



Evaluation of the Grade VIII Arabic Language Textbook for Madrasah Tsanawiyah Based on the Minister of Religious Affairs Decree No. 183 of 2019

Kurnia Lailatun Nisa¹ 

Dian Risky Amalia²  

Sultan Abdus Syakur³ 

^{1,2} Universitas Ma'arif Lampung, Indonesia ³ Yarmouk University, Jordan

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Correspondence Author : Kurnia Lailatun Nisa kurniaannisapbaumala@gmail.com

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Abstract

Arabic language textbooks play an essential role as instructional media because they provide learning materials designed to broaden students' knowledge and understanding. This study aims to evaluate the Grade VIII Arabic language textbook for Madrasah Tsanawiyah based on Minister of Religious Affairs Decree (KMA) No. 183 of 2019. The evaluation focuses on the textbook's strengths and weaknesses in material presentation, cognitive-supporting factors, and the presentation of assessment questions. This study employed a qualitative method using a library research approach and Krippendorff's content analysis framework. The primary data were obtained from the Grade VIII Arabic language textbook for Madrasah Tsanawiyah developed in accordance with KMA No. 183 of 2019, while the secondary data were derived from reference books, scholarly journals, papers, essays, articles, and relevant online sources related to the topic under investigation. The findings indicate that the Grade VIII Arabic language textbook based on KMA No. 183 of 2019 is generally appropriate for supporting the learning process of Grade VIII students at Madrasah Tsanawiyah. Nevertheless, further development and a more balanced distribution of learning materials are required to adequately support students' mastery of the four Arabic language skills. This study contributes to the evaluation and development of Arabic language textbooks by providing insights that may support improved textbook quality and enhance students' broader understanding of the Arabic language.



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A. Introduction

A curriculum is essential in education to achieve specific objectives and competencies related to developing students' intellectual abilities across various dimensions. The curriculum in Indonesia has undergone several stages of reform, beginning with the 1947 Curriculum, followed by the 1952 Rencana Pelajaran Terurai (Detailed Lesson Plan Curriculum), the 1964 Education Plan Curriculum, the 1968 Curriculum, the 1975 Curriculum, the 1984 Curriculum, the Cara Belajar Siswa Aktif (CBSA) Curriculum and the 1999 Curriculum Supplement, the Competency-Based Curriculum introduced in 2004, and the 2006 Kurikulum Tingkat Satuan Pendidikan (KTSP), or School-Based Curriculum. In 2013, the Minister of Education officially introduced a new curriculum known as the 2013 Curriculum (Kolintama, 2022). In 2020, another curriculum reform began development, and its implementation was gradually introduced in schools starting in 2021. In 2024, it was formally established as the national curriculum through Regulation of the Minister of Education, Culture, Research, and Technology No. 12 of 2024, with full implementation expected across all schools by the 2026/2027 academic year. This new curriculum is known as the Merdeka Curriculum. Within the curriculum structure of Islamic educational institutions, Arabic is regarded as a priority subject (Muhammad, 2017).

Arabic language education plays an important role in developing students' competencies. Arabic is one of the oldest languages still in continuous use today, particularly because it is the language of the Qur'an. It also serves as a religious language for Muslims in various forms of worship, including prayer (salat), remembrance of God (dhikr), and supplication (du'a) (Muliati, 2016). Proficiency in Arabic can further help students develop a deeper understanding of the Qur'an and Islamic teachings. In Arabic language learning, textbooks are one of the primary components supporting successful instruction (Zanuba Barqiaty Hasfat Fakhruroji, 2025). A textbook can be defined as a systematically organized book containing selected subject matter, structured according to instructional objectives and students' developmental needs to facilitate the learning process (Kolintama, 2022). Indonesian Law No. 3 of 2017 concerning the Book System mandates that the government provide affordable, high-quality textbooks. This provision applies across different levels and types of education, including special education, with the broader objective of improving and ensuring equitable educational quality nationwide (Cahyani, 2023).

Arabic language learning encompasses four fundamental language skills: listening (maharah al-istima'), speaking (maharah al-kalam), reading (maharah al-qira'ah), and writing (maharah al-kitabah) (Hidayat et al., 2024; Maulida et al., 2023; Yasmar et al., 2023). Accordingly, Arabic language textbooks are expected to provide learning materials that adequately address all four skills. However, a recurring challenge is the limited availability of textbooks that match students' learning needs and contemporary instructional approaches. Many textbooks still adopt traditional approaches that place excessive emphasis on grammatical aspects, particularly nahwu and sharaf, while giving insufficient attention to the balanced development of the four core Arabic language skills: listening, speaking, reading, and writing (Faoziyah, 2020). Moreover, textbook content is often insufficiently contextualized within students' everyday experiences, making it more difficult for them to understand and apply the language in real-life situations. Another frequently identified limitation concerns unattractive textbook

presentation and the lack of support from interactive learning media, such as audio and video resources, despite their considerable value in strengthening listening and speaking skills. In addition, the difficulty level of textbook content is not always appropriately aligned with students' proficiency levels, which may reduce the overall effectiveness of the learning process (Cahyani, 2023).

