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Arabic Textbook Preparation For Indonesian Learners: Between Theoretical Concepts and Practical Reality

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Abstract

This study aims to analyze the theoretical principles and practical realities of Arabic textbook development for Madrasah Aliyah published by the Ministry of Religious Affairs in 2020. Using a descriptive qualitative approach through literature review and content analysis, this study focuses on four key principles in Arabic textbook development, that is sociocultural, psychological, linguistic, and pedagogical. The results show that the textbook integrates Islamic values and local Indonesian contexts (sociocultural), presents materials progressively according to students' development stages (psychological), applies modern *fusha* Arabic balanced with four language skills (linguistic), and aligns objectives, materials, and evaluations with the national curriculum (pedagogical). Overall, the textbook fulfills the theoretical framework of Arabic textbook design for non-Arab learners while still requiring improvement in communicative and evaluative components. These findings contribute to the development of more adaptive and contextual Arabic language teaching materials for Indonesian learners.

Keywords: *Textbook Development, Arabic-Language Textbook, Learners for Non-Arab*

Abstrak

Penelitian ini bertujuan untuk menganalisis prinsip-prinsip teoretis dan realitas praktis pengembangan buku ajar bahasa Arab untuk Madrasah Aliyah terbitan Kementerian Agama Tahun 2020. Dengan pendekatan kualitatif deskriptif melalui studi pustaka dan analisis isi, penelitian ini menyoroti empat prinsip utama penyusunan buku teks bahasa Arab, yaitu sosiokultural, psikologis, linguistik, dan pedagogis. Hasil penelitian menunjukkan bahwa buku ajar tersebut telah mengintegrasikan nilai-nilai Islam dan konteks lokal Indonesia (sosiokultural), menyajikan materi secara bertahap sesuai perkembangan pembelajar (psikologis), menggunakan bahasa Arab *fusha* modern yang seimbang dengan empat keterampilan berbahasa (linguistik), serta menyelaraskan tujuan, materi, dan evaluasi dengan kurikulum nasional (pedagogis). Secara keseluruhan, buku ajar ini telah memenuhi kerangka teoretis pengembangan buku teks bagi pembelajar non-Arab meskipun masih perlu penyempurnaan pada aspek komunikatif dan evaluatif. Temuan ini berkontribusi bagi pengembangan bahan ajar bahasa Arab yang lebih adaptif dan kontekstual bagi pelajar Indonesia.

Kata Kunci: *Pengembangan Buku-Teks, Buku-Ajar Bahasa Arab, Pembelajar untuk Non-Arab*

Introduction

Arabic is one of the international languages that is widely studied in the world. Especially in Indonesia, where the majority of people embrace Islam and its learning can be found in Islamic educational institutions ranging from the Ibtidaiyah level to universities. In the learning process, of course, it cannot be separated from the role of print media and textbooks are a type of print media that is widely used as teaching material in classroom instruction.¹ Textbooks are systematically arranged learning materials designed according to educational objectives, learning orientations, and students' developmental stages.²

In the education system, textbooks have a crucial function and are the foundation of learning in the classroom.³ Textbooks as teaching materials are also one of the main components of the curriculum in addition to other components such as the learning process, learning methods and techniques and so on. There is an analogy that textbooks are like vessels that can be filled and poured into the "bowl" of thirsty learners, and then the bowl can be filled with delicious healthy drinks or bitter bitter painful drinks. While the teacher or lecturer is likened to an intermediary mediator whose function is to pour the contents of the vessel to the learners.⁴ From the above illustration, it can be concluded that teaching materials in the form of textbooks play an important and fundamental role in the learning process. Especially for Arabic language learners who are not native speakers or known as non-Arabic, such as the Indonesian people themselves.⁵

Arabic textbooks for non-Arabic speakers are one of the supporters of teacher convenience and greatly affect the understanding of students in the learning process. Therefore, the preparation of Arabic textbooks for non-Arabs that are carried out carefully and precisely is very important to do.⁶ Syaifullah and Izzah stated that teaching materials are an influential factor in Arabic language learning, especially in Indonesia. Therefore, the ability

¹ Zemita Umar and Zulfitria Zulfitria, "Implementasi Penggunaan Media Cetak Sebagai Sumber Bahan Ajar Di Tengah Gempuran Bahan Ajar Bebas Digital," *Cendikia: Jurnal Pendidikan Dan Pengajaran* 2, no. 6 (2024): 49–54, <https://jurnal.kolibi.org/index.php/cendikia/article/view/1653>.

