



# Analysis of Provocative Themes: Unraveling Global Perspectives on Al-'Ashri Class VII Arabic Textbook

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**Abstract.** In teaching and learning activities, the resources used for the teaching and learning process are one of the main items used to achieve the objectives of teaching and learning activities. Sources of teaching materials can be in the form of textbooks, resource persons, electronic media, print media, the surrounding natural environment and others that can increase the effectiveness of the teaching and learning process. Among the many types of teaching sources, textbooks are one of the most widely used teaching resources in the teaching and learning process. The researcher used a qualitative research method that aimed at analyzing the Al-ashri Arabic language book for grade 7 at Madrasah Tsanawiyah, while the reference used was based on the criteria requirements determined by the Curriculum Standards and Education Assessment Agency (BSKAP). The results of the analysis that has been carried out by researchers on the Al-Ashri Arabic textbook Class VII SMP / MTs Muhammadiyah by Gondo Waloyo, S.Ag. M.A. and Wafiq Amiqoh, M.Pd. states that this textbook is suitable for use by students at SMP / MTs Muhammadiyah class VII as teaching materials that can support the achievement of learning Arabic.

**Keywords:** analysis, al-'ashri's arabic book, curriculum standards

## 1 Introduction

In teaching and learning activities, the sources used for the teaching and learning process are one of the main items used to achieve the goals of teaching and learning activities. Learning is the process of changing attitudes or experiences[1]. Among the sources used for the teaching and learning process is using teaching material books. Teaching materials used in the teaching and learning process should meet the criteria set by the government. So that the resulting teaching and learning process will be of high quality. Therefore, this study was made to find out the feasibility of the content of teaching materials from the Al-'Ashri Arabic language book grade 7 at the Junior High School level with the provisions of the 2013 curriculum.

Sources of teaching materials can be textbooks, resource persons, electronic media, print media, the natural environment and others that can improve the effectiveness of the teaching and learning process. Among the many types of teaching resources, textbooks are one of the most widely used teaching resources in the teaching and learning process. However, based on the aspect of presentation, textbooks are mostly shown in a fairly simple form, such as images that sometimes make students unable to understand the entire content of the material shown.

Textbooks should adhere to certain criteria. These criteria include the minimum requirements, characteristics and competencies that must be summarized in a textbook. Assessment standards are formulated based on three main components, namely material, presentation, and language/readability.

According to PP No.19/2005, a good textbook has four components, namely the components of content feasibility, language, presentation, and graphics, explanation. A good learning textbook is a book that; (a) Pay attention to the feasibility aspect of the content, at least leading to the target to be achieved to students, in this case the competency standards (SK and KD). (b) Pay attention to language aspects. For this reason, the language used must be based on a good and correct language structure, which can be conveyed to readers (especially teachers and students) logically, easily accepted according to the stage of cognitive development of the reader. (c) Have concepts that look interesting, interactive and can encourage critical, innovative, creative and deep thinking processes, as well as self-evaluation. (d) shown in a form with an attractive appearance and gives an overview with the characteristics of a textbook, easy to read and use, as well as the physical quality of a book.[2].

Textbooks are a means of the success of the teaching and learning process[3]. A component that is prioritized in learning activities, especially when it comes to teaching and learning Arabic. Textbooks used in teaching and learning activities should be in accordance with standard competencies, namely standards set by the government. This statement is in accordance with what has been clarified in the Regulation of the Minister of Education and Culture (Kemendikbud) Number 8 of 2016 which stipulates that textbooks are the main operational units in curriculum implementation.[4]. The statement is also supported by the opinion of Rina Asih Handayani in her research, it is stated that good teaching materials are teaching materials that contain appropriate, easy and available elements [5].[5].

Education has a very important role in raising the level of one's potential, especially in this modern era, education is a main rule for a person to reach a decent and better level of life. For this reason, all educational institutions are emphasized to pay attention to their educational facilities, especially in the aspect of the teaching and learning process.

