikan pada kategori sangat layak oleh ahli pendidikan dengan persentase 91,9% dan oleh praktisi dengan persentase 92,9% dan dari segi kelayakan bahasa sudah dikategorikan pada kategori sangat layak oleh ahli bahasa dengan persentase 83,1% dan oleh praktisi dengan persentase 90,6%. Hasil penelitian ini menunjukkan bahwa buku ajar Pendidikan Bahasa Arab SMP Muhammadiyah kelas 7 sangat layak untuk digunakan dalam proses belajar mengajar dikelas.

Kata Kunci: Kelayakan Isi, Kelayakan Bahasa, Buku Ajar

A. INTRODUCTION

Education has a very important influence in a life both in groups and individuals, where every individual has the right to get it and is expected to always develop in it, so that they are able to face all changes and problems with an open attitude and creative approaches without having to lose their identity (Awe & Moma, 2021).

Teaching materials have an important role in the learning process because they are the basis for the success of teaching and learning activities (Zaifullah et al., 2021). To achieve learning goals, teachers and students must work together. Not only does this help teachers to better manage the classroom atmosphere, but it is also important to deliver the material effectively and build deep understanding. To ensure that the educational process delivered meets the expected quality standards, it is important to utilize quality in creating teaching materials (Susilo et al., 2023).

Learning resources include anything that is used to help each person learn and display their competence (Fitriani & Saefulloh, 2018). One important component in determining the effectiveness and efficiency of learning is textbooks or text books (A.R. et al., 2022). Textbooks are essentially the content of the subject or field of study given to students in accordance with the curriculum used. A textbook at least includes, among others: a) learning instructions (student or teacher instructions), b) competencies to be achieved, c) supporting information, d) exercises, e) work instructions, can be in the form of worksheets (LK), and f) evaluation (Mujahid, 2015).

The existence of textbooks is very important to support an effective and smooth learning process. Textbooks also provide learning materials that are arranged systematically and clearly according to the curriculum needs of an institution (Hadi, 2018). Textbooks allow students to study topics before entering the classroom, which can increase their understanding, improve their ability to think critically, and learn independently. Therefore, there is no doubt that textbooks are very important to improve student learning outcomes (Rahman et al., 2023).

The number of Arabic textbooks in circulation can make it easier for students to learn Arabic, but in choosing textbooks it is necessary to research and analyze whether the book is suitable or not, both those that will be used by teachers and students. Because many books are circulating but the material presented in the book is not in accordance with Arabic language learning, because it is not situational, causing many Arabic books not to be used as teaching references. Therefore, in analyzing whether a book is suitable or not, it is necessary to pay attention to the existing criteria so that teachers can manage learning activities in the classroom in an effective and efficient way, and students can follow the learning process optimally.

If the textbook used is in accordance with the curriculum, the expected competencies will be difficult to achieve. This can happen if the teacher considers the whole book to be good and takes it for granted without first analyzing the textbook to be used (Ridho Pradita & Lubis, 2018).

Based on the information above, teachers or schools should choose textbooks that meet quality standards, both in terms of material, presentation of material, language, and graphics. However, problems arise again when the material presented in some textbooks is very insufficient to support students to master the study according to the existing objectives. Both from the presentation of material that is less systematic, the language used is too difficult for students to understand, and so on. Ideal criteria in the selection of textbooks must be maintained and adjusted to the level of ability of students and students at school (Komariah & Halimah, 2022).

This states that textbooks in circulation still need some review (Affandi & Junaedi, 2023). The review needs to be done to find out whether the textbook has

met the standards of a good book or not. If the textbook contains negative things, then the development and knowledge of students also leads to negative things. This also applies to Arabic textbooks. Quality and appropriate textbooks are the key to the success of the learning process. This also applies to Arabic language learning, where good Arabic textbooks are needed to help students understand and master the language (Abdilah & Abdurrahman, 2023).

The criteria for the content of good textbooks used by educational units have been determined by the National Education Standards Agency (BSNP) 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 article 3 paragraph 5 that the content part of the book in textbooks in lessons must fulfill material aspects, linguistic aspects, material presentation aspects, and graphic design aspects. The 2013 curriculum also develops two modes of learning, namely the direct teaching process and the indirect teaching process (Harahap et al., 2019).