Previous research conducted by Pradi Kusufi Syamsu indicated that Arabic language textbooks are often not systematically structured. The presentation of learning materials tends to emphasize situational themes without adequately considering their relevance to students' learning contexts. Consequently, teachers must play an active role in organizing and delivering the materials more systematically (Syamsu, 2018). Martatik, meanwhile, examined the feasibility of instructional materials published by the Ministry of Religious Affairs and their conformity with established learning standards and curriculum requirements (Martatik, 2018). Similarly, Mabrurrossi concluded that instructional materials should meet appropriate textbook analysis criteria so teachers can identify the strengths and weaknesses of the textbooks used in the learning process (Mabrurrossi, 2020). In addition, Muhammad Jundi and Najamudin Petta Solong investigated the alignment between achievement indicators and basic competencies based on KMA No. 183 of 2019 (Muhammad Jundi, 2021).

A review of these previous studies demonstrates that considerable research has been conducted on Arabic language textbooks. The present study shares a common focus with earlier studies in that it also examines Arabic language textbooks. However, it differs in terms of its specific analytical focus. This study specifically evaluates the Grade VIII Arabic language textbook for Madrasah Tsanawiyah based on Minister of Religious Affairs Decree (KMA) No. 183 of 2019. Accordingly, the study aims to evaluate the Grade VIII Arabic language textbook in accordance with KMA No. 183 of 2019 and to determine the extent to which the textbook is appropriate and capable of meeting students' learning needs.

B. Method

This study employed a qualitative research design using a library research approach. The study focused on evaluating the strengths and weaknesses of the Arabic language textbook by applying Krippendorff's content analysis approach (Cahyani, 2023). The data sources used in this study were classified into two categories: primary and secondary data (Hasan, 2022). The primary data source was the Arabic Language Textbook developed based on the Minister of Religious Affairs Decree (KMA) No. 183 and published by the Ministry of Religious Affairs in 2019. Meanwhile, secondary data were used to complement and enrich the information obtained from the primary source. These secondary data were derived from various relevant sources, including reference books, scholarly journals, papers, essays, articles, and online sources related to the study topic (Abubakar, 2023).

The strengths and weaknesses of the Arabic language textbook were evaluated through content analysis of several key components, including the presentation of learning materials, instructional structure, assessment components, and visual presentation that potentially supports Arabic language learning. Each chapter was analyzed for the sequence of material presentation, variety of learning activities, alignment with the curriculum, and the extent to which the materials addressed students' learning needs. In addition, supporting illustrations, practice exercises,

and formative assessments were examined to determine the textbook's feasibility and effectiveness as an instructional resource.

C. Findings and Discussion

The Grade VIII Arabic Language Student Textbook for Madrasah Tsanawiyah was written by Masrukhin, S.Pd., and published in 2019 by the Directorate of Madrasah Curriculum, Facilities, Institutions, and Student Affairs (KSKK Madrasah), Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia. The government prepared this student textbook to support the implementation of the 2013 Curriculum. Various parties developed and reviewed it under the coordination of the Ministry of Religious Affairs, and it is intended for use in implementing the 2013 Curriculum. The textbook is considered a "living document" that is continuously revised, updated, and improved in response to changing educational needs and contemporary developments.

This Arabic language student textbook consists of 128 pages. It contains six chapters covering the following themes: الساعة (time/the clock), يوميتنا (our daily activities), الهواية (hobbies), الرياضة (sports), المهنة (professions), and عيادة المريض (visiting the sick). To determine the quality and usefulness of this textbook, a comprehensive evaluation is necessary. Such an evaluation encompasses several important aspects related to content, presentation, and the materials' suitability for students' learning needs. This evaluation provides an objective overview of the Arabic language textbook's strengths and weaknesses, along with potential areas for future improvement.

Strengths

1. The materials are systematically and progressively organized, moving from easier to more complex content.

The materials in this textbook are presented in a systematic and progressive sequence. The first activity (النشاط الأول) introduces vocabulary (المفردات) related to each lesson's theme and is followed by a dialogue (hiwar) that reinforces the newly introduced vocabulary. Subsequently, the second activity (النشاط الثاني) focuses on grammatical rules and sentence structures (القواعد والتركيب), enabling students to understand grammatically correct sentence structures while simultaneously comprehending their meanings. The third activity (النشاط الثالث) then presents materials related to Arabic language skills (maharah), aiming to develop students' proficiency in the relevant Arabic language competencies.