Facilities in education are a learning resource offered in teaching and learning activities. teaching and learning activities will run well if they are accustomed to taking and conducting suitable teaching materials, media, methods and evaluations. 3 This is implemented in educational institutions with a function to raise the level of quality and quality of teaching and learning.

Research that has been done before is the first research with the title Feasibility of Content and Language of Indonesian Language Textbooks for First Middle School Class VIII Curriculum 2013 Revised Edition 2017 Published by the Ministry of Education and Culture by Muhammad Ridho Pradita with the focus of research on content and language analysis in 8th grade Arabic textbooks 2013 curriculum with reference to BNSP criteria instruments. [6]. Second, research with the title Analysis of the Conformity of Quality Standards for Indonesian Language Textbooks for Class X with the Implementation of the Merdeka Curriculum at Madrasah Aliah Negeri Sukoharjo by Dhini Febrianti with a qualitative research type, the focus of the research is to describe the suitability of the Cerdas Cergas Berbahasa dan Bersastra Indonesia textbook for SMA / SMK Class X with textbook quality standards according to BSKAP and find out SMI with textbooks at MA Negeri Sukoharjo.[7].

Third, Comparative analysis of the quality of Arabic textbooks Ta'lim Al- Lughoh Al-Arobiyah and Al 'Ashri: Study of content, Presentation and Language by Khizanatul Hikmah and Ruli Astuti with the type of qualitative research, the focus of his research is content analysis with the aim of describing and comparing the quality of Ta'lim Al-Lughoh Al-Arobiyah and Al-

'Ashri language textbooks in terms of content, presentation and language in SMA Al-Fattah Buduran and SMA Muhammadiyah 3 Tulangan.[8].

From the above background, the researcher will discuss the seventh grade Arabic textbook by Gondo Waloyo, S.Ag. M.A. and Wafiq Amiqoh, M.Pd.I, with the thesis title "*Analysis of the Arabic Language Book Al-'Ashri grade VII SMP / MTs Muhammadiyah*".

While the focus of this research aims to analyze the Al-'Ashri Arabic textbook and identify according to the rules of analysis of teaching materials on the Design and Graphics component which refers to the criteria according to BSKAP. BSKAP is a body formed by the Ministry of Education and Culture which replaces the National Education Standards Agency (BSNP) in the Al Ashri Arabic Language Book *grade VII SMP / MTs Muhammadiyah*. So that teachers can see the advantages and disadvantages of the Al-Ashri Arabic textbook.

## 2 Research Methods

The research method is the main way used by researchers to achieve goals and determine answers to the problems posed. So, the research method used is qualitative research method. The method used in this research is the analysis method with the type of content analysis research.

This data analysis technique is obtained after all the data is collected and then analyzed so that the results needed in this study are obtained. In this study, the data reduction analysis was then processed into data display and made into drawing conclusions.

Based on the type of theory in qualitative research methods, the type of research used is a content analysis study that aims to understand the themes and or categories contained in the message in a text, transcript, or narrative.[9]. the analysis is stated by Krippendorff (Moleong 2007) by saying the explanation, content analysis is a technique in a study that has the benefit of taking a replicative and correct conclusion meaning from a or a data or a basic explanation.[10].

In this study, researchers used qualitative research methods which aimed to analyze the Al-ashri Arabic language book grade 7 at the Madrasah Tsanawiyah level, while the reference used was based on the criteria determined by the Curriculum Standards and Educational Assessment Agency (BSKAP). BSKAP is a body formed by the Ministry of Education and Culture which replaced the National Education Standards Agency (BSNP). Standardized textbooks from BSNP are content feasibility, presentation feasibility, linguistic feasibility, and graphic feasibility.[11]. Meanwhile, BSKAP uses criteria according to the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2022 concerning Book Quality Standards, Process Standards and Manuscript Acquisition Rules, as well as Process Standards and Educational Book Publishing Rules, namely in article 8 regarding book quality standards in terms of material, presentation, design and graphic standards.[12].

