



**Analysis of Arabic Textbooks for Madrasah Tsanawiyah Grade VIII  
Based on the Perspectives of Abdullah al-Ghali and Abdul Hamid  
Abdullah**

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**Abstract**

Arabic textbooks remain the primary reference in the learning process in Madrasahs; however, most of them have not thoroughly considered the socio-cultural, psychological, linguistic, and educational aspects. This gap can hinder the effectiveness of learning and students' understanding of the Arabic language. This study aims to analyze the feasibility of the Arabic textbook for VIII grade Madrasah Tsanawiyah (MTs) based on the perspectives of Abdullah al-Ghali and Abdul Hamid Abdullah, which includes four main aspects of material development. The research adopts a qualitative approach using literature review and content analysis methods. Data were gathered from the Ministry of Religious Affairs' Arabic textbook published in 2020, supported by relevant literature. The results indicate that the textbook performs well in socio-cultural and psychological aspects by integrating Islamic values and organizing content that aligns with students' developmental stages. However, in terms of linguistic and educational aspects, deficiencies were found, such as the absence of a glossary and the limited study guidelines, suggesting the need for further development to support effective and targeted learning.

**Keywords** : textbooks, arabic language, socio-cultural aspects, psychological aspects, linguistic aspects.

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## A. Introduction

In Arabic language learning in Indonesia, textbooks remain the primary resource for both teachers and students.<sup>1</sup> These textbooks play an important role in helping students understand Arabic, which is a mandatory subject.<sup>2</sup> However, many of the textbooks available do not fully address the students' needs comprehensively.<sup>3</sup> Most of these textbooks tend to focus primarily on grammatical aspects, such as syntax (*nahwu*) and morphology (*sharaf*),<sup>4</sup> which, while important, are not sufficient to facilitate a deep understanding of the Arabic language. This indicates that the content of these books emphasizes theoretical aspects rather than providing a comprehensive understanding of how Arabic is used in everyday life.<sup>5</sup>

Furthermore, existing textbooks often draw examples from Arab cultural life, which may be far removed from the socio-cultural realities of students in Indonesia.<sup>6</sup> This makes the material feel foreign and difficult for students to understand, as they are accustomed to the socio-cultural context of Indonesia. Many contents in these Arabic language textbooks do not align with the students' everyday experiences, resulting in less effective learning. This limitation makes it challenging for students to connect the taught material with the real-life situations they face, thereby reducing their interest and enthusiasm for learning.

Previous studies on Arabic textbooks generally focus on one or two specific aspects and do not comprehensively examine the four main aspects of teaching material development according to Abdullah al-Ghali and Abdul Hamid Abdullah.<sup>7</sup> For example, the study by Wachdah, which evaluated the Arabic textbook for grade X Madrasah Aliyah, focused only on the suitability of the textbook within a particular context without conducting a comprehensive analysis from a broader perspective.<sup>8</sup> Similarly, Hidayanti emphasized the importance of the feasibility of content, presentation, language, and graphics in textbooks, but the socio-cultural and psychological aspects of students were not adequately considered in her study.<sup>9</sup> Likewise, the research conducted by

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<sup>1</sup> Ahmad Fadhel Syakir Hidayat, "Al-Arabiyyah Baina Yadaik' Textbook (An Evaluative Descriptive Analysis Study)" (Universitas Islam Negeri Alauddin Makassar, 2019).

<sup>2</sup> M. Amin Nurdin and Ahmad Abrori, "Mengerti Sosiologi Pengantar Memahami Konsep-Konsep Sosiologi," *CV. Idayus*, 2020, 1–172; Hasan Syaiful Rizal and Ulfatul Chasanah, "Analisis Konten Buku Ajar Bahasa Arab MTs Kelas VII Kurikulum KMA No. 183 2019," *Jurnal Mu'allim* 5, no. 1 (January 2023): 132–46, <https://doi.org/10.35891/muallim.v5i1.3532>.

<sup>3</sup> K Husna et al., "Analisis Buku Ajar 'Aku Cinta Bahasa Arab': Perspektif Seleksi, Gradasi, Repetisi, Dan Presentasi Materi Ajar," ... *International Journal of ...*, 2025, <https://journalweb.org/ojs/index.php/El-Syaker/article/view/502>.

<sup>4</sup> A Shondaq et al., "The Development Model of the Merdeka Belajar Curriculum in Arabic Language Learning," ... : *Samarinda International ...*, 2025, <https://journalweb.org/ojs/index.php/El-Syaker/article/view/501>.

<sup>5</sup> Hasan Syaiful Rizal and Chasanah, "Analisis Konten Buku Ajar Bahasa Arab MTs Kelas VII Kurikulum KMA No. 183 2019."