² Masnur Muslich, *Text Book Writing* (Yogyakarta: Ar-Ruzz Media, 2010), 50.

³ Pangestu Cahyo Gumelar and Sedyo Santosa, "Nilai Estetika Buku Teks Kurikulum 2013 Edisi Revisi 2019 Kelas I Ditinjau Dari Persepsi Guru MIN 1 Bantul," *Al-Aulad: Journal of Islamic Primary Education* 5, no. 1 (April 2022): 46–56.

⁴ Abdullah Al-Gali and Abdul Hamid Abdullah, *Menyusun Buku Ajar Bahasa Arab* (Padang: Akademia Permata, 2012).

⁵ Aris Junaedi Abdilah and Maman Abdurrahman, "Kriteria Buku Ajar Bahasa Arab Dalam Kitab Idha'At," *Tadris Al-Arabiyyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3, no. 2 (July 31, 2023): 257–264, <https://ejournal.iaida.ac.id/index.php/arabiyyat/article/view/2218>.

⁶ M. Riza Pahlefi, "Analisis Buku Al-'Arabiyyah Baina Yadaik Jilid I," *al-Ittihad: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 12, no. 2 (2020): 157–176.

to compile and develop teaching materials must be owned by Arabic teaching practitioners.⁷ However, sometimes some Arabic textbooks are found to still have discrepancies in the process of preparation and writing. Indeed, textbooks used as Arabic language teaching materials for non-Arabs must be scientifically tested, meaning that the material content in them must be compiled and formulated based on the principles of preparing textbooks for non-Arabs⁸ and need to pay attention to several components that must also be in it. Therefore, it can be determined whether or not the book is suitable for use as teaching material in the learning process.⁹

Several previous studies have examined Arabic textbooks at various levels of education in Indonesia. Rosyadi¹⁰ and Bahy¹¹ found that Arabic textbooks for Madrasah Ibtidaiyah (Islamic elementary school) are systematically structured but lack contextual relevance to students' daily lives. Ramdani¹² revealed that textbooks for Madrasah Tsanawiyah (Islamic junior high school) consider cognitive and social aspects but pay less attention to communicative skills. Meanwhile, Amrullah¹³, Sahrul¹⁴, and Panaraga¹⁵ noted that textbooks for Madrasah Aliyah textbooks are generally aligned with the curriculum but have not fully implemented the theoretical foundations for textbook development for non-Arab students. These findings suggest that although Arabic textbooks in Indonesia show progress in curriculum structure and integration, they still lack a comprehensive application of the four theoretical principles, including sociocultural, psychological, linguistic, and pedagogical that this study aims to analyze through the 2020 Arabic textbooks for Madrasah Aliyah

⁷ Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (May 2019): 127.

⁸ Ahmad Izzan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Humaniora, 2009).

⁹ Abdul Hamid, Uril Baharuddin, and Bisir Mustofa, *Pembelajaran Bahasa Arab Pendekatan, Metode, Strategi, Materi, Dan Media* (Malang: UIN-Malang Press, 2008), 73.

¹⁰ Sofiah Rosyadi, "Analisis Buku Ajar Bahasa Arab Madrasah Ibtidaiyah Kelas 1 Dari Kementerian Agama Republik Indonesia," *Jurnal Al-Maqoyis* 6, no. 1 (November 2, 2021): 1, <http://jurnal.uin-antasari.ac.id/index.php/maqoyis/article/view/5241>.

¹¹ Moh. Buny Andaru Bahy and Mirwan Ahmad Taufiq, "Analisis Buku Ajar Bahasa Arab Tingkat Madrasah Ibtidaiyah Perspektif Amani Dan Awatif," *Taqdir* 7, no. 2 (January 2022): 245–256.

¹² Ahmad Wildan Sahuri Ramdani, Muhammad Ariq Saeputra, and Uyun Thayyibah, "Analisa Aspek Kognitif Dan Sosial Terhadap Buku Teks Bahasa Arab Kelas VII Madrasah Tsanawiyah (MTS) Terbitan Kemenag Tahun 2020," *Jurnal Pendidikan Bahasa Arab L-DHAD* 4, no. 1 (2025): 8–18.