Whereas in this study, researchers analyzed the design feasibility standards. In this case what is meant is the standard use of illustrations, the standard design of the contents page, and the standard design of the book cover page. Which is listed in article 11 about the application of design standards that are tailored to the level of learner development. [13].

The data collection technique in this study uses content analysis techniques that directly use Arabic language books as the main instrument and use documentation studies.

Data analysis and interpretation techniques used in a qualitative research contain four gradual concepts, namely data collection and reduction, data presentation and the last stage is

conclusion drawing and verification.[14]While data interpretation is the result of getting more concrete research. The results of the research were carried out by observing the results of the research in detail with relevant theories and accurate information generated from research in the field.[15].

### 3 Results and Discussion

#### 3.1 Book identity

Al-'Ashri Arabic study book for class VII for junior high school / middle school Muhammadiyah by Gondo Waloyo, S.Ag. M.A. and Wafiq Amiqoh, M. Pd., with Supervisor Dr. Arbaiyah Yusuf, MA. Specifically, this book refers to the ISMUBA curriculum published by the Education and Culture Council of the Muhammadiyah central leadership which has been harmonized with additional needs by the Education and Culture Council of the Muhammadiyah Regional Leadership of East Java. The first printed edition is 2018 and the second printed edition is 2022.

#### 3.2 Book quality standard

The reference used is the criteria contained in the Board of Curriculum Standards and Educational Assessment (BSKAP) Number 22 of 2022 in the discussion of printed book design standards which include: (a) Use of Illustrations, (b) Content page design, (c) Cover page design. The description of the Design Standard is as follows:

##### 3.2.1 Use of illustrations

**Table 1.** Criteria based on Design aspects Use of Illustrations

Component Item	Indicator
Cover illustration	Illustrations can describe and reflect the content of the book material. The form of illustration must also be interesting so that it is easy to understand by displaying objects that are clear and not abstract. Images are also aligned with the size of the text.
Illustration of book content	The overall illustration should be appropriate, interesting, and creative, and the raster lines are strong and clear.

### 3.2.2 Content page design

**Table 2.** Criteria based on Content Page Design aspect

Component Item	Indicator
Layout of the book content	The layout of the front, body (topic) and back of the book remain the same, including the same chapter titles. Complete layout with chapter titles, number of pages, image captions and sources.
Typography of book content	The typeface used is simple and easy to read, without the use of ornamental letters. Font design is appropriate for the character of the material, age, and education level of the students. title hierarchy is easy to understand, does not change, and is proportional.
Letter variations	The variety of letters is no more than two types of letters, and the influence of letters is not too much.
Text structure	Normal measured writing arrangement with (leading, kerning, and tracking) layered in a proportional or balanced manner. No orphan, widow, block, no more than three consecutive lines.

### 3.2.3 Criteria based on aspects design standard book cover

**Table 3.** Criteria based on aspects design standard book cover

Component Item	Indicator
Cover layout	The front cover, back cover, and back cover are harmonious, unified and attractive, and the arrangement of layout elements (title, author, logo, illustrations, and so on) is balanced and organized to fit the layout of the book. The cover of this book has a clear purpose.
Cover typography	The font size of the title is more dominant than the subtitle, author's name or publisher's name. The color of the book title contrasts with the background color. The typeface of the book title is appropriate for the

Component Item	Indicator
	content of the book. And do not use more than two fonts
Cover color details and composition	Image color details are sharp and clear. The image has a good color layout.

