



# ANALYSIS OF THE *AYO FASIH BERBAHASA ARAB* GRADE 10 TEXTBOOKS BASED ON THE THEORY OF ABDUL HAMID ET AL.

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## ABSTRACT

The purpose of this scientific research is to analyze the book *Ayo Fasih Berbahasa Arab* as a grade 10 school book based on the theory of Abdul Hamid et al. Researchers used the literature review research method. The data source is the book *Ayo Fasih Berbahasa Arab* and sources related to this research problem. In collecting data, researchers used the documentation method. In analyzing the data, researchers used content analysis. From the results of the study, it was found that the suitability of the presentation of the book *Ayo Fasih Berbahasa Arab* based on the theory of Abdul Hamid et al which was reviewed from 7 aspects of the assessment, namely the textbooks content, the accuracy of coverage, the digestibility of the material, the use of language, packaging or appearance, illustrations and completeness of components. Although the preparation of this book is classified as good, it cannot be said to be perfect because there are still shortcomings in this book. There are still errors in the writing of the harakat, in the notes on the instructions for using the book for teachers, there are incorrect instructions on the example of reading the end of the sentence (waqaf), and the speakers in the audio (native speakers) are less precise in their pronunciation.

**Keywords:** *Ayo Fasih Berbahasa Arab* Book; Abdul Hamid et al theory; Arabic language

## 1. INTRODUCTION

One of the successes of implementing the 2013 curriculum is adequate learning facilities and resources. Learning resources have an important role in the preparation of teaching materials. From learning resources, we can get various kinds of teaching material needs. Teaching materials are all forms of materials used to assist teachers in carrying out the learning process in class. One of the teaching materials needed is textbooks or package books. The existence of textbooks greatly supports the function of national education. Therefore, textbooks must be able to present meaningful learning materials.

Arabic language teaching cannot be separated from textbooks that meet academic requirements. Textbooks in circulation are modified according to the applied curriculum. The curriculum applied in schools today is the 2013 curriculum for Arabic language subjects, based

on the Decree of the Ministry of Religious Affairs of the Republic of Indonesia Number 183 of 2019.

The number of publishers and authors of textbooks that exist today allows the presentation of material with different language styles so that it can affect student understanding. Related to the analysis of Arabic textbooks, several previous studies have been found that analyze the usefulness of Arabic textbooks, such as Lutfi Abdul Basit's research entitled "Analysis of Teaching Materials for *Ayo Fasih Berbahasa Arab* for grade XII at Madrasah Aliyah Hasan Saefullah (Material Review Based on Mackey's Theory) Hafsa Nurlaila's research entitled "Review of Arabic Teaching Materials for Grade 1 Based on the 2013 Curriculum for the Grade 10 Religious Program by Roy et al. From this research, problems were found in Arabic textbooks, such as Arabic writing errors, proficiency standards with less depth of material and illustrations that did not attract students' attention.

Based on these studies, the researcher chose *Ayo Fasih Berbahasa Arab* for grade 10 Erlangga to analyze. Because, the book is a product of human thought that has weaknesses and shortcomings. This is also coupled with the fact that the book was born and enacted at the beginning of the implementation of the madrasah curriculum 183 in 2019. As a relatively new product, and a situation that is constantly changing, the book is certainly not free from weaknesses or shortcomings.

As for this study, researchers focused on analyzing the book *Ayo Fasih Berbahasa Arab* for grade 10 using the theory of Abdul Hamid et al. which examines 7 aspects, namely the textbooks content, the accuracy of coverage, the digestibility of the material, The use of language, packaging or appearance, illustrations, and completeness of components.

## 2. METHODS

This research is library research by taking data from written materials (especially in the form of theoretical studies). Data collection is done by documentation method from primary data sources of the book *Ayo Fasih Berbahasa Arab* and secondary data sources in the form of journals, articles, sources related to research problems such as Arabic language learning books approaches, methods, strategies, materials and media compiled by Abdul Hamid. Data analysis techniques used Content analysis techniques on literature that has relevance to the issues discussed, then review and conclude.

## 3. RESULTS AND DISCUSSION

### Book Description *Ayo Fasih Berbahasa Arab* for Grade 10

The book *Ayo Fasih Berbahasa Arab* grade 10 was published by Erlangga Publishers in 2020. This book is the 1st printed edition which refers to the core competencies and basic competencies of Arabic language of madrasah aliyah as stated in KMA No. 183 of 2019 concerning islamic religious education and Arabic Language curriculum in madrasah. This book was written by Hasan Saifullah in collaboration with editors Sani Nurlatifah, Hasanuddin, Madian, and M. Naufal S.S as cover content designers. This book consists of 249 pages.

This book consists of three parts: The first part contains the cover, book identity, introduction, introduction (details of basic competencies of Arabic for Madrasah Aliyah), guidelines for using the book for teachers and table of contents on pages one to fifteen. The second part contains the content of the textbook which consists of six chapters of

discussion/topics presented in two semesters. Each chapter consists of five subchapters: listening skills, speaking skills, reading skills, writing skills, fahm al-tarakib, and evaluation. The third part contains appendices: glossary, glossary, agent information publications, index, and image sources.