¹³ Afif Amrullah, "Tahlil Mawād Al-Kutub Ad-Dirāsiyyah Li Dars Al-Lughah Al-‘Arabiyyah Bi Al-Madrasah AŞ-Şanawiyyah Al-Islāmiyyah Min Manzūr Al-Bidāgūjiyā Al-Intiqādiyyah," *Taqdir* 7, no. 1 (June 2021): 1–14.

¹⁴ Sahrul Muhamad, "Telaah Buku Teks Bahasa Arab Madrasah Aliyah," *Al-Mashadir* 2, no. 01 (June 2022): 71–84.

¹⁵ Fathi Hisyam Panagara et al., "Tahlil Kitab Al-Lughah Al-‘Arabiyyah Li Al-Madrasah Al-‘Aliyah ‘ala Mandzur ‘Ali Muhammad Al-Qasimi," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 2023): 565.

published by the Ministry of Religious Affairs. Therefore, the author attempts to fill this research gap by using this perspective and focusing on Arabic textbooks for Madrasah Aliyah level published by the Ministry of Religious Affairs in 2020 as a representative of Arabic textbooks for non-Arabs in Indonesia.

Muhaiban argued that textbooks play a strategic role, especially for non-Arab learners, due to the various unique features of the Arabic language. He hoped this would motivate them to learn Arabic. However, interestingly, his findings revealed that very few Arabic textbooks were written by Indonesian scholars, and even those few were of substandard quality. He believes one contributing factor is the lack of theoretical information regarding textbook authorship, particularly for Arabic textbooks for non-Arabs.¹⁶ Therefore, theoretical studies surrounding the development of Arabic textbooks for non-Arabs must be continuously maintained.

The author feels the need for in-depth scientific research on textbooks and has chosen to focus more on the theoretical aspects of developing Arabic language textbooks for non-Arabs in Indonesia. This is because Arabic language textbooks for non-Arabs are very different from Arabic textbooks for native speakers. Therefore, the purpose of this study is to examine both the theoretical analysis and practical realities of Arabic language textbooks development at the Madrasah Aliyah level in Indonesia based on four principles for developing Arabic textbooks for non-Arabs.

Method

This discussion uses a type of literature research or it can also be called library research with a descriptive qualitative model and a content analysis approach focused on textual analysis of Ministry textbooks. Furthermore, the author tries to explain and describe theoretically the development of Arabic textbooks for non-Arabs. The primary object of analysis in this study is the Arabic textbooks for grade X, grade XI, and grade XII students at the Madrasah Aliyah level published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religious Affairs, 2020 edition. The 2020 edition of the Arabic textbook was published in line with the issuance of KMA No. 183 of 2019 concerning the PAI and Arabic Curriculum in Madrasahs, and subsequently used in Arabic language learning in Indonesia.

¹⁶ Muhaiban, "Penulisan Buku Ajar Bahasa Arab," in *Prosiding Konferensi Nasional Bahasa Arab (Konasbra)*, vol. 2 (Malang, 2016), <https://prosiding.arab-um.com/index.php/konasbara/article/view/65>.

This particular edition was chosen for several academic and practical reasons. First, it represents the most recent and officially standardized Arabic textbooks used nationally in Indonesian madrasah education following the enactment of KMA No. 183 of 2019, which restructured the Arabic and Islamic Education Curriculum. Second, these textbooks were explicitly designed for non-Arabic learners and thus provide a relevant representation of how theoretical principles of Arabic textbook development are implemented in the Indonesian context. Third, as these books are government-published and widely distributed, their analysis allows for a more comprehensive understanding of the pedagogical and linguistic framework adopted at the national level. This discussion is also complemented by other sources, including journal articles and relevant reference books on Arabic language textbook design and applied linguistics, published in nationally or internationally accredited journals within the last ten years. Sources were selected using a purposive sampling technique, focusing on literature that explicitly discusses Arabic language teaching materials for non-Arabic learners. This method enables the researcher to examine how theoretical principles are reflected in the textbooks.

