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ECKEHARD SCHULZ'S MODERN ARABIC BOOK EVALUATION ACCORDING TO THE RUSYDI AHMAD THU'AIMAH CONCEPT

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Abstract

The Modern Arabic Book by Eckehard Schulz is a source of learning media in printed books used by Sunan Ampel University Surabaya students in learning and recognizing Arabic. This research aims to analyze and assess the suitability of the teaching materials presented in Arabic books with the theoretical principles of textbook development that Rusydi Ahmad thu'aimah has established. In this study, the researcher used a qualitative descriptive type, and data collection was in document analysis. The study results stated that Eckehard Schulz's Modern Arabic book followed Rusydi Ahmad Thu'aimah's theory in the principle of textbook feasibility. Modern Arabic books contain five main principles in teaching materials, namely valid, meaningful, inclination and attention, worthy of study and global. The presentation of complete teaching materials includes four language skills: speaking, listening, reading and writing. The material is arranged sequentially to make it easier for students. However, some things could be improved in the book, namely, grouping the main themes in Arabic textbooks.

Keywords: Analysis, textbooks, learning Arabic, Rusydi Ahmad Thu'aimah

A. Introduction

The existence of learning in the world of education is an activity that can improve the quality of students' cognitive, affective, moral and ethical skills to become better students. Various learning processes and models have been applied in the world of education. So that the desired learning objectives can be achieved optimally. Some several factors affect the success of learning processes for students, one of which is the selection of the right learning resources that have been adjusted to the needs of students (Susanti, 2013). It is well known that the use of learning resources is one of the solutions offered and used by educators in dealing with several types of learning problems (Supriadi, 2017). Sesepti knows that learning resources in the world of education are considered a means to convey the message that exists in teaching materials (Fitriani & Saefulloh, 2018). Nowadays, there are various types of learning resources, including printed and non-printed learning resources. It has also been explained by Melsaac and

Gunawardena in their book that learning resources are one of the learning tools that are widely used by educators to meet the needs of students. The learning resources offered have various types, including in the form of textbooks, television, video, radio and several other types (Melsaac & Gunawardena, 1996) One of the learning resources that are widely used by educational institutions is the use of printed learning resources, namely in the form of textbooks. Therefore, educators are encouraged to pay more attention to the textbooks used during the teaching process.

Books are a resource and reference for educators as a tool to develop learning materials and become an essential resource for students to learn subject matter topics (Sabilar, 2018). In another definition, it is stated that a textbook is a series of teaching materials that are deliberately compiled to meet the needs of students and presented in the form of printed books. Textbooks used by educators must be aligned with the curriculum and competencies of students. Textbooks are learning media and teaching materials educators use in the learning process. This statement follows Aji's opinion. He stated that textbooks are a mandatory reference used by educators in each educational institution to expand student knowledge (Nugroho, 2016). Various material forms are presented in full in textbooks in the form of readings (narratives) and pictures (illustrations). The existence of the form of presentation of the textbook aims to make it easier for students to understand the textbook's content. Therefore, selecting suitable teaching materials is very influential on the learning success of students (Fitriani & Saefulloh, 2018).

Teaching materials, materials and books must have the appropriate requirements because these are the primary keys that the author and compiler of the textbook must consider. Was adjusting between teaching materials, and materials with textbooks, it is necessary to pay attention to the needs of students first so that when designing a material and teaching materials in the resulting textbook will become more neatly arranged and organized. Some aspects that need to be considered in designing teaching materials include intellectuality, interests and talents, sociocultural aspects, learning motivation, and learning objectives to be achieved by educators (Yakin, 2019).

Learning foreign languages in the world of education is one of the learnings that often experience difficulties during the learning process, as well as Arabic language learning, where students are required to master four language skills. The four language skills are speaking, listening, reading, and writing. To facilitate the learning process, educators use textbooks as a learning medium to make it easier for educators to achieve learning goals. The textbooks used should already have a category of decent teaching materials because, as far as we know, the feasibility of textbooks will affect the quality of student learning outcomes (Hidayanti et al.,

2021). On the other hand, it reviews the role of textbooks, which are very helpful for educators in achieving learning objectives. Therefore, Arabic language educators in educational institutions should provide textbooks adapted to their students' needs or competencies.