While from the Aspect of Feasibility of Material or content is divided into four criteria including; 1) Suitability of Material with Basic Competencies Basic Competencies: The material presented must be relevant and support the achievement of basic competencies that have been determined, 2) Accuracy of Material: The information provided in the textbook must be accurate and can be accounted for, 3) Updating the Material: The material presented must always be updated in accordance with the development of science and technology, 4) Encourage Curiosity: The material must be presented in an interesting way that attracts and motivates students to learn more and explore deeper knowledge (Aprilyanti & Hafidah, 2023).

There are several previous studies that are similar to the current research, based on research conducted (*Bismiati, 2016*), here discussing the qualification aspects of good coursebook standards, namely in terms of material feasibility assessment, presentation feasibility, linguistic feasibility, and feasibility of graphics in accordance with good book standards according to Masnur Muslich's theory. The equation of this research with researchers is the analysis of textbooks from the qualification aspects of good textbook standards in terms of content/material feasibility assessment and language feasibility. The difference between this

research and the researcher's research is the analysis of Arabic textbooks in this thesis, namely in elementary schools while the researcher's research is the analysis of Arabic textbooks in junior high schools.

Furthermore, research conducted (Arif, 2020), Based on the results of their research, it is concluded, Analysis of the feasibility of books in terms of children's cognitive development according to Jean Piaget, has several stages, in this case the child has entered the operational stage / MTs period. At this stage children can already think systematically, consistently and logically. The equation of this research with researchers is the analysis of textbooks in terms of content. The difference between this study and the researcher's research is that the researcher analyzes coursebooks in terms of content feasibility and language feasibility while in this thesis there is child cognitive development.

From the explanation above, it has been explained that there are several similarities with this research, namely the theory raised is the analysis of Arabic language teaching books. The difference lies in the focus of the study where this research focuses more on analyzing the Arabic Language Education textbooks of Muhammadiyah Junior High School Grade 7 authors Nanik Dwi Hariyani, S.Pd.I and Nurul Cholidiyah, S.H.I. in terms of Content and Language Feasibility.

The textbook used in Arabic learning at Muhammadiyah 1 Yogyakarta Junior High School is the Muhammadiyah Junior High School Arabic Language Education Grade 7 book by Nanik Dwi Hariyani, S.Pd.I and Nurul Cholidiyah, S.H.I. This book is one of the Arabic books that has been used and designated as a compulsory textbook for students at the Muhammadiyah Junior High School level throughout Indonesia.

At the observation stage, several problems were found at SMP Muhammadiyah Yogyakarta, namely there were some difficulties faced by one of the teachers in delivering the material in the textbook. Because students come from different backgrounds, namely some students are alumni of Integrated Islamic Elementary Schools (IT) or schools that already have Arabic language subjects, and some other students come from Elementary Schools (SD) which in fact have not received Arabic language subjects.

B. THEORETICAL FOUNDATION

1. Analysis

Analysis in the Big Indonesian Dictionary is the decomposition of a subject into its various parts and the study of the parts themselves and the relationship between the parts to obtain a precise understanding and understanding of the meaning of the whole. (*Bismiati, 2016*).

According to Komaruddin, analysis is a thinking activity to decompose a whole into components so that it can recognize the signs of the components, their relationship with each other and their respective functions in an integrated whole. While in linguistics, analysis or analysis (analysis) is the study of language to examine in depth the structure of language.

Based on the above definition, it can be concluded that analysis is a process of breaking down or decomposing information or material into smaller components so that it is easier to understand and interpret.

2. Textbook

Textbooks are a very important component in the learning process. Without involving textbooks, learning can be less than optimal and undirected. Because textbooks are the main source of learning materials and information sources that support the process of achieving learning objectives that are compiled, distributed, and used in learning in accordance with the curriculum used (*Ramah, (2018)*).

3. Arabic Language Textbook

There are three main components of teaching materials that characterize teaching materials, including Arabic teaching materials, namely: 1) The main component includes information or main topics to be conveyed or that students must master, 2) complementary components include additional information or topics that are integrated with the main teaching materials, such as enrichment materials, additional readings, syllabi and other non-printed supporting materials, 3) and the learning outcomes evaluation component includes tests and non-tests that can be used for formative and summative tests of students during the learning process (*Syaifullah & Izzah, 2019*).

4. Criteria for the Content of a Good Textbook in Terms of Content, Presentation, Language and Graphics

Related to this textbook assessment, the National Education Standards Agency (BSNP) has developed a textbook assessment instrument. This instrument is used to determine the eligibility of a textbook to be categorized as a standard book. According to the National Education Standards Agency (BSNP), a quality textbook must fulfill four elements of eligibility, namely content eligibility, presentation eligibility, linguistic eligibility, and graphic eligibility.