Result and Discussion

Textbooks and their Foundations

A textbook is simply a book that contains subject matter and is organized in such a way that students can more easily understand the information taught by a teacher in the learning process.¹⁷ In line with Al-Gali's opinion as in his book *Usus I'dād al-Kutub at-Ta'limiyyah li Ghairi an-Nātiqina Bihā* as follows:¹⁸

إن الكتاب التعليمي هو الكتاب الأساسي للطالب وما يصحبه من مواد تعليمية مساعدة والتي تؤلف من قبل المتخصصين في التربية واللغة وتقدم للدارسين لتحقيق أهداف معينة في مقرر معين في مرحلة معينة بل في صف دراسي معين وفي زمن محدد.

Textbooks as educational books have an important and fundamental role in the learning process. With textbooks, learning programs can be implemented more regularly and systematically. Grambs (J. D.) emphasizes the importance of textbooks by stating "The

¹⁷ Syamsuddin Asyrofi and Toni Pransiska, *Penulisan Buku Teks Bahasa Arab* (Yogyakarta: Penerbit Ombak, 2016), 4.

¹⁸ Abdullah Al-Gali and Abdul Hamid Abdullah, *Usus I'dād Al-Kutub At-Ta'limiyyah Li Ghairi An-Nātiqina Bihā* (Riyadh: Dar al-Pūshom, 1991), 9.

*Textbook is one the teacher's major tools in guiding learning."*¹⁹ Because it has a very important role in the learning process, textbooks certainly have quite diverse functions when referring to some of the definitions above. There are two functions based on the parties that use them, namely the function for teachers and the function for student participants.

The functions of textbooks for teachers include: (1) Saving time for teachers in teaching, (2) Changing the role of the teacher from a teacher to a facilitator, and (3) Improving the learning process to be more effective and interactive. The functions of textbooks for students include: (1) Students can learn without the presence or assistance of the teacher, (2) Students can learn anytime and anywhere they want, (3) Students can learn at their own pace, (4) Students can learn in the order they choose, (5) Helping the potential to become independent learners, (6) As a guide for students who will direct all their activities in the learning process.²⁰

Before writing a textbook, you must first know some of the foundations of writing that need to be considered. Muslich suggests several foundations in textbook writing, namely the scientific foundation, the foundation of education and teacher science, the foundation of student needs, and the foundation of the readability of the material and language used.

The scientific foundation is related to the understanding and mastery of the theory in the scientific field or field of study in which it is written. Technically in textbook writing, namely, aspects of material accuracy, aspects of material coverage, aspects of material support. Educational and teacher foundations, related to the nature of learning, contextual learning, pakem learning models, and the development of student activity, creativity and motivation.

Next is the foundation of student needs which is closely related to motivation. On this foundation, an understanding of the theory of motivation needs to be deepened. Because in fact, in the initial writing of a textbook without a background of student needs, the output of the book will be ideal. The last foundation is the foundation of the readability of the material and the language used. Indicators that support the aspects of writing on this foundation are communicative, dialogical and interactive, straightforward, orderly flow of

¹⁹ Muslich, *Text Book Writing*.

²⁰ T Belawati, *Pengembangan Bahan Ajar* (Jakarta: Pusat Penerbitan UT, 2003), 1–3.

thought, coherence, conformity with language rules, and the use of terms and symbols or symbols that are in accordance with the development of students.²¹

Textbooks in Arabic Language Learning

One of the factors that lead to the success of the Arabic language learning process is the availability of supporting books or teaching materials in the form of good textbooks.²² Textbooks as teaching materials can also alleviate and even change the role of teachers and students during instruction in the classroom. Because in fact, with the availability of teaching materials in the form of textbooks, teachers are no longer the main source. Of course, in terms of benefits, the learning process can run more effectively.

Besides its urgency in the learning process, textbooks have a role as a catalyst for success for teachers and students. Because it is like a double-edged knife, books have great benefits as well as negative effects if they are not well prepared or compiled without paying attention to the basic principles that should be used.²³ Moreover, the reality is that even though the majority of Indonesian people are Muslim, Arabic is still a second language. It is of course very different from the principles of learning to the preparation of textbooks prepared to support the learning process with native language owners. With that, there needs to be a fairly in-depth study related to this discussion which is also part of the study of applied linguistics.