### 3.3 Design standard analysis

In the class VII Al Ashri book, results are obtained and obtained based on aspects of the review that refer to the Curriculum Standards and Educational Assessment Agency in accordance with the regulations of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 22 of 2022. The analysis is as below:

**Table 4.** Analysis of the design standards of al- ashri Arabic language books grade VII

Aspects	Component	Indicator	Result (appropriate)	Result (not applicable)	Reason
1. Use of Illustrations	Cover illustration	Illustrations can describe, and reflect the content of the material in the book. The form of illustration must also be interesting so that it is easy to understand by displaying objects that are clear and not abstract. Images are also aligned	As per		Because the illustrations on the cover of this book have met the book design standards .

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			with the size of the text.		
		Illustration of book content	The overall illustration should be appropriate, interesting, and creative, and the raster lines are strong and clear.	as per	Because the illustrations in this book are very interesting with sharp, clear and colorful writing colors.
2.	Content page design	Layout of the book content	The layout of the front, body (topic) and back of the book remain the same, including the same chapter titles. Complete layout with chapter titles, number of pages, image captions and sources.	Not suitable	Because the illustrations or pictures presented in this book have not been accompanied by captions.
		Typography of book content	The typeface used is simple and easy to read, without the use of	As per	Because the typeface used is simple and does not interfere

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	<p>ornamental letters. The font design is appropriate for the character of the material, age, and education level of the students. The hierarchy of titles is easy to understand, unchanging, and proportional.</p>		<p>with student understanding</p>
<p>Letter variations</p>	<p>Letter variations of no more than two types of letters with no excessive letter effects</p>	<p>As per</p>	<p>Because the font variation uses 2 fonts only</p>
<p>Text structure</p>	<p>Normal measured writing arrangement with (leading, kerning, and tracking) layered in a proportional or balanced manner. No orphan,</p>	<p>As per</p>	<p>Because the paragraph sentences listed in this book are already short sentences that are easy to understand</p>



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			widow, block, no more than three consecutive lines.		
3.	Cover design	Cover layout	The layout on the front cover, spine, and back cover is harmonious and has unity so that it looks aesthetically pleasing. The composition of the layout elements (title, author, logo, illustrations, etc.) is balanced and has a pattern that matches the layout of the book. The book cover has a clear point center.	As per	Because the layout on the front cover, back, and back are harmonious and aesthetically pleasing.
		Cover typology	The font size of the title is more dominant than the subtitle, author	As per	Because the font size only uses two fonts

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	name, or publisher name. The color of the book title contrasts with the background color. The typeface of the book title is appropriate for the content of the book. And do not use more than two fonts	
Cover color details and composition	The color details of the image are sharp and clear. The image has a good color layout.	As per
		Because the image color looks detailed, sharp and clear

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Results obtained: appropriate (8) not appropriate (1) = 9

Maximum result: 10 Percentage result:  $P = \frac{x}{n} \times 100\%$   $P = \frac{9}{10} \times 100\% = 90\%$

**Table 5.** Total score percentage result

No	Aspect/Unsuers	Bobot
1	Use of Illustrations	30%
2	Content page design	40 %
3	Cover design	30%

## 4 Conclusions

Based on the table above, the layout on the front cover, back cover, and back cover is harmonious. The composition of the layout elements (title, author, logo, illustrations, etc.) is balanced and has a pattern that matches the layout of the book. The book cover has a clear center of view. The font size of the book title is more dominant than the subtitle, author's name or publisher's name. The color of the book title and the background color are contrasting. The typeface of the book title is appropriate for the content of the book. Using two types of letters. Illustrations are able to describe the book material. contains illustrations. Illustrations are in harmony with the text. The color of the picture is clear. has an aesthetic color. And from the above analysis obtained a result of 90%.

From the results of the analysis that has been carried out on the Arabic textbook *Al- Ashri SMP Muhammadiyah class VII* by Gondo Waloyo, S.Ag. M.A. and Wafiq Amiqoh, M.Pd.I, which is reviewed from the aspect of assessing the design standards of BSKAP, researchers can state that this textbook is suitable for use by Muhammadiyah junior / senior high school students in grade VII as teaching material that can support the achievement of Arabic language learning.

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