Figure 1. النشاط الأول (First Activity): Introduction to Vocabulary and Hiwar

النشاط الثاني

القواعد والتراكيب

أدوات الاستقبال

01 كم الساعة؟

- الساعة السابعة صباحاً
- الساعة العاشرة
- الساعة الرابعة مساءً
- الساعة التاسعة ليلاً

02 في أي ساعة؟

- تستيقظ مع اليوم؟ في الساعة الرابعة
- تقرأ القرآن؟ في الساعة العاشرة مساءً
- تبدأ الحصّة الأولى؟ في الساعة السابعة والنصف
- تنتهي الحصّة؟ في الساعة التاسعة

03 كم ساعة؟

- تستغرق الدّخات إلى المسجد؟ ربع الساعة
- تستغرق درّس اللغة العربيّة؟ ساعة والنّصف
- تستغرق العبادة؟ ساعة واحدة
- تذاكر الدّرس؟ ساعتين

العدد الترتيبي

Adad Tartibi
Adad adalah kata bilangan atau hitungan. Adapun adad terbagi menjadi 2 yaitu, Adad asli dan Adad tartibi.
Adad asli adalah bilangan yang menunjukkan jumlah suatu benda. Jenis adad asli ada empat bentuk, yaitu: 1) Adad mufrad, 2) Adad muraabah, 3) Adad Uqud, dan 4) Adad ma' thuf.
Adad tartibi adalah, isim adad yang menunjukkan tingkatan dan dengan mengikuti wazan atau pola fa' 'ilun atau fa' 'ilatan.

Perhatikan Tabel

العدد الترتيبي	العدد الأصلي
للموئت	للمذكر
الأول	الأول
الثاني	الثاني
الثالث	الثالث
الرابع	الرابع
الخامس	الخامس
السادس	السادس
السابع	السابع
الثامن	الثامن
التاسع	التاسع
العاشر	العاشر
الحادي عشر	الحادي عشر
الثاني عشر	الثاني عشر

Ketentuan Adad Tartibi
Adad tartibi harus memenuhi ketentuan-ketentuan berikut:
1. Mengikuti wazan isim fa' 'il, yaitu Fa' 'ilun, kecuali pada bilangan satu.
2. Adad dan ma' duhnya harus sesuai antara muannas mudakarnya.
Perhatikan Contoh Berikut:
• الآن، نتعلم الدرس الثالث.
• الحصّة الرابعة في الساعة التاسعة.
• تبدأ الدّرس في الساعة تماماً

Figure 2. النشاط الثاني (Second Activity): Qawa'id and Tarkib

النشاط الثالث

القراءة

إسمي فاتح، أتعلّم في المدرسة المتوسطة الإسلامية بجاكرتا. في أيام الدراسة، أستيقظ في الساعة الرابعة صباحاً. أذهب إلى المدرسة في الساعة السادسة والنصف. تبدأ الحصّة الأولى في الساعة وأستريح في الساعة والنصف. وأدّرس ثمانين حصّة في اليوم. ثم أروح إلى الصفّ مرة ثانية للدراسة في الساعة العاشرة. ينتهي اليوم الدراسي في الساعة الواحدة والنصف ظهراً ثم أذهب إلى البيت وأحياناً أذهب إلى المكتبة لأستعير بعض الكتب.

Figure 3. النشاط الثالث (Third Activity): Maharah Qira'ah

Figure 1, النشاط الأول (the first activity), presents an introduction to vocabulary accompanied by relevant illustrations and simple dialogues (hiwar) that correspond to the lesson theme. This presentation is intended to develop students' initial understanding of the context in which the language is used communicatively. The activity also serves as an important foundation before students proceed to grammatical rules and sentence structures, as vocabulary mastery and familiarity with everyday expressions significantly support the development of active language skills.

Figure 2, النشاط الثاني (the second activity), focuses on grammatical rules (qawa'id) and sentence structures (tarkib). In this activity, students are guided to understand Arabic language structures through the study of grammar and syntactic patterns. The materials are presented progressively, beginning with sentence forms and verb conjugations and continuing to the construction of appropriate sentence structures. This process is intended to ensure that students not only understand grammatical concepts theoretically but are also able to apply them in constructing grammatically correct and meaningful sentences.

Figure 3, النشاط الثالث (the third activity), presents materials related to reading skills (maharah qira'ah). After acquiring an understanding of vocabulary and sentence structures, students are directed to develop their reading skills (qira'ah) through relatively simple reading passages. The materials are designed to train students to comprehend the content of a text, identify key information and main ideas, and answer questions related to the reading passage. This activity

contributes to the development of maharah qira'ah while simultaneously strengthening students' overall Arabic language proficiency.

The systematic and gradual presentation of Arabic language materials, progressing from simple and accessible content to more complex concepts, is an essential feature of instructional textbooks. Such sequencing is intended to facilitate students' comprehension of the materials while enhancing the effectiveness of the learning process. The principle of gradual progression is also reflected in this Arabic language textbook, beginning with the introduction of vocabulary and basic sentence structures and subsequently progressing to more complex grammatical rules. This approach is intended to ensure that students acquire a strong foundational understanding before engaging with more advanced linguistic concepts (Abdullah Isa, 2015). By implementing a systematic and progressive organization of learning materials, the textbook is expected to support students in developing an effective and comprehensive mastery of the Arabic language.