Indeed, Arabic teaching materials are a collection of Arabic language subject matter which is a combination of knowledge, skills, and attitudinal factors that are systematically arranged so that teachers and students can use in the Arabic language learning process. Based on this understanding, not all books sold freely on the market can be categorized as qualified teaching materials. Teaching materials in the form of textbooks that contain subject matter and are arranged systematically with the aim of the teaching-learning process that emphasizes its position as teaching material. If not, then it cannot be categorized as teaching material.

From that, how important is an Arabic textbook intended for non-Arab speakers that is systematically arranged with the principles of correct scientific principles, one of which is the principle of language and education, and other supporting scientific principles as an

²¹ Toni Pransiska, "Buku Teks Al-Lughah Al-'Arabiyah Al-Mu'ashirah Bagi Penutur Non Arab Desain, Kontruksi Dan Implementasi," *Al-Fikra: Jurnal Ilmiah Keislaman* 17, no. 1 (July 3, 2018): 1, <http://ejournal.uin-suska.ac.id/index.php/al-fikra/article/view/5123>.

²² Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (December 2018): 141.

²³ Asyrofi and Pransiska, *Penulisan Buku Teks Bahasa Arab*.

initial consideration for the preparation of Arabic textbooks for non-Arab speakers?²⁴ Furthermore, this paper will examine more deeply related to these principles and their importance in the preparation of Arabic textbooks for non-Arabs.

Principles of Arabic Textbook Development for Non-Arabic Speakers

In the preparation of Arabic textbooks as textbooks must pay attention to the foundation or principles of their preparation, so that the books produced can be reference materials that are in accordance with the situation and conditions of the students who use them.²⁵ An-Naqoh argues the importance of an Arabic textbook intended for non-Arab learners to be systematically arranged with the principle of correct scientific principles and supports as an initial consideration for the preparation of Arabic textbooks for non-Arabs.

The principles that must be considered in making Arabic textbooks for non-Arabs are socio-cultural principles, psychological principles, language principles, and educational principles.²⁶



Image 1. Concept of the Four Principles of Arabic Language Book Preparation

1. Socio-cultural Principles

Language will not be separated from the culture of the language owner itself. Because language is a container of culture. By considering cultural aspects as one of the pillars of education, especially when preparing Arabic language learning for non-Arabs, there are several important things that must be considered and discussed

²⁴ Mahmud Kamil An-Naqoh, *Waqai' Nadwat Ta'lim Al-Lughah Al-'Arabiyyah Li Ghairi an-Natiqin Bihā* (Maktabah at-Tarbiyah al-'Arabiyyah li dauli al-khalij, n.d.).

²⁵ Hamid, Baharuddin, and Mustofa, *Pembelajaran Bahasa Arab Pendekatan, Metode, Strategi, Materi, Dan Media*.

²⁶ M. A Al-Qashiri, *Asyaraṭātī Maqtarabata Lā 'adāda Al-Kitāb Al- Ta'limi Fi Al-Lughati Al-'Arabiyyah* (al-Jami'ah al-Wathaniyah, n.d.).

together. These discussion points are the definition of culture and its characteristics, the correlation of culture with Arabic language learning, and things that must be considered when preparing cultural aspects as part of the preparation of Arabic language textbooks for non-Arabs.²⁷

When writing or analyzing a textbook, the author should explain the cultural context contained in the book, including the boundaries that distinguish between Islamic culture and Arab culture in general. Be objective about cultural themes related to Islamic ideology and consider the ability level of the target students and their native cultural background.

Therefore, when compiling or developing Arabic textbooks, Arabic and Islamic socio-cultural elements must be contained in the teaching materials. It also does not forget to adjust the cognitive development of students and their socio-cultural background.

2. Psychological Principles

Understanding the psychological and logical aspects of learners is a very important need in order to prepare curriculum coverage and learning materials. Of course, it is well known that human cognitive and psychological levels vary at each age level. Even among students of the same age level there can be differences in thinking ability and other characteristics. From this, a term known as the principle of individual differences (*al-furūq al-fardiyyah*) emerges, which relates to student development that needs to be considered when preparing and compiling learning materials.²⁸

Students are an important part of the teaching and learning process, because they are the target of achieving learning objectives, as well as the subject and object of learning. Therefore, all education experts agree that student motivation is very important for successful learning. Students will have a high level of success if they have higher motivation. Conversely, if student motivation is lower, then the level of success is also lower. Therefore, this aspect of psychology discusses the motivation to learn Arabic, and briefly discusses the ability, readiness to learn the language until the psychological stage of development. Therefore, Arabic textbooks for non-Arabs

²⁷ Al-Gali and Abdullah, *Menyusun Buku Ajar Bahasa Arab*.