<sup>6</sup> Hasan Syaiful Rizal and Chasanah.

<sup>7</sup> Muhaimin, *Model Pengembangan Kurikulum Dan Pembelajaran Dalam Pendidikan Islam Kontemporer Di Sekolah/Madrasah Dan Perguruan Tinggi*, 2016.

<sup>8</sup> Riham Lailatul Wachdah, "Evaluasi Buku Ajar Bahasa Arab Kelas X Madrasah Aliyah: Pendekatan Saintifik Kurikulum 2013," *Al-Ma'rifah* 17, no. 1 (2020): 41–47, <https://doi.org/10.21009/almakrifah.17.01.04>.

<sup>9</sup> E. Hidayanti, "Analisis Kelayakan Isi, Penyajian, Bahasa Buku Teks Bahasa Indonesia Ekspresi Diri Dan Akademik Untuk SMA/MA Kelas X" (Universitas Pendidikan Ganesha, 2020).

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Muhammad Syaifullah and Nailul Izzah examined the theories of al-Ghali and Abdullah in the Indonesian context, focusing on cultural and social principles as well as linguistic and educational foundations. However, their study did not integrate all four aspects of teaching material development holistically.<sup>10</sup>

On the other hand, Dahendar Ulil Albab focused on evaluating the content, presentation, and linguistic aspects of Arabic language textbooks at the Madrasah Ibtidaiyah (MI) level.<sup>11</sup> Although this study made significant contributions, it still lacks integration and a more holistic approach, especially in combining the socio-cultural, psychological, linguistic, and educational aspects. While several studies have attempted to evaluate Arabic language textbooks from certain perspectives, none of these studies have explicitly examined all four aspects of teaching material development in an integrated manner. Therefore, there is a need for more in-depth research that integrates these four aspects to achieve a more comprehensive understanding.

Abdullah al-Ghali and Abdul Hamid Abdullah explain that the development of Arabic language textbooks should be based on four main aspects: socio-cultural, psychological, linguistic, and educational. The socio-cultural aspect emphasizes the importance of relating Arabic language content to Islamic values and Arab culture, making the material more contextual and meaningful for students.<sup>12</sup> In this way, learning should not only focus on linguistic aspects but also introduce students to cultural values related to the language they are learning. This is expected to make learning more relevant and enhance students' understanding of a broader cultural context, thus enriching their learning experience.

From a psychological perspective, al-Ghali and Abdullah highlight the need to tailor content to students' age and motivational levels in order to foster sustained learning interest. Content that is not aligned with the developmental stages of students or fails to motivate them can hinder the learning process.<sup>13</sup> Meanwhile, the linguistic aspect includes all language skills—listening, speaking, reading, and writing—using vocabulary appropriate to the students' level of understanding. The educational aspect is also crucial, emphasizing the importance of structured, progressive material sequencing, starting from the simplest to the most complex, in line with effective teaching principles.<sup>14</sup> These four aspects serve as key indicators in assessing the quality and functionality of a textbook, as they interact and support one another to create an optimal learning process.

An approach to Arabic textbooks that only emphasizes grammatical aspects tends to neglect the psychological and socio-cultural needs of students, as well as the alignment of the material with their learning environment.<sup>15</sup> This

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<sup>10</sup> Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab" 3, no. 1 (2019): 127–44, <https://doi.org/10.29240/jba.v3i1.764>.

<sup>11</sup> Perspektif Teori et al., "Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab Theory Perspective Abdullah Al-Gali and Abdul Hamid Abdullah" 5, no. 2 (2024).

<sup>12</sup> Syaifullah and Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab."

<sup>13</sup> Dicky Iqbaluddin and Aufia Aisa, "Asas Pengembangan Bahan Ajar Bahasa Arab (Sosial Budaya, Psikologis, Kebahasaan)," *El-Wasathiya: Jurnal Studi Agama* 8, no. 1 (2020): 112.

<sup>14</sup> Khairy Abusyairi, "Pengembangan Bahan Ajar Bahasa Arab," *Dinamika Ilmu* 13, no. 1 (2013).

<sup>15</sup> Chandra Sihotang and Abdul Muin Sibuea, "Pengembangan Buku Ajar Berbasis Kontekstual Dengan Tema 'Sehat Itu Penting,'" *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan* 2, no. 2 (2015): 169–79, <https://doi.org/10.24114/jtikp.v2i2.3293>.