In discussing the appropriateness of a textbook to the needs of students, it is necessary to have an evaluation or textbook analysis. An evaluation or analysis's benefit is determining the feasibility of textbooks used in the learning process. So that with the evaluation of teaching materials, the authors can improve the quality of the existing learning process (Khairunnisa, 2019). Evaluation of textbooks has a critical role to be done first before the implementation of the learning process. This is because if there is neglect in evaluating textbooks, it will be the same as ignoring the quality of learning. The existence of books as a learning resource causes an-style of problems in learning. Inaccuracy of teaching materials presented in textbooks may occur. As an educator who has a role in delivering teaching materials, you should first look at the textbooks used in the learning process. Because if it is found that the teaching materials presented are not following the needs of students, learning will trigger failure in attracting students to use the textbooks and, on the other hand, will also affect the motivation to learn and the achievement of students' academics, so that thus the learning process will be hampered (Taufiq & Nashrullah, 2021).

Some of the previous research related to the evaluation of textbooks was research have been written by Riham (Riham, 2020). The results of this study state that the presentation of teaching materials in the Arabic class X book has been sequenced, consistent and appropriate between chapters, but the language used in the textbook is still not following the needs of students, so students have difficulty understanding the material and practice questions presented in the Arabic book. There is a similarity with this research which discusses the evaluation of Arabic language books as teaching materials in learning Arabic. If the previous research used the 2013 curriculum scientific approach theory while the research that will be discussed in this article uses the theory of Rusydi Ahmad Thu'aimah. The research is not much different from the research conducted by Fitriani & Saefulloh (2018). In their research wrote about the suitability of teaching materials with Core Competencies (KI) and Basic Competencies (KD) and the application of the theory of William Francis Mackey (1986). In the results, it is stated that the teaching materials used in the books of Arabic students in grade 6 of Madrasah Ibtidaiyyah are appropriate and good. The two researchers above have several aspects of similarity in their research, including discussing the analysis of the suitability of teaching materials in Arabic books and applying deep scientific methods. While the difference between the two is in the teaching materials of the student books used, first using the Arabic textbooks of Class X Madrasah Aliyah and second using the Arabic textbooks of grade 6 Madrasah

Ibtidaiyyah. There is a similarity with this research which discusses the evaluation of Arabic language books as teaching materials in learning Arabic. If the previous research used the theory of William Francis Mackey (1986) while the research that will be discussed in this article uses the theory of Rusydi Ahmad Thu'aimah.

On the other hand, the study of Zaenuri showed different result (Zaenuri, 2019). The results of his research stated that the yellow book textbooks followed the components of a good textbook. The presentation of the material in teaching material has covered the needs of students. However, the learning evaluation presented in the book still needs to be improved, so improvements are needed to practice questions. There is a similarity with this research which discusses the evaluation of Arabic language books as teaching materials in learning Arabic. If the previous research used the Ibtida'i Method by Mujahideen Rohman while the research that will be discussed in this article uses the theory of Rusydi Ahmad Thu'aimah. Susanti also had same research (Susanti, 2013). The results of her research explained that Arabic textbooks are relevant to the applicable KTSP standards so that the textbooks are suitable for students to use. There is a similarity with this research which discusses the evaluation of Arabic language books as teaching materials in learning Arabic. If the previous research was conducted at the High Graden Madrasah Ibtidaiyah, while the research in this article was conducted at the university level learning Arabic. Thus, it can be seen that the similarities between previous research and the discussion to be written by researchers lie in the focus of research, including analyzing textbooks, assessing the feasibility of textbooks with the needs of students and the quality of textbooks with good standards.