²⁸ Rusydi Ahmad Thu'aimah, *Al-Usus Al-'Ammah Li Manābij Ta'lim Al-Lughah Al-'Arabiyah; Idādubā, Taṭwīrūhā, Taqwīmūhā*. (Kairo: Dār al-Fikr al-'Araby, 2004), 44.

should pay attention to the psychological aspects of students so as to increase students' learning motivation.

3. Language Principles

Arabic is one of the international languages that always develops and spreads widely through the transformation process. Then in relation to learning Arabic for non-Arabs, it is necessary to explain and understand again that the reality of Arabic consists of several levels according to its use. From that, the compiler of the book should know in advance the needs and motivation of the learner in learning Arabic as a foreign language.

Regarding what language should be taught to non-Arabic learners. It is good to first know some levels of Arabic usage, namely Classical Arabic (BAK), Modern Arabic (BAM), Specialized Arabic (BAC), Fusha Arabic (BAF), and Amiyah Arabic (BAA). Of all these levels, Fusha Arabic (BAF) is the most relevant and should be taught in Arabic learning books for non-Arabs. Because Fusha Arabic has a higher degree when juxtaposed with Amiyah Arabic that applies in everyday life.²⁹

In the preparation of Arabic teaching materials, the linguistic principle in question is to pay attention to the language to be taught to students, which includes language elements (*al-anāṣir al-lughawīyah*), namely *aṣwāt*, *mufradāt*, and *tarākīb*. Also do not forget to pay attention to language skills (*al-mahārah al-lughawīyah*) including, *istimā*, *kalām*, *qira'ah*, and *kitābah* so that the material presented is in accordance with the objectives set.³⁰

4. Pedagogical Principles

Abdul Hamid argues that the principles of pedagogy or education are matters related to educational theory in the preparation and development of textbooks, such as starting from the easiest to the complex, from the concrete to the abstract, moving from the beginning of the process to the conclusion, from material that is already known and gradually to new material and so on in accordance with the principles of education in the process of writing and preparing books.³¹ In this discussion, of course, concepts related to important elements of education in compiling materials,

²⁹ Rahma Azizatul Ni'mah, "Analisis Penggunaan Variasi Bahasa Arab Fusha Dan 'Amiyah Dalam Ruang Lingkup Sosial Bahasa (Sosiolinguistik)," *Al-Fatḥ: Jurnal Bahasa dan Sastra Arab* 7, no. 2 (2024): 45–57.

³⁰ Asyrofi and Pransiska, *Penulisan Buku Teks Bahasa Arab*.

³¹ Hamid, Baharuddin, and Mustofa, *Pembelajaran Bahasa Arab Pendekatan, Metode, Strategi, Materi, Dan Media*.

namely objectives (*al-hadf*), material content (*al-muḥtawā*), teaching methods (*ṭarīqah at-tadrīs*), evaluation (*at-taqwīm*) and learning media (*al-wasāil at-ta'limiyyah*).³²

Review of Arabic Textbooks for Madrasah Aliyah in Indonesia

Along with the issuance of KMA No. 183 of 2019 concerning the PAI and Arabic Curriculum in Madrasahs, the Ministry of Religious Affairs through the Directorate General of Islamic Education published several textbooks, one of which is 'The 2020 Arabic language book. The development of this textbook is based on the need for the rapid development of science, information and communication technology that requires madrasahs to immediately adjust the needs of students in their time. Including Arabic textbooks whose development content combines moderate religious understanding and internalization of religious and state values.

Empirically, this textbook occupies a central position among Arabic language teaching materials in Indonesia, due to its broad utility and its reflection of the national curriculum objectives for non-Arabic learners. At the same time, several other textbooks such as *Al-'Arabiyyah Baina Yadaik*³³ and *Durūs al-Lughah al-'Arabiyyah*³⁴ are still accepted in Islamic boarding schools and Arabic language training centers, offering communicative and structural language exposure but often less suited to the social backgrounds of Indonesian students.