2. The presence of supporting factors that enhance students' understanding (illustrations, diagrams, and tables).

To achieve optimal understanding in Arabic language learning, materials cannot rely solely on written text. Supporting elements are needed in the learning process to facilitate and strengthen students' cognitive development. One of these supporting elements is presenting materials through visual media such as illustrations, diagrams, and tables. These features bridge abstract linguistic concepts and more concrete visual representations that are easier for students to understand. The following are some of the supporting elements found in this Arabic language textbook:



Figure 4. Illustrations, tables, and diagrams

As shown above, illustrations, tables, and diagrams help students understand and retain the material more easily. These visual elements may reduce cognitive load, accelerate comprehension, and clarify relationships between concepts, particularly in discussions of sentence structure, verb changes, and the meaning of vocabulary in specific contexts. Therefore, illustrations, diagrams, and tables not only enrich the presentation of the material but also improve students' comprehension and retention of Arabic language content.

A study by Kartum (2020) showed that using picture-based media in Arabic language learning can increase students' enthusiasm and vocabulary retention. The study found that visual media were effective in helping students understand and memorize Arabic vocabulary. Similarly, picture-based media in Arabic language textbooks are appropriate for use based on evaluations by subject-matter experts, design experts, and student responses, as they can improve students' understanding of mufradat (vocabulary), attract learning interest, and help students achieve the Minimum Mastery Criteria (Kriteria Ketuntasan Minimal / KKM).

3. The inclusion of formative assessment after the learning materials

To ensure students understand the material studied, each activity in the Arabic language textbook should be accompanied by formative assessment. This assessment is provided after the presentation of core learning materials, including vocabulary, dialogues, and grammatical rules, to provide immediate feedback on students' level of understanding. In addition, formative assessment helps teachers identify areas that require further reinforcement before students proceed to subsequent learning materials.

أجب عن الأسئلة الآتية شخياً وفقاً للصورة !

ما الرياضة التي تحبها؟

- أحب كرة الطائرة
- أحب كرة السلة
- أحب كرة القدم
- أحب كرة الطاولة
- أحب كرة اليد
- أحب كرة الشبكة
- أحب كرة القاعدة

سؤالين اثنين وأنت

أحمد : معذرة يا أبي، أريد أن أشغل التلفاز؟
 الأب : لا عليك، يمكنك. ماذا تريد أن تشاهد؟
 أحمد : أريد أن أشاهد برنامجاً في الرياضة.
 الأب : هل تستطيع فهمي؟ ركوب الكرة؟
 أحمد : نعم، هو لممارسة ركوب الكرة. أنا أحبه حين ألهت كرة السلة.
 الأب : وكيف يشاهد البرنامج؟
 أحمد : إما مشاهد أو مشاهدي التلفزيون حين أجلس في غرفة النوم.
 الأب : وأنتا ألهتكم يا بني، أن لا تكون عارضة الشياخة.
 أحمد : عارضة؟
 الأب : لأن الشياخة رياضة غريبة للجنم والحفل.

جرب نفسك، أجب الجواب كما يلي !

مثال: تريد - أذهب إلى اللعب
 ماذا تريد؟ أريد أن أذهب إلى اللعب
 (١) تريد - أجلس في غرفة النوم
 (٢) تريد - أكتب رسالة (الكمبيوتر)
 (٣) تريد - أذهب كرة السلة
 (٤) تريد - أذهب إلى اللعب
 (٥) تريد - أجلس في المسجد

الشاطر الرابع

نموذج كتابة سيرة ذاتية

الاسم :
 السن : ١٥ سنة
 مكان الإقامة : شارع رادين صالح، رقم ٢٧ جاكارتا الشرقية
 البريد الإلكتروني : halim@gmail.com
 رقم هاتف الجوال : 0813-1234-7890
 الهواية : كرة القدم
 المهنة في المستقبل : معلم

اكتب سورتك الذاتية

الاسم :
 السن :
 مكان الإقامة :
 البريد الإلكتروني :
 رقم هاتف الجوال :
 الهواية :
 المهنة في المستقبل :

ملأ الفراغات التي في الصفحة بالكلمة المناسبة !

الألعاب - مسج - بكر - تشاهد - وراء

(١) يريد أن في المسجد
 (٢) يجلس التلفاز
 (٣) يصوب الكرة
 (٤) يجري أهدى الكرة
 (٥) لن الحكم مع اللاعب

اقرأ العبارات وعرف أصحاب المهن

النجار - الطيار - الطبيب - المدرس - المهندس

١- في يده منشار وأمانة وساميز وكفاشة (.....)
 ٢- عمله يكون بين السماء والأرض (.....)
 ٣- يصنع طعاماً لا يشتهي الناس منه نوعاً واحداً (.....)
 ٤- يعلم التلاميذ في المدرسة (.....)
 ٥- يشغلهم الرسم والخط والفجر (.....)

حل الأضواء بأصابعك ثم أكتبها !