### **Abdul Hamid et al's theory**

Here are somethings that need to be considered in developing Arabic language books based on the theory of Abdul Hamid et al, namely as follows:

1. The textbooks content is related to the validity or correctness of scientific content that is adjusted to the value system and philosophy of life prevailing in the country and society in the environment where the school is located.
2. The accuracy of coverage relates to the content of educational material in terms of breadth and depth of material. As well as the integrity of the concept based on the field of science which is the main reference for the curriculum and syllabus.
3. The digestibility of the material relates to whether or not the learning material is easily understood by students as users. There are six things that can support the level of digestibility of educational materials as mentioned below, namely: logical explanation, coherent presentation of material, examples and illustrations, tools that make it easier, an orderly and consistent format, and an explanation of the relevance and benefits of teaching materials.
4. The use of language in the development of teaching materials is related to the selection of language varieties, word selection, the use of effective sentences, and the preparation of meaningful paragraphs. Good teaching materials are able to encourage and motivate students to read, do assignments, and can arouse students' curiosity to further explore the topics they learn.
5. Packaging or appearance in teaching materials relate to the layout of information on a printed page and packaging in a multimedia teaching material package. In this case there are several things that must be considered: book size, book cover design, and book content design.
6. Illustrations, the presentation of illustrations in Arabic textbooks with the aim that textbooks become more attractive, able to provide motivation, communication, and can help students understand the material and messages conveyed in textbooks.
7. Completeness of components, the completeness of components related to teaching material packages that can function as main components, complementary components, and learning outcomes evaluation components. The main component contains the main information or topic to be conveyed to students. Complementary components are additional information or topics that complement the main learning material, or information or topics to enrich students' insights.

### **Analysis of the Book *Ayo Fasih Berbahasa Arab* for Grade 10 Based on the Theory of Abdul Hamid et al.**

The proper presentation of the *Ayo Fasih Berbahasa Arab* book based on the theory of Abdul Hamid et al is reviewed from seven aspects, namely: 1) The content of the textbook, and the material presented does not conflict with the value system applied by the state and society in the school environment in the *Ayo Fasih Berbahasa Arab* book. 2) Coverage accuracy, this material is in accordance with ministry of religion number 183 of 2019. 3) The digestibility of the material, this material is easy for students to understand because there are examples and tools in the

textbook. 4) The use of language, this book uses fushah Arabic. When looking at the accuracy of the use of language rules, words and sentences are mostly in accordance with the rules of Arabic (nahwu-shorof). However, there are still errors in writing the final harakat of sentences that are not in accordance with Arabic rules such as the following table:

**Table 1.** Errors in Writing the Final Harakat

الصفحة	الصحيح	الخطأ
16	هذه صديقتي، اسمها جميلة	هذا صديقتي، اسمها جميلة
24	شريف تلميذ الصف التاسع في المدرسة الثانوية	شريف تلميذ الصف التاسع في المدرسة الثانوية
51	ماذا يعمل أبوك؟	ماذا يعمل أبوك؟
57	اسمها خالدة	اسمها خالدة

5) Packaging or appearance the contents of this book use simple letters so that it gives a communicative impression to the reader. 6) Illustrations The illustrations used are very varied, but the pictures and images presented use black and white colors so that they create a less attractive impression. 7) Completeness of components: This book is complete because it is accompanied by visual and audio illustrations to support students' understanding of Arabic textbook material.

#### **Advantages and Disadvantages of *Ayo Fasih Berbahasa Arab* for Grade 10**

The advantages of the *Ayo Fasih Berbahasa Arab* book are that the material presented is very simple so that it can facilitate the learning process for students. This book is supported by digital media as an educational resource, because it is accompanied by various illustrations and audio that can be listened to by scanning the barcode on the book page then accessing it through the ErlBook Reader application. This book contains many exercises so that students can be more active and productive in developing their Arabic language skills.

The disadvantages of this book are: In the linguistic aspects presented in the book *Ayo Fasih Berbahasa Arab* there is still in the writing of the final harakat of the sentence that is not in accordance with the Arabic language rules. Displaying illustrations and photos using black and white colors creates an unattractive impression. In the notes on the instructions for using the book for teachers, there are instructions that are less precise on the example of reading the end of the sentence (waqaf) and the pronunciation of speakers in the audio (native speakers) is less precise in its pronunciation.

#### **4. CONCLUSION**

The preparation of the book *Ayo Fasih Berbahasa Arab* grade 10 based on the theory of Abdul Hamid et al is classified as good, but there are still shortcomings in this book, namely: There are still errors in writing the final harakat of the sentence, in the notes on the instructions for using the book for the teacher, there are instructions that are less precise on the example of reading the end of the sentence (waqaf), and the speakers in the audio (native speakers) are less precise in their pronunciation.

The shortcomings of *Ayo Fasih Berbahasa Arab* as an assessment or evaluation for writers and publishers to pay more attention to the preparation of good textbooks and review textbooks

before they are printed and distributed to religious schools. For further researchers to be more ideal in analyzing textbooks using other theories.

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