Compared to two aforementioned textbooks, the Ministry of Religious Affairs textbooks demonstrate greater contextual and pedagogical relevance. They integrate modern fusha Arabic, local themes, and moderate Islamic values that align with students' daily lives and curriculum-based competencies.³⁵ Thus, the Ministry of Religious Affairs textbooks can be positioned as a national-contextual model that combines a global linguistic framework with the Indonesian educational context, bridging the textbooks' theoretical principles with the practical realities of Arabic language learning for Indonesian learners.

³² Rusydi Ahmad Thu'aimah and Muhammad Sayyid Manna', *Al Marji Fi Manābij Ta'lim Al-Lughah Al-'Arabiyyah Li an-Nātiqīn Bi Lughōti Ukbūrō* (Kairo: Dar al-Fikr al-'Arabi, 2010), 56.

³³ Apri Wardana Ritonga et al., "Teaching Maharah Kalam on the Basis of Culture Using the Textbook 'al-'Arabiyyah Baina Yadaik' at the Middle School/Ta'Lim Maharah Al-Kalam 'Ala Asas Al-Tsaqafah Bi Istikhdam Kitab Al-'Arabiyyah Bayna Yadayk Fi Marhalah Al-Mutawassithah," *Arabiyatuna : Jurnal Bahasa Arab* 5, no. 1 (May 2021): 1.

³⁴ Tsara Dwi Priyana and Cahyainda Lailazhizah, "Penggunaan Buku Durus Al-Lughah Al-'Arabiyyah Dalam Pembelajaran Bahasa Arab Di SDS IT," *Kalimatuna: Journal of Arabic Research* 3, no. 1 (June 2024): 51–60.

³⁵ Meliana Robiatulmahmudah and Yulva Maya Padilah, "Analisis Buku Bahasa Arab Untuk Siswa Tingkat Madrasah Aliyah Terbitan Kemenag Tahun 2020," *Mabira: Journal of Arabic Studies & Teaching* 2, no. 1 (April 2025): 49–68.

Arabic textbooks at the Madrasah Aliyah level are a representation of Arabic textbooks for non-Arabs used in Indonesia. Of course, in the process of developing its preparation, it must pay attention to the principles of preparing Arabic textbooks for non-Arabic speakers, namely socio-cultural principles, psychological principles, pedagogical principles, and language principles. When examined according to the principles of the preparation of Arabic textbooks for non-Arabic, it is generally qualified enough to be used as teaching materials in the Arabic language learning process.

The book begins with *at-tahiyāt wat-ta'arūf* as the opening theme that discusses identity and congratulation in class X, and ends with *ad-dirōsah fil jāmi'ah* in class XII. When referring to the socio-cultural principle, textbooks should contain the socio-culture of native speakers by adjusting the socio-culture of local learners.³⁶ Of course, this Arabic textbook at the Madrasah Aliyah level has prioritized the themes and content of Arabic speakers' socio-cultural material and adapted to the learners' socio-culture. One of the discussions in the socio-cultural principle is the content of Arabic and Islamic socio-cultural elements. As for this book, there are themes such as *al-hajj wal-'umroh*, *ash-shi'r al-'Arabi*, and *al-hadōroh al-islāmiyah* which reflect the discussion of Arabic and Islamic socio-culture.

On the psychological aspect, the process of preparing this book adjusts the level of students' intellectual abilities.³⁷ The goal is to foster students' motivation in the Arabic learning process, although one of the motivations of foreign learners in learning Arabic is *religious* motivation.³⁸ When looking at the content of the material presented, starting from the selection of themes such as *al-hayah al-yaumiyyah*, *al-hiwāyah*, *ash-shabāb*, vocabulary, language rules, to four language skills, it is very much considering aspects of students' abilities and readiness for the Madrasah Aliyah level. Related to the selection of material themes that are directly related to students' daily activities and delivered in language that is easy to understand and presented in stages according to the level of students' intellectual abilities.

³⁶ Muhammad Yusuf and Muhammad Ilham Akbar, "Desain Penulisan Buku Ajar Bahasa Arab (Analisis Deskriptif Buku Al-'Arābiyyah Baina Yadaik," *Edulab : Majalah Ilmiah Laboratorium Pendidikan* 3, no. 2 (2018): 50–72.