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imbalance can hinder the achievement of effective and meaningful learning.<sup>16</sup> Therefore, it is important to analyze Arabic textbooks based on the four more holistic aspects: socio-cultural, psychological, linguistic, and educational, as emphasized by Abdullah al-Ghali and Abdul Hamid Abdullah.<sup>17</sup> Such an analysis will ensure that the textbook not only prioritizes technical aspects of language but also considers the comprehensive development of students.

The socio-cultural aspect highlights that language is not merely a tool of communication but also a vessel for culture, referred to in Arabic as "al-lughah wi'a al-tsaqafah."<sup>18</sup> This means that language learning should encompass an understanding of the cultural values embedded in the language. On the other hand, the psychological aspect requires the adjustment of content to the students' age and learning motivation, ensuring that they are motivated and eager to continue learning. Meanwhile, the linguistic and educational foundations focus on structuring content in a gradual manner, from the simple to the complex, and from concrete to abstract, in accordance with sound teaching principles.<sup>19</sup> Therefore, textbooks developed based on these four aspects are expected to contribute significantly to creating more effective Arabic language learning that meets students' needs.

This study aims to analyze the Arabic language textbook for grade VIII MTs, authored by Zaitun Aida, used in Madrasah Tsanawiyah, using the theoretical framework of Abdullah al-Ghali and Abdul Hamid Abdullah. This textbook was selected because it is the primary source for Arabic language learning at the Madrasah Tsanawiyah level, which is a middle school level in the Indonesian educational system. The main focus of this study is to identify how the four key aspects of material development—socio-cultural, psychological, linguistic, and educational—are reflected in the textbook. Through this analysis, the study aims to assess how well the Arabic language textbook for grade VIII meets the ideal principles of material development and supports the success of Arabic language learning in Madrasah Tsanawiyah.

### B. Method

This study employs a qualitative approach to gain an in-depth understanding of the Arabic language textbook by Zaitun Aida, S.Pd.I. This approach enables the researcher to analyze the textbook through relevant literature reviews,<sup>20</sup> aiming to obtain comprehensive information about the quality and relevance of the book in the context of Arabic language learning at Madrasah Tsanawiyah. The method used in this research is library research,

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<sup>16</sup> Hasan Syaiful Rizal and Chasanah, "Analisis Konten Buku Ajar Bahasa Arab MTs Kelas VII Kurikulum KMA No. 183 2019."

<sup>17</sup> Syaifullah and Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab."

<sup>18</sup> Iqbaluddin and Aisa, "Asas Pengembangan Bahan Ajar Bahasa Arab (Sosial Budaya, Psikologis, Kebahasaan)."

<sup>19</sup> Abusyairi, "Pengembangan Bahan Ajar Bahasa Arab."

<sup>20</sup> Jeffrey S Brooks and Anthony H Normore, "Qualitative Research and Educational Leadership," *International Journal of Educational Management* 29, no. 7 (2015): 798-806, <https://doi.org/10.1108/ijem-06-2015-0083>.

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which relies on various sources of literature, including books and articles, related to the research object.<sup>21</sup>

This study uses two types of data: primary and secondary data. The primary data is obtained directly from the Arabic language textbook written by Zaitun Aida, S.Pd.I, which serves as the main object of the study. Meanwhile, secondary data is gathered from journals, books, and other relevant readings that support the topic under discussion, including references that support the theory used by Abdullah al-Ghali and Abdul Hamid Abdullah. For data analysis, this study employs content analysis techniques. This technique allows the researcher to identify and evaluate various elements in the textbook, such as the material, presentation, and its alignment with the four main aspects of material development.

The data source for this study is the Arabic language textbook for grade VIII students at Madrasah Ibtidaiyah, published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 (revised edition). This textbook was selected because it serves as the primary reference used in Arabic language teaching at the Madrasah Ibtidaiyah level, which is the basic education level in the Indonesian educational system. The book also reflects the latest curriculum applied at Madrasah Ibtidaiyah, making its relevance significant for analysis in this study.

The data collection procedure was conducted systematically, beginning with reading and understanding the Arabic language textbook for grade VIII students thoroughly. Next, the researcher observed the content of the book in detail, including the material, presentation, and the relevance of the content. The data collected were then classified according to the four main aspects of material development: socio-cultural, psychological, linguistic, and educational. The analysis process was carried out to evaluate to what extent the textbook meets the criteria for ideal material development. Finally, the researcher concluded the assessment results of the textbook, providing a comprehensive overview of the quality and functionality of the book in supporting Arabic language learning at Madrasah Ibtidaiyah.