١- حلز - حلز
 ٢-
 ٣-
 ٤-
 ٥-

ملأ ما بين سطرات الأضواء

أ ب ج

المدرس
النجار
الطبيب
الطباخ

يرسم المذي
يشرح الدرس
يصنع الطعام
يشرح الحطب

المكتب
في المدرسة
في المنجرة
في مطبخ

Figure 5. Formative assessment following the learning activities

As illustrated in the example above, formative assessment is presented through various types of questions designed according to students' levels of ability. Through this approach, assessment functions not only as a means of measuring learning outcomes but also as an integral part of the learning process itself, as it encourages students to review previously learned material and actively apply their knowledge in appropriate contexts.

Formative assessment enables teachers to design more focused instruction that responds to students' individual learning needs while promoting students' active participation, motivation, and responsibility in the learning process. When implemented consistently and systematically in schools, formative assessment can improve learning outcomes, encourage self-reflection, and contribute to a more comprehensive learning environment (Titin et al., 2016). Therefore, formative assessment should not be regarded merely as an instrument for measuring students' achievement, but rather as an essential component in improving the quality of instruction and supporting students' academic development.

4. The inclusion of a vocabulary glossary at the end of the learning materials

After all chapters have been completed, this Arabic language textbook provides a vocabulary glossary. This glossary is an important feature that helps students recall and understand the vocabulary introduced throughout the learning process. The glossary serves as a reference tool that enables students to review and retrieve previously learned words, strengthen their vocabulary mastery, and apply Arabic in broader contexts. The vocabulary glossary provided in this textbook is presented as follows:

معجم المفردات الأسماء			
حرف ب	حرف ا	حرف ت	حرف ث
Dengan	Sekarang	الآن	
Barang dagangan	Ayah	أب	
Sorelah	Salah satu	أحد (إحدى)	
Sekeliling	Terhadap	عند	
Jauh	Sundara (gr)	بعيد	
Negara	Yang lain	آخر	
Di antara	Jadi	فإن	
	Bumi, tanah	أرض	
Pedagang	Lantai	أرضية	
Sejarah peradaban	Pekan	السوق	
Kesembilan	Isitirahat	إستراحة	
Kesini, mari	Maaf, Sayang	أسف	
TV	Diare	إسهال	
Siapa	Cipr	أشنان	
Feminis	Pemilik, tabahat	مُتَمَلِكَة	
Types	Menyatakan	إعلان	
	Kegiatan harian	أعمال يومية	
	Angota, individu	أفراد	
	Peradangan	التهاب	
	Sakit	ألم	
	Hal, sesuatu	أمر	
	Kemarin	أمس - بالأمس	
	Sakit apa?	ألم أي ألم	
	Bisa dibantu?	ألم جذبة	

حرف ب	حرف ا	حرف ت	حرف ث
Ke tiga	الطبعة	الطبعة	
Ke delapan	الثامنة	الثامنة	
Ke dua	الثاني	الثاني	
Ke dua belas	الثانية عشرة	الثانية عشرة	
Sepertiga	ثلث	ثلث	
Kemudian	ثم	ثم	

حرف ب	حرف ا	حرف ت	حرف ث
Ke tiga	الطبعة	الطبعة	
Ke delapan	الثامنة	الثامنة	
Ke dua	الثاني	الثاني	
Ke dua belas	الثانية عشرة	الثانية عشرة	
Sepertiga	ثلث	ثلث	
Kemudian	ثم	ثم	

حرف ب	حرف ا	حرف ت	حرف ث
Ke tiga	الطبعة	الطبعة	
Ke delapan	الثامنة	الثامنة	
Ke dua	الثاني	الثاني	
Ke dua belas	الثانية عشرة	الثانية عشرة	
Sepertiga	ثلث	ثلث	
Kemudian	ثم	ثم	

Figure 6. Vocabulary glossary

As shown in the figure above, the vocabulary glossary is presented at the end of the learning materials and includes key words and terms introduced in the preceding lessons. The glossary contains vocabulary related to both nouns (isim) and verbs (fi'il). Its inclusion at the end of the textbook gives students an opportunity to review previously learned material, reinforce their understanding, and encourage independent learning beyond the classroom.

Adequate mastery of Arabic vocabulary helps students understand the meanings conveyed in Arabic texts. Moreover, vocabulary constitutes a fundamental foundation for developing the four Arabic language skills (maharah) (Anggian, 2022). Limited vocabulary mastery may hinder students' ability to comprehend texts, express ideas, and communicate effectively in Arabic. Conversely, strong vocabulary mastery can positively contribute to overall Arabic language proficiency. Therefore, inadequate vocabulary knowledge may impede the development of students' overall language skills (Hunaidu & Mahlani, 2019).

Weaknesses

1. The absence of chapter summaries

The Arabic language textbook used in this learning context does not provide a summary at the end of each chapter. This is one weakness from an instructional evaluation perspective because summaries help students identify key points from previously studied material and support review of important concepts. Without summaries, students may have difficulty developing a comprehensive understanding of the material they have learned. Therefore, including summaries in textbooks is important for supporting an effective learning process and strengthening students' comprehension.