³⁷ Pransiska, "Buku Teks Al-Lughah Al-'Arabiyah Al-Mu'āshirah Bagi Penutur Non Arab Desain, Kontruksi Dan Implementasi"; 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 (May 11, 2018), <http://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/4930>.

³⁸ Thu'aimah and Manna', *Al Marji Fi Manābij Ta'lim Al-Lughob Al-'Arabiyah Li an-Nātiqīn Bi Lughōti Ukhrō*.

The language used in this textbook is Modern Fusha Arabic. In addition to being easy and having a clear meaning, Fusha Arabic is also a language with a higher degree than Amiyah Arabic which is used daily with various *lahjah* (dialects) in it.³⁹ With its fusha Arabic, this book certainly pays attention to the rules of the Arabic language, language elements such as *ashwāt*, *mufrodāt*, and *tarākib* (grammar) and is equipped with four language skills (*al-mahārah al-lughawiyah*) including, *istimā*, *kalām*, *qira'ah*, and *kitābah* and includes an *ikhtibār* (exercise) section which can be found in the chapters and subchapters of each theme of discussion. So that the material presented is in accordance with the objectives that have been set.

As a textbook used for learning in general, it must include important elements of education, namely *al-hadaf* (objectives), *al-muhtamā* (material content), *ṭarīqah at-tadrīs* (teaching methods), *at-taqwīm* (evaluation) and *al-wasāit at-talīmīyah* (learning media). The textbook seeks to be prepared while still paying attention to the important elements in the pedagogical aspects above, starting from the objectives that are clearly written in the book with the form of its embodiment is the Basic Competencies (KD) and Competency Achievement Indicators (IPK).

The content of the material adjusts the material that is close to the students and still relates to Arabic and Islamic culture. The unity system or commonly called *nazariyah al-mibdah*⁴⁰ remains consistent as the basis for the use of methods in this book with a discussion of *ikhtibār* after three chapters of discussion. While the learning media used is certainly inseparable from the objectives, material, methods and adjust the level of ability of students and teachers who play a role in it. So that this book is arranged systematically procedurally to adjust the abilities and needs of students while still heeding the principles of preparing Arabic textbooks for non-Arabs.

Conclusion

Arabic textbooks for non-Arab learners must be designed based on four key principles: sociocultural, psychological, linguistic, and pedagogical. The findings of this study indicate that the Arabic textbooks for Madrasah Aliyah published by the Ministry of Religious Affairs in 2020 reflect these principles with varying levels of emphasis. The sociocultural

³⁹ Ni'mah, "Analisis Penggunaan Variasi Bahasa Arab Fusha Dan 'Amiyah Dalam Ruang Lingkup Sosial Bahasa (Sosiolinguistik)."

⁴⁰ Jabal Nur, "Konsep Nadzariyyah Alwihdah Dalam Pembelajaran Bahasa Arab," *Al-TADIB: Jurnal Kajian Ilmu Kependidikan* 8, no. 1 (2015): 167–179. <https://ejournal.iainkendari.ac.id/index.php/al-tadib/article/view/399>.

aspect is shown through the integration of Islamic values and Indonesian local contexts; the psychological aspect appears in the gradual organization of materials according to students' developmental stages; the linguistic aspect is reflected in the use of modern *fusha* Arabic and the balance of the four language skills; and the pedagogical aspect is evident in the alignment of objectives, materials, and exercises with the national curriculum. Overall, these textbooks can be categorized as contextual-national models that combine theoretical frameworks with the practical realities of Arabic learning for non-Arab learners in Indonesia. This research contributes to the improvement of Arabic language textbook development in Indonesia by offering a theoretical framework that can guide curriculum design and textbook evaluation in the future. However, this study is limited by its descriptive qualitative approach based on literature review, and therefore does not include empirical testing of the textbook's classroom implementation. Future research is recommended to investigate the effectiveness and impact of the textbook's practical application, as well as to assess students' learning outcomes. Future studies are expected to deepen understanding and enrich the body of knowledge on Arabic language instruction for non-Arab learners, particularly in *madrrasah* institutions and the broader Indonesian context.

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