There are several more previous studies related to the evaluation of textbooks, some of which are researches written by Riham (2020), Fitriani and Saefulloh (2018), Zaenuri (2019), Susanti (2013), Buny and Taufiq (2022), Nur Aini Puji M. and Taufiq (2021), Nisak & Taufiq (2021). Some of the previous studies that have been mentioned have explained the evaluation of textbooks used in educational institutions. However, the previous study found no research evaluating Modern Arabic textbooks following Rusydi Ahmad Thuaimah Concept. Except for Mastuti's research, which uses the Rusydi concept as well, he focuses on choosing vocabulary, not on the appropriateness aspect of Arabic textbooks (Mastutik & Taufiq, 2021).

Learning Arabic at Sunan Ampel Surabaya State Islamic University for new students uses printed teaching materials such as Modern Arabic books by Eckehard Schulz. The book is a learning resource in the learning process. Modern Arabic books are deliberately designed for learners of the Arabic language to improve their skills and knowledge of Arabic. However, until now, the Arabic textbook used as a learning resource cannot be known as worthy and has good quality for educators new to learning Arabic. Modern Arabic textbooks, as a learning medium

for students in lectures, basically aim to make it easier for students to capture the material they are studying. It is known that every existing learning process only sometimes runs well and follows the expectations of educators (Febrianto & Puspitaningsih, 2020). Therefore, the existence of textbooks as a medium is expected to facilitate the student learning process optimally.

Based on a review of previous research and the background described above, this research will examine the evaluation of the "Modern Arabic" textbook by Eckehard Schulz, which is applied to beginner Arabic learners at Sunan Ampel State Islamic University Surabaya. Based on the background mentioned above, researchers are interested in researching the feasibility and suitability of textbooks to the needs of students adapted to Rusydi Ahmad Thu'aimah's theory. This research hopes to provide input to compilers in developing the scientific world in a good textbook and become a consideration in perfecting the book.

B. Method

This research uses a qualitative method with a descriptive qualitative approach. Qualitative research presents research results descriptively and does not correspond to numbers (Thalha & Budur, 2019). Qualitative research will be presented in various aspects, including the aspect of analyzing, the aspect of uncovering new knowledge, and the aspect of evaluating to be able to reveal the facts in the research field. The type of research used is the evaluative descriptive type (Sugiyono, 2015).

The Modern Arabic book by Eckehard Schulz is the primary data source in this study, as the research theme presented related to the evaluation of Modern Arabic textbooks will be evaluated following the standard perspective of Arabic textbooks according to Rusydi Ahmad Thu'aimah (Rusydi, 1985). So in this research, the researchers will use an instrument in the form of a checklist, which states that checklist instruments are a straightforward tool used by researchers in analyzing documents (Yakin, 2019). And researchers used Indonesian Edition in two volumes.

In this research, researchers will enter the standard aspects of the evaluation criteria into the checklist table to determine the quality of teaching materials with excellent and correct textbook standards. Therefore, with this evaluation, researchers can find out and explain the standards of applicability of the Modern Arabic textbook by Eckehard Schulz that has met all aspects of the standard of a good textbook or not according to Rusydi's theory. Rusydi Ahmad Thu'aimah, in his theory, stated the feasibility characteristics of a textbook in terms of 20 competencies that he then focused on four main components, namely general study, publishing item, material and principles of compiler book (Yasmadi, 2015). The principles in preparing a

textbook used by educators will determine the standardization or feasibility of a textbook in the learning process. According to Rusydi Ahmad Thu'aimah, the principles of compiling textbooks include validity, meaningfulness, partiality and attention, worthy of use in learning and global (Machmudah, 2018).

C. Result and Discussion

General Review of Modern Arabic Textbook by Eckehard Schulz

In this study, the results of observations that researchers have found state that the Modern Arabic book is one of the printed books by Eckehard Schulz, the Modern Arabic book is one of the teaching materials or learning media used by beginners in intensive learning to recognize foreign languages, especially Arabic. The Modern Arabic book was deliberately printed for beginner or entry-level students at the Oriental Institute at Leipzig University. Therefore, the original edition of the Modern Arabic book was a direct publication of the Hamouda Printing, Germany (Schulz & Maisel, 2013). However, the Modern Arabic book has been retranslated into Indonesian by Bakhruddin Fannani, Uril Bahruddin, Miftahul Huda and several others.