The following are the criteria for coursebook content; a) Content feasibility assessment: suitability of SK and KD material descriptions, accuracy of material, learning support material. b) Presentation feasibility assessment: Presentation techniques, presentation of learning, completeness of presentation. c) Language feasibility assessment: The suitability of language use with the level of student development, the use of communicative language, the use of language meets the requirements for the conciseness and cohesiveness of the flow of thinking. d) Assessment of the feasibility of graphics: book size, book skin design, book content design.

C. RESEARCH METHODS

This research is a quantitative research with survey method. Data collection methods are observation, and questionnaires. Data analysis begins with statistical calculation techniques, namely calculating the results of analysis scores from educational experts, linguists and practitioners. Then proceed with describing the data and discussing the results of the research and drawing conclusions. Indicators of book feasibility are seen from the indicators of textbook feasibility according to BSNP. Therefore, the numbers in the study will be used to calculate the number of scores and determine the classification of book eligibility criteria according to predetermined indicators. The scheme of this research plan is as follows: Textbook -> Textbook feasibility analysis -> Results. The data collection technique uses observation and questionnaire methods by directly analyzing textbooks by Nanik Dwi Hariyani, S.Pd.I and Nurul Cholidiyah, S.H.I.

D. RESULTS AND DISCUSSION

1. Content Feasibility and Language Eligibility Analysis

a. Content Feasibility Analysis

1) Education Expert

Based on the results of the validation of educational experts in the analysis of Arabic Language Education textbooks for Muhammadiyah Junior High School grade 7, the results of the analysis are found in the table as follows:

Table 1: Whole Chapter Content Feasibility Analysis Score

| No | Bab | Feasibility Score | Feasibility Status |
|---|-----|-------------------|----------------------------|
| 1 | 1 | 95,3% | Completely Feasible |
| 2 | 2 | 96,8% | Completely Feasible |
| 3 | 3 | 90,6% | Completely Feasible |
| 4 | 4 | 85,9% | Completely Feasible |
| 5 | 5 | 89,1% | Completely Feasible |
| 6 | 6 | 92,2% | Completely Feasible |
| 7 | 7 | 92,2% | Completely Feasible |
| 8 | 8 | 93,7% | Completely Feasible |
| Total: Total Feasibility Score / Number of Chapters = 735,8% / 8 = 91,9% | | | Completely Feasible |

Table 1 is the result of the content feasibility test for all chapters. According to the expert, the content of the material in the 7th grade Muhammadiyah Junior High School Arabic Education textbook is "Very Feasible" for use in Arabic language learning. This is known from table 1 of the feasibility category of the textbook percentage which reached 91.9% with a total answer score of 471 points from the ideal of 512 points.

2) Practitioner

Based on the results of practitioner validation in the analysis of Arabic Language Education textbooks for Muhammadiyah Junior High School grade 7, the results of the analysis are found in the table as follows:

Table 2: Whole Chapter Content Feasibility Analysis Score

| No | Bab | Feasibility Score | Feasibility Status |
|---|-----|-------------------|----------------------------|
| 1 | 1 | 93,7% | Completely Feasible |
| 2 | 2 | 95,3% | Completely Feasible |
| 3 | 3 | 93,7% | Completely Feasible |
| 4 | 4 | 92,2% | Completely Feasible |
| 5 | 5 | 92,2% | Completely Feasible |
| 6 | 6 | 90,6% | Completely Feasible |
| 7 | 7 | 92,2% | Completely Feasible |
| 8 | 8 | 93,7% | Completely Feasible |
| Total: Total Feasibility Score / Number of Chapters = 743,6% / 8 = 92,9% | | | Completely Feasible |

Table 3: Categories of Feasibility of Textbooks According to Education Experts & Practitioners

| Persentase | Feasibility Score |
|---------------|----------------------------|
| $\geq 80\%$ | Completely Feasible |
| 60% - 79,9% | Worth |
| 50% - 59,9% | Decent Enough |
| $\leq 49,9\%$ | Less Feasible |

Table 2 is the result of the content feasibility test for all chapters. According to practitioners, the content of the material in the 7th grade Muhammadiyah Junior High School Arabic Education textbook is "Very Feasible" for use in Arabic language learning. This is known from table 2 of the feasibility category of the textbook percentage which reached 92.9% with a total answer score of 476 points from the ideal of 512 points.

b. Language Feasibility Analysis

1) Language Expert

Based on the results of linguist validation in analyzing Arabic language education textbooks for Muhammadiyah Junior High School grade 7, the results of the analysis are found in the table as follows :