Summaries in textbooks are particularly important because they can support students' retention of learning materials. A summary is one textbook component that can facilitate learning by helping students recall the main ideas presented in instructional materials. The use of summaries is also consistent with cognitive learning principles, which enable students to connect newly acquired information with their existing knowledge, thereby promoting meaningful learning (Ismail, 2011).

2. Uneven distribution of language-skill materials across chapters

The presentation of language-skill (maharah) materials in the Grade VIII Arabic language textbook for Madrasah Tsanawiyah based on Minister of Religious Affairs Decree (KMA) No. 183 of 2019 is not evenly distributed across the chapters. Chapter 1, for example, explicitly provides material focusing on only one language skill, namely maharah qira'ah (reading), while Chapters 3, 4, and 5 primarily present materials related to maharah kitabah (writing). This imbalance should be considered in the organization of instructional materials, particularly to ensure that each language skill receives adequate and proportionate attention throughout the textbook. An uneven distribution of learning activities may affect students' mastery of particular skills when the four Arabic language skills are not balanced.

Despite this imbalance, the textbook nevertheless incorporates several elements that indirectly support the development of other language skills. For instance, each chapter contains hiwar (dialogue) exercises that contribute to the development of maharah kalam (speaking). Similarly, the narrative and descriptive texts presented throughout the chapters can help improve students' maharah qira'ah (reading). At the same time, various assignments may support the

development of maharah kitabah (writing). Thus, although the explicit presentation of language-skill materials is not entirely balanced, these supporting activities still provide students with opportunities to develop various aspects of Arabic language proficiency in a relatively comprehensive manner.

3. Summative assessment is limited to the Mid-Semester Assessment (PTS) and End-of-Semester Assessment (PAS)

Summative assessment in the Arabic language textbook is limited to the Mid-Semester Assessment (Penilaian Tengah Semester / PTS) and the End-of-Semester Assessment (Penilaian Akhir Semester / PAS). This indicates that summative evaluation is relatively limited and is not evenly distributed throughout the learning process. Periodic summative assessment is important for measuring the extent to which students have understood and mastered the materials they have studied. The absence of summative assessment at the end of each chapter may limit opportunities for both teachers and students to systematically evaluate learning achievement before progressing to subsequent material. Therefore, incorporating more evenly distributed and consistent summative assessments throughout the textbook could provide a clearer picture of students' learning achievement and help teachers adjust their instructional strategies accordingly (Syaputra Artama, 2023). An example of the summative assessment presented in the End-of-Semester Assessment (PAS) is shown below:

تمريعات عامة للفصل الأول		تمريعات عامة للفصل الأول	
اختر الإجابة الصحيحة!		اختر الإجابة الصحيحة!	
(١) في أي ساعة تذهب إلى المدرسة؟ ٦,٣٠ -	ج- الستة والنصف	(١) في أي ساعة تذهب إلى المدرسة؟ ٦,٣٠ -	ج- الستة والنصف
أ- السادسة والنصف	ب- السادسة والنصف	أ- السادسة والنصف	ب- السادسة والنصف
(٢) في أي ساعة تصلى الظهر؟	ج- الثالثة عصرا	(٢) في أي ساعة تصلى الظهر؟	ج- الثالثة عصرا
أ- الثانية عشرة	ب- العاشرة	أ- الثانية عشرة	ب- العاشرة
(٣) نستريح بعد الحصة	ج- الخامسة	(٣) نستريح بعد الحصة	ج- الخامسة
أ- الرابعة	ب- الرابعة	أ- الرابعة	ب- الرابعة
(٤) يستغرق الذهاب إلى المدرسة	ج- خمسة دقيقة	(٤) يستغرق الذهاب إلى المدرسة	ج- خمسة دقيقة
أ- نصف الساعة	ب- عشرة دقيقة	أ- نصف الساعة	ب- عشرة دقيقة
(٥) في اليوم، أدرس	ج- ثمانية حصص	(٥) في اليوم، أدرس	ج- ثمانية حصص
أ- ثلثي حصص	ب- ثلثي حصص	أ- ثلثي حصص	ب- ثلثي حصص
(٦) من العدد الترتيبي ما يلي، إلا	ج- الخامسة	(٦) من العدد الترتيبي ما يلي، إلا	ج- الخامسة
أ- الخميس	ب- الخامسة	أ- الخميس	ب- الخامسة
(٧) العدد الترتيبي على وزن	ج- فعال	(٧) العدد الترتيبي على وزن	ج- فعال
أ- فعيلة	ب- فاعلة	أ- فعيلة	ب- فاعلة
(٨) تطلّع الدروس؟ في الساعة الثامنة	ج- كم الساعة	(٨) تطلّع الدروس؟ في الساعة الثامنة	ج- كم الساعة
أ- في أي ساعة	ب- كم ساعة	أ- في أي ساعة	ب- كم ساعة
(٩) أختك اسمها مريم	ج- الثانية	(٩) أختك اسمها مريم	ج- الثانية
أ- الإثنين	ب- الثاني	أ- الإثنين	ب- الثاني
(١٠) يستغرق الذهاب إلى النادي ؟ واحدة	ج- في أي ساعة	(١٠) يستغرق الذهاب إلى النادي ؟ واحدة	ج- في أي ساعة
أ- كم ساعة	ب- كم الساعة	أ- كم ساعة	ب- كم الساعة
(١١) أنا تلميذ. أرثدي	ج- زي المدرسة	(١١) أنا تلميذ. أرثدي	ج- زي المدرسة
أ- ملابس النوم	ب- ملابس الرياضة	أ- ملابس النوم	ب- ملابس الرياضة