Arabic Modern translated edition, now used by new students at Surabaya State Islamic University as an intensive learning in developing Arabic language skills. Modern Arabic books are considered capable of meeting the needs of students in learning Arabic, especially beginners who want to recognize Arabic. Because the book's purpose is to lead students to understand and have the ability to speak Arabic gradually, both orally and written, this can be seen from the presentation of the material presented in the book, which has covered four main aspects of learning language skills. Among them are speaking, listening, reading, and writing. In addition, Modern Arabic books are also equipped with critical dialectal orders in some regions of the Middle East.

The modern Arabic edition volume 1 of the book has twelve themes. Each theme presented several sub-themes, where the sub-theme included four language skills in total. The first part of the teaching materials presented is about introducing language grammatical or word order (qowaid) in Arabic learning. Language, and grammatical teaching materials, are aspects of skills in practising writing skills. Furthermore, in the second part, teaching materials are presented about speaking and listening skills. Because in this section, the material offered in the Modern Arabic book is in the form of a short Arabic conversation equipped with several conversational idioms. Arabic conversations presented in textbooks have a valuable role in mastering Arabic because the presence of conversational material can indirectly encourage students to practice their abilities in listening and speaking Arabic. Therefore, the book is the

primary teaching material in intensive Arabic learning at Sunan Ampel State Islamic University Surabaya. Because the Arabic teaching materials presented have been equipped with four main skills in learning foreign languages.

This book has a slight difference from Arabic books in general. It can be seen from the use of dialects in Arabic conversation. Dialects presented in the Modern Arabic textbook contain four types: Iraq, Syria, Egypt and Maghreb. The specific purpose is related to the presentation of dialects in textbooks, namely to introduce students to the culture and speech procedures of the Arabic language native to the Arab population. Modern Arabic books are equipped with a Dvd Player so that students can listen to Arabic speech correctly and adequately in listening learning. In its presentation, the Modern Arabic book uses several symbols as a distinguishing sign between Arabic language skill materials.