Table 4: Whole Chapter Language Feasibility Analysis Score

| No | Bab | Feasibility Score | Feasibility Status |
|----------|-----|-------------------|---------------------|
| 1 | 1 | 91,6% | Completely Feasible |
| 2 | 2 | 70,8% | Worth |
| 3 | 3 | 62,5% | Worth |
| 4 | 4 | 79,1% | Worth |
| 5 | 5 | 83,3% | Completely Feasible |
| 6 | 6 | 91,6% | Completely Feasible |
| 7 | 7 | 95% | Completely Feasible |
| 8 | 8 | 91,6% | Completely Feasible |

| | |
|--|----------------------------|
| Total: Total Feasibility Score / Number of Chapters = 665,5% / 8 = 83,1 % | Completely Feasible |
|--|----------------------------|

Table 4 is the result of the language feasibility test for all chapters. According to the expert, the language in the Arabic language education textbook of Muhammadiyah Junior High School grade 7 is "Very Feasible" to be used in Arabic language learning. This is known from table 4 of the feasibility category of the textbook percentage which reached 83.1% with a total answer score of 160 points from the ideal of 192 points.

2) Practitioner

Based on the results of practitioner validation in analyzing Arabic language education textbooks for Muhammadiyah Junior High School grade 7, the results of the analysis are found in the table as follows :

Table 5: Whole Chapter Language Feasibility Analysis Score

| No | Bab | Feasibility Score | Feasibility Status |
|--|-----|-------------------|----------------------------|
| 1 | 1 | 100% | Completely Feasible |
| 2 | 2 | 79,1% | Worth |
| 3 | 3 | 87,5% | Completely Feasible |
| 4 | 4 | 100% | Completely Feasible |
| 5 | 5 | 91,6% | Completely Feasible |
| 6 | 6 | 91,6% | Completely Feasible |
| 7 | 7 | 87,5% | Completely Feasible |
| 8 | 8 | 83,3% | Completely Feasible |
| Total = Total Eligibility Score / Number of Chapters = 720.6% / 8 = 90.1% | | | Completely Feasible |

Table 6: Categories of Textbook Feasibility According to Linguists & Practitioners

| Persentase | Feasibility Score |
|------------|----------------------------|
| ≥ 80% | Completely Feasible |

| | |
|-------------|--------------------------|
| 60% - 79,9% | Worth |
| 50% - 59,9% | Decent Enough |
| ≤ 49,9% | Less Feasible |

Table 5 is the result of the language feasibility test for all chapters. According to practitioners, the language in the textbook of Arabic language education at Muhammadiyah Junior High School grade 7 is "Very Feasible" to be used in learning. This is known from table 5 of the feasibility category of the textbook percentage which reached 90.1% with a total answer score of 173 points from the ideal of 192 points.

The Muhammadiyah Junior High School Arabic Education Book grade 7 has 8 chapters, each of which is divided into several parts. First, the front page (cover) of each chapter, which contains the chapter title and indicators. Second, the learning objectives column contains readings to be used as reflections that can make students realize the importance of learning the material in the chapter. Third, the learning steps column contains learning steps that help teachers to convey the content of the material in the chapter. Fourth, the content of the material where in this section the material related to the indicators is explained. Fifth, the exercise section which consists of two forms of exercises, namely multiple choice and description. Sixth, a reflection sheet that contains blank notes for students to fill in the knowledge that has been obtained in the material in the chapter. And at the end there is a dictionary column containing Arabic vocabulary and its translation.

E. CONCLUSIONS

The Arabic Language Education textbook for Muhammadiyah Junior High School grade 7 in terms of content feasibility has been categorized in the very feasible category by educational experts with a percentage of 91.9% and by practitioners with a percentage of 92.9%. The content in the book already contains material that is in accordance with the potential that students must achieve. The depth of the book is also very good and complete, including basic concepts,

definitions, and examples that have been presented. The accuracy of the material in this book is very accurate, but the accuracy of the questions is not varied and there are still questions that are wrong or have no answers.

The Arabic language education textbook for Muhammadiyah Junior High School grade 7 in terms of language feasibility has been categorized in the very feasible category by linguists with a percentage of 83.1% and by practitioners with a percentage of 90.6%. The language used in this book has been adapted to the intellectual and socio-emotional development of junior high school students. The language in this book is also communicative for junior high school students because the readability of each material in this book is quite ideal for junior high school students, especially grade 7 and only a few minor errors related to the accuracy of the use of Arabic. The order and integration of chapters, subchapters, and paragraphs are also very good.

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