Figure 7. Summative assessment in the End-of-Semester Assessment (PAS)

The findings indicate that the Grade VIII Arabic language textbook for Madrasah Tsanawiyah, developed under Minister of Religious Affairs Decree (KMA) No. 183 of 2019, generally includes several components that support the learning process, although several aspects still require improvement. The textbook's strengths include its progressive presentation of materials, use of visual elements, inclusion of formative assessments, and provision of a vocabulary glossary. Its weaknesses, however, include the absence of summaries at the end of each chapter, the uneven distribution of the four Arabic language skills (maharah), and the limited provision of summative assessments across chapters. These findings suggest that textbook quality depends not only on the availability of learning materials but also on the integration of content, presentation, learning activities, and assessment. This finding is consistent with Martatik (2018), who emphasized the importance of aligning instructional materials with applicable

learning standards and curriculum requirements. Maburrossi (2020) similarly argued that systematic textbook analysis is necessary to identify the strengths and weaknesses of instructional materials. More specifically, Cahyani (2023) demonstrated that evaluating Grade VIII Arabic language textbooks based on KMA No. 183 of 2019 should consider both material presentation and assessment techniques as essential components in determining textbook quality.

The progressive organization of the learning materials constitutes one of the principal strengths of the textbook analyzed in this study. The materials begin with the introduction of vocabulary and *hiwar* in *an-nasyāṭ al-awwal*, followed by grammatical rules and *tarkib* in *an-nasyāṭ ats-tsānī*, and subsequently the development of language skills in *an-nasyāṭ ats-tsālits*. This pattern indicates that the materials are not presented as isolated components; rather, they are organized sequentially to enable students to become familiar with linguistic elements before applying them in more complex learning activities. This arrangement differs from the issue identified by Syamsu (2018), who reported that Arabic language textbooks may become less effective when their content is organized primarily around situational themes without a sufficiently systematic structure, requiring teachers to take a more active role in organizing instruction. The progressive structure identified in the Grade VIII textbook may help address this problem because it arranges vocabulary, language structures, and skills in a relatively systematic learning sequence. This finding is also relevant to Jundi & Solong (2021), who emphasized the importance of aligning achievement indicators with basic competencies in Arabic language instruction under KMA No. 183 of 2019. Therefore, the sequencing of learning materials is an important aspect of textbook design because it is closely related to the gradual development of students' competencies.

In addition to the organization of the materials, illustrations, tables, and diagrams add value to the textbook's presentation. Visual media can help students connect vocabulary items and linguistic structures with more concrete representations, thereby ensuring that learning is not based solely on textual information. This finding is consistent with Kartum (2020b), who showed that using visual media in Arabic language learning can increase students' enthusiasm and improve vocabulary retention. The presence of visual elements is also particularly relevant when considered alongside the vocabulary glossary provided at the end of the textbook. The glossary enables students to retrieve previously learned words and use them as materials for independent review. Anggian (2022) explained that vocabulary constitutes an essential component of Arabic language learning, particularly because vocabulary mastery supports students' ability to understand and use the language. Hunaidu & Mahlani (2019) reinforce this argument by identifying a relationship between Arabic vocabulary mastery and students' overall Arabic language proficiency. Accordingly, the combination of visual illustrations and a vocabulary glossary in this textbook is an important supporting feature that helps students strengthen their lexical competence as a foundation for developing broader language skills.

The inclusion of formative assessment after the presentation of instructional materials also shows that the textbook gives students opportunities to evaluate their understanding of newly learned content. These assessments appear in various forms of exercises following vocabulary activities, dialogues, language structures, and specific language skills. Within the learning process, these

exercises serve not only to measure learning outcomes but also to give students opportunities to review and apply previously studied material. Teachers may also use the results of these exercises to identify areas that students have mastered and areas that require further reinforcement. These assessment activities support the findings of Cahyani (2023), who identified assessment techniques as an important component in evaluating the Grade VIII Arabic language textbook based on KMA No. 183 of 2019. Nevertheless, assessment quality should not be determined solely by the presence of questions or exercises, but also by their alignment with the materials and competencies to be achieved. In this regard, the study by Jundi & Solong (2021) concerning the alignment of achievement indicators and basic competencies provides an important perspective, suggesting that instructional activities and assessments should be directed toward the attainment of predetermined competencies. Thus, although the availability of formative assessment represents a strength of the textbook, its implementation should remain closely aligned with measurable competency achievement.