Figure 1.1 Modern Arabic Book

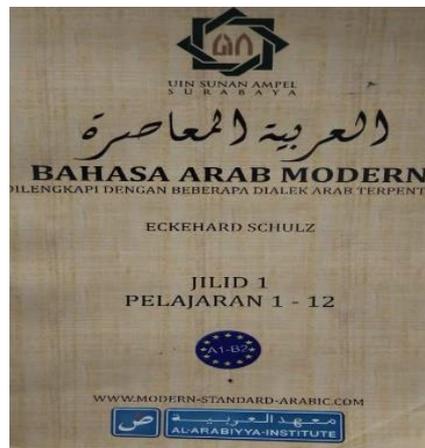


Figure 1.2 Table of Contents

DAFTAR ISI JILID 1		محتويات المجلد الأول
KATA PENGANTAR	ix	القدمة
PETUNJUK PENGGUNAAN	xii	ارشادات للمستخدمين والمعلمين
DAFTAR SINGKATAN DAN TRANSLITERASI	xiii	فهرس الاختصارات
PELAJARAN 1		
1. HURUF ARAB DAN PELAFALANNYA	3	الفارس الأولى
2. VOKAL/HARAKAT	5	١) الحروف المدونة وقراءتها
3. ALFABET	6	٢) الحروف اللاتينية
4. LATHAN - MENGUCAPKAN DAN MEMBACA	7	٣) تمرين في الحلق والقرينة
5. TULISAN ARAB	11	٤) الخط العربي
6. MODEL-MODEL TULISAN ARAB	15	٥) تاريخ بين الخطوط العربية
TES		
1. ARTIKEL (ADAT) TA'RIF	19	الفارس الثاني
2. JENDER	21	١) أدب الطرب
3. DAMIR MUFASIL (KATA GANTI TERPISAH)	22	٢) الجنس
4. KATA-KATA GANTI PENUNJUK	23	٣) الحركات المتعاقبة
5. JUMLAH SEMPYAJ (KALIMAT NOMINA)	24	٤) أسماء الأسماء
6. KESESUAIAN HINDUK ANTARA MURJADA DAN KHABAR	25	٥) الحروف الواو
7. KATA-KATA GANTI PENUNJUK UNTUK JAMAK DAN MUSANNA	26	٦) اللفظ على التثنية والجمع والذكر والمؤنن
8. SYAK	28	٧) اللفظ على مكالفة بغيره
9. AR-RIBAH	34	٨) اللفظ
10. PERKAWAN TELPON	38	٩) اللفظ
TES		
1. AKAR DAN POLA KATA	39	الفارس الثالث
2. MILANGAN	41	١) الحرف والواو
3. KATA-KATA GANTI PENUNJUK UNTUK JAMAK DAN MUSANNA	42	٢) الحرف
4. SYAK	43	٣) أسماء الأسماء - الجمع والتمنن
5. AR-RIBAH	44	٤) اللفظ
6. SYAK	45	٥) اللفظ
7. SYAK	46	٦) اللفظ
8. SYAK	47	٧) اللفظ
9. SYAK	48	٨) اللفظ
10. SYAK	49	٩) اللفظ
TES		
1. PRABU (KATA HENDAK) DAN TAYWIN	50	الفارس الرابع
2. IM GABRI MUNDARI	51	١) بارت الأسماء والتمنن
		٢) اللفظ بين العرب

This book is suitable for the primary learning resource educators widely use in the learning process. Therefore, books are considered one of the learning media that support the

success of the learning process. The use of books as a learning medium greatly influences educational institutions' learning process(Annisa, 2019).

Textbooks are deliberately designed to help the learning process. The use of textbooks in the learning process has a significant influence on student learning outcomes. The benefit of using textbooks as a learning resource, as previously known, is that the existence of textbooks in the learning process makes it easier for students to absorb new information and expand knowledge according to their subject area studies. It can be found in this book.

Some theorists have different views on the meaning of textbooks. Some of them are Tarigan states that textbooks are a general thought design that is deliberately compiled in order to achieve instructional goals (Guntur & Tarigan, 1986). Meanwhile, Bacon explained that textbooks are books specifically designed for classroom learning, carefully compiled and designed by experts in the field and equipped with appropriate teaching tools (Guntur & Tarigan, 1986). In another sense, Chomsin explained that a textbook is a set of means that contains learning materials, methods, boundaries and ways of evaluating, which are designed systematically and attractively in order to achieve the expected goal of achieving competencies and sub-competencies with all their complexity (Sudrajat, 2008). Based on the understanding explained by several experts above, it was concluded that teaching materials give the means of teaching and learning and can facilitate educators in delivering learning materials to their students. This Modern Arabic textbook can give that meaning to Arabic teaching and learning.

Feasibility of the Textbook with the Rusydi's Concept

Below will be shown data about the assessment of the Modern Arabic book with the Rusydi Ahmad Thuaimah concept, which includes; Valid, Meaningfulness, Inclinations and attention, Worth using in the learning process, Global.

Table 1.1

PRINCIPLES OF COMPILING TEXTBOOKS	DESCRIPTION
VALID	The 12 learning themes presented in the Modern Arabic book have been following the facts and are fundamental to students' existence. In addition, 12 learning themes have been adapted to the learning objectives to be achieved by students, especially in recognizing Arabic language skills.
MEANINGFULNESS	The 12 learning themes presented in the book Modern Arabic have led to the life values of learners. Conversational materials and short readings are presented by relating daily life and education.
INCLINATIONS AND ATTENTION	The 12 learning themes presented in the Modern Arabic book have reflected the principles of tendency

	and attention. It can be seen from the exposure to material that is adjusted to the needs of students, namely grammar learning, an introduction to Arabic vocabulary, vocabulary validation, and language dialect harvesting so that the presentation of the material can attract students' attention in learning Arabic.
WORTH USING IN THE LEARNING PROCESS	The 12 learning themes presented in the modern Arabic book in the category are worth using because it has been presented gradually and continuously according to the needs of students. The presentation of material starts with the introduction of sounds, arabic word forms, language grammatical or arabic word arrangements, and several types of conversational models equipped with the original Arabic dialect.
GLOBAL	The 12 learning themes presented in the modern Arabic book do not limit human areas. Overall, the learning themes can be learned by students wherever it is not limited to their geographical location.

In valid principles, the learning material directs students to cognitive activities so that the material can encourage students to think. Machmudah has corroborated this statement in his article, which states that cognitive learning is a learning activity designed by educators to increase the creativity and ability of learners to recognize new science in a good and correct way (Machmudah, 2018). Valid principles in the material of Modern Arabic textbooks can be reviewed from several examples of the material presented on the theme of the second to twelfth lesson providing a reading and several conversations that are appropriate to the learner's life. From these readings and conversations, learners are directed to know the meaning of the Arabic language from the material presented. The material's suitability to the learner's life can be seen from several examples of conversation titles. Some of them take the themes of "From the market to the campus" (page 74), "Conversation via mobile phone" (page 105) to "Sejarah about Islam" (page 214).

Not much different from the valid principle, the principle of meaningfulness is also closely related to the suitability of matter in real life because the principle of meaningfulness is related to the theory of behaviourism (Degeng & Sudana, 2013), where material can motivate students to continue to learn with pleasure. Therefore, the sub-themes presented in Modern Arabic books always relate to everyday life, so students will feel interested in reading and learning about them. Thus, indirectly encouraging students to have a high curiosity towards learning Arabic.

The Arabic book Modern contains the principle of tendency and attention in terms of the presentation of conversational material equipped with two conversational models: formal Arabic (fushah) and dialect (amiyah). There are four types of Arabic dialects used in this book.

Some of these dialects include first Iraqi, second Syrian/ Lebanese/ Palestinian, third Egyptian and fourth Maghreb. Students use audio in the form of digital video or DVD players as listening learning material (Istima'). Thus, it can attract students' attention to recognize Arabic by learning their skills.

Modern Arabic books have fulfilled the principles of textbooks worth using because the Arabic material is presented gradually according to the needs of students. The introduction and mastery of Arabic language skills is the main goal in the printing of Modern Arabic books so that the material presented starts from the most basic level, namely the introduction of hijaiyah letters, sounds and ways of Arabic pronunciation in the theme of the lesson one (page 1). Then continued with the introduction of Arabic vocabulary, accompanied by conversations and short readings using Arabic. Learning related to language grammatical or sentence structure (qowaid) is a unit of material at the highest level. Thus, the Arabic learning materials presented have included four primary skills in foreign language learning: speaking, listening, reading and writing. The practice questions on each theme measure students' level of understanding towards the material that has been studied.

Based on the material in modern Arabic books, the existing material is global and does not contain elements of differences in race, ethnicity and geography. So that all students can use the Arabic book Modern to recognize and learn Arabic. Because of its global culture, the material in the book also introduces other cultures.

Educators and students deeply feel the importance of textbooks in the learning process. The learning process without using textbooks will run less optimally in general. It is because textbooks are used as a learning medium. Because if you do not use book media when an educator explains the learning material too quickly and unclearly, students can reread it in the textbook used. Thus, textbooks are a means that is well utilized by educators and students in order to improve the quality of learning, like this book, which basically has an electronic edition but still maintains a print edition. This printed edition avoids if there is no internet network or power outages. Regions in Indonesia still need to be fully covered by the internet network.

On the other hand, according to Iskandar Wassid and Dadang Sunendar, textbooks have several primary benefits. First, reflect a modern point of view on teaching and demonstrate applications in the teaching materials. Second, presenting teaching materials according to the needs and interests of students, easy to read and various variations. Third, it provides neatly arranged step-by-step resources. Four, demonstrate learning methods and tools to support and motivate learners in learning—five, present appropriate and suitable

learning materials or evaluations (Textbook Functions, 2016). Based on the function and role of textbooks can help students recognize, remember and apply the learning material taught. However, the importance and usefulness of a textbook in learning depend on the ability of the educator to deliver teaching material and utilize it. Hence, the steps for developing teaching materials in books must first be mastered to produce decent and good teaching materials (Hamid, 2008). Following the role of textbooks in a learner, Arabic textbooks are expected to motivate and encourage students when learning them.