Despite these strengths, the absence of a summary at the end of each chapter represents an aspect that requires further attention. After studying vocabulary, hiwar, grammatical rules, tarkib, and language skills, students need a section that lets them revisit the lesson's essential points in a concise form. Although the vocabulary glossary included in the textbook helps students review lexical items, it differs from a chapter summary. A glossary primarily provides information about vocabulary items and their meanings. In contrast, a summary can integrate the main components of a chapter, including vocabulary, language structures, grammatical concepts, and the language skills studied. Ismail (2011) explained that summaries can help students recall the main ideas of instructional materials and connect newly learned information with their prior knowledge. From this perspective, the absence of chapter summaries indicates that the textbook's reinforcement function has not yet been fully optimized. Therefore, adding a summary at the end of each chapter could be an important recommendation for future textbook development by giving students a systematic tool for independent review.

Another important finding concerns the uneven distribution of the four language skills (maharah) across the chapters. The analysis shows that some chapters emphasize particular skills more strongly than others; for example, maharah qirā'ah is emphasized in the first chapter, whereas maharah kitābah receives greater emphasis in several other chapters. Nevertheless, the textbook still includes elements such as hiwar, reading passages, and written exercises that may indirectly support the development of speaking, reading, and writing skills. This condition suggests that the primary issue is not the complete absence of particular language skills, but rather the disproportionate allocation of activities explicitly designed to develop each maharah. Arabic language learning encompasses maharah istimā', kalām, qirā'ah, and kitābah, all of which need to be developed as mutually supportive competencies (Maulida et al., 2023). An imbalanced distribution of these skills may result in students receiving different levels of practice and exposure across the four domains. This finding is also consistent with Cahyani (2023), who highlighted the importance of material presentation in evaluating Grade VIII Arabic language textbooks. Therefore, future revisions should aim to provide a more proportional distribution of activities

addressing all four maharah while maintaining the thematic structure already established in the textbook.

A further limitation concerns the uneven provision of summative assessments across chapters, as such assessments remain largely concentrated at the semester level. This contrasts with the formative assessments that are already incorporated after various learning activities. Consequently, although the textbook provides mechanisms for monitoring students' understanding during the learning process, it does not yet offer sufficiently comprehensive measures of learning achievement at the end of each instructional unit or chapter. The alignment among learning materials, indicators, competencies, and assessment This finding also reinforces Cahyani (2023) argument that assessment techniques should be considered an essential component in evaluating the quality of Arabic language textbooks. constitutes an important element of curriculum-based instruction, as demonstrated by Jundi & Solong (2021). Accordingly, including summative assessments at the end of each chapter could complement the existing formative assessments and provide a more systematic account of students' learning achievement. Overall, the findings indicate that the Grade VIII Arabic language textbook provides a reasonably sound foundation for instructional delivery but still requires improvement in three major areas: the inclusion of chapter summaries, a more balanced distribution of the four maharah, and stronger summative assessment. These findings support the perspectives of Martatik (2018) and Mabrurrossi (2020), who argue that instructional materials should be continuously evaluated to ensure that their content and presentation remain aligned with educational objectives and learners' needs.

D. Conclusion

Based on the content analysis of the Grade VIII Arabic language textbook for Madrasah Tsanawiyah developed in accordance with Minister of Religious Affairs Decree (KMA) No. 183 of 2019, it can be concluded that the textbook is generally appropriate for supporting the learning process due to several notable strengths, including the systematic and progressive presentation of materials, the use of illustrations, tables, and diagrams to facilitate comprehension, the inclusion of formative assessments, and the provision of a vocabulary glossary that reinforces students' lexical mastery. Nevertheless, the findings also reveal several weaknesses, including the absence of summaries at the end of each chapter, the disproportionate distribution of the four Arabic language skills (maharah istimā', kalām, qirā'ah, and kitābah), and the concentration of summative assessment at the semester level rather than its consistent inclusion in each chapter. These findings address the research objectives outlined in the Introduction, namely to evaluate the strengths and weaknesses of the textbook and to determine the extent to which it meets students' learning needs. They also show that textbook quality depends not only on content completeness but also on the integration of material organization, learning activities, language-skill development, and assessment systems. The findings reinforce previous studies emphasizing the importance of aligning instructional materials with curriculum requirements, targeted competencies, and students' learning needs, while further suggesting that Arabic language textbooks should be designed in a more balanced manner so that they function not merely as sources of instructional content but also as pedagogical tools that facilitate the comprehensive development of language competence. In

the academic context and within madrasah education, these findings may serve as a reference for textbook authors, teachers, curriculum developers, and the Ministry of Religious Affairs in improving textbook quality, particularly through the inclusion of chapter summaries, a more balanced distribution of activities addressing the four maharah, and the development of unit-based summative assessments. This study is limited to analyzing a single textbook using a library research approach and content analysis, without incorporating empirical data from teachers or students. Therefore, future studies may extend the present findings through classroom observations, interviews, user surveys, comparisons across textbooks or educational levels, and empirical investigations of the textbook's effectiveness in directly improving students' Arabic language competence.

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