In learning to discuss this Modern Arabic textbook, textbooks have several functions: to develop a student's potential and ability to learn a second language (other than the mother tongue). In addition, the existence of textbooks can improve students' skills in learning foreign languages, both speaking, listening, and writing skills. Furthermore, textbooks can introduce students to Arabic culture and the importance of the Arabic language to be learned, especially the relationship between Arabic and Islam. This statement follows the regulation of the Ministry of Religious Affairs No. 02 of 2008, which states that the feasibility of teaching material can be reviewed on the suitability of the purpose and role of textbooks used by students in the learning process (Yasmadi, 2015).

This book is suitable to some of the characteristics of printed textbooks, include

1. The characteristics of self-instruction, namely the teaching materials presented, must be explicit so that they can help students understand the material in the textbook, both under the guidance of educators and independently.
2. The teaching materials presented must be self-contained; namely, the teaching materials presented contain learning materials that have been adjusted to the needs of the students. It is in order to meet the core competencies of students. The material presented includes core competencies, essential competencies and evaluation of learning materials.
3. Able to encourage students to move actively self-instruction material; namely, the subject matter presented can support the affective aspects of students so that students can assess their learning outcomes in terms of student activity when studying the textbook.

In Arabic learning, textbooks used during the learning process should have met three main characteristics. The three main characteristics include subject matter, complementary materials and evaluation of learning outcomes (Syaifullah & Izzah, 2019). These three characteristics are outlined in textbooks that have been adapted to the competency needs of

students. In addition, the compatibility between the three characteristics must be considered because it dramatically affects students' learning processes and outcomes.

Rusydi Ahmad Thu'aimah, in his theory, stated the feasibility characteristics of a textbook in terms of 20 competencies that he then focused on four main components, namely general study, publishing item, material and principles of compiler book (Yasmadi, 2015). The principles in preparing a textbook used by educators will determine the standardization or feasibility of a textbook in the learning process. According to Rusydi Ahmad Thu'aimah, the principles of compiling textbooks include validity, meaningfulness, partiality and attention, worthy of use in learning and global (Machmudah, 2018).

This book is suitable to Rusydi's theory that states the feasibility characteristics of a textbook in terms of 20 competencies. He then focused on four main components, namely general study, publishing items, material and principles of compiler book. The principles in preparing a textbook used by educators will determine the standardization or feasibility of a textbook in the learning process. According to Rusydi Ahmad Thu'aimah, the principles of compiling textbooks include validity, meaningfulness, partiality and attention, worthy of use in learning and global. Furthermore, this book has met all the criteria initiated by Rusydi.

D. Conclusion

Based on the description of the results of the analysis of previous research, it can be concluded that the Arabic book Modern by Eckehard Schulz describes various language skills, including speaking, listening, reading and writing skills. The material presented has been adapted to the needs of students and is closely related to daily real life, so the Arabic material in the book has its charm to be learned by novice students. Complete material, able to meet the needs of students and assist students in achieving learning goals, one of which is being able to recognize and master Arabic language skills quickly.

This the content of the learning material in the Modern Arabic textbook can be stated following the principles of the feasibility of teaching materials according to Rusydi Ahmad Thu'aimah. The advantage of the book is that it presents the material entirely and in a row from the most difficult to the most challenging level. An introduction to Arabic culture accompanies its explanation through the dialect of a region's language. In addition, researchers found a slight flaw in the book, namely the need for a more detailed grouping of significant themes aligned with the content of existing sub-themes. Educators and students needed more confidence in discussing one big theme.

The result of this research is expected to be a reference in choosing learning media sources for educators and students in the Arabic learning process. While on the other hand, this research is also an input for book authors to make Modern Arabic books even better.

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