### **C. Findings and Discussion**

#### **Profile of the Arabic Language Textbook for Grade VIII (UKBM)**

This Arabic Language Textbook for Grade VIII is a self-directed learning module (UKBM) developed by Zaitun Aida, S.Pd.I for students of Madrasah Tsanawiyah (MTs) Grade VIII, first semester, at MTsN 2 Medan. The module is based on the 2013 Curriculum in accordance with KMA Regulation Number 183 of 2019 and uses the main reference book from Bumi Aksara titled *Pintar Berbahasa Arab*. The book is structured using a scientific approach and is grounded in the values of the Pancasila Student Profile, such as critical, logical, and creative thinking. Learning is conducted progressively and student-centered, through enjoyable and meaningful learning activities.

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<sup>21</sup> Mary W George, "The Elements of Library Research: What Every Student Needs to Know," 2008; John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).

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Figure 1. Cover of the Arabic Language Textbook for Grade VIII (UKBM)

The content of this module covers various important themes in Arabic language learning, including topics such as time (الساعة), daily activities (الأعمال اليومية), and hobbies (الهواية). In addition to vocabulary and grammar (nahwu), this book also includes exercises on dialogue (hiwar), writing skills (kitabah), and reading (qira'ah). This module aims not only to develop students' Arabic language skills but also to instill Islamic values and enhance students' self-confidence in actively using Arabic in their daily lives.

## Analysis of Teaching Materials Based on the Theory of Abdullah Al-Ghali and Abdul Hamid Abdullah (Description of the Self-Directed Learning Unit for Arabic Language for Grade VIII MTs)

### Socio-Cultural Aspect

The socio-cultural aspect is crucial in Arabic language learning, as language is closely tied to the culture of its speakers. An understanding of the native culture is necessary for students to accurately comprehend vocabulary and sentence structures. The teaching should clearly distinguish between general Arab culture and Islamic culture. However, the current teaching materials often fail to convey Islamic teachings correctly, and instead tend to include superstitions and concepts that are difficult for students to understand. The material should be simplified to make it clearer and more relevant.



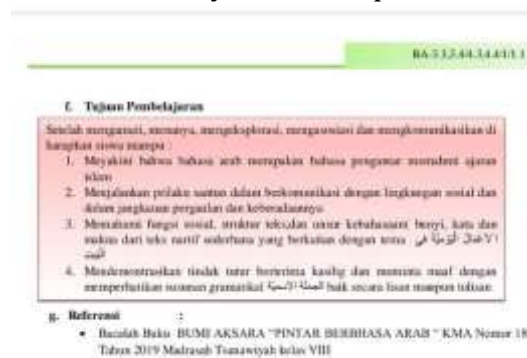
Figure 2. Illustration of an Islamic Monologue and Simple Narrative Text

Figure 2 displays an illustration of a monologue featuring two students engaging in a conversation within an Islamic context, such as greeting one

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another or asking about each other's well-being. This reflects the integration of social values in everyday conversations, such as politeness and Islamic brotherhood (ukhuwah Islamiyah). The use of Muslim attire and the Islamic classroom setting strengthens the cultural identity within the Arabic language material. This image provides a real-life example of how Arabic is not only a communication tool but also a medium for character-building. The visual aids students in understanding that speaking Arabic also means embodying the values and manners prescribed in Islam.

It also shows a narrative text about the daily activities of a Muslim student, such as waking up in the morning, taking a shower, and going to school. The illustration accompanying the text depicts the atmosphere of a home and activities commonly carried out by students in Indonesia, but with Arabic vocabulary integrated. This approach helps students connect words with their context in real life. The image strengthens the relationship between the Arabic language and Islamic values, which are simple yet applicable. It also demonstrates that Arabic language learning can be directly linked to students' everyday routines. Through this approach, students do not feel disconnected from the content, as it relates directly to their experiences.



**Figure 3. Learning Objectives**

Figure 3 shows a social interaction related to expressions of politeness such as "syukron" (thank you) and "afwan" (sorry), accompanying a simple dialogue that demonstrates the use of these expressions in everyday conversations. This visual emphasizes the importance of manners and etiquette as part of Arabic language learning. The image illustrates how language is not just a tool for conveying information, but also a means of demonstrating proper ethics. In the context of learning for Islamic students (santri), this image is highly relevant as it teaches character values through language. The socio-cultural foundation is effectively implemented through illustrations that encourage students to understand language within the framework of Islamic morals. This is essential so that students are not only linguistically proficient but also socially courteous. The socio-cultural foundation in Arabic language learning emphasizes the importance of the connection between language and culture. The theory of al-lughah wi' al-tsaqafah or "language is a vessel of culture" asserts that language cannot be learned in isolation from the cultural values of its speakers.<sup>22</sup> This is supported by the Contextual Teaching and Learning theory proposed by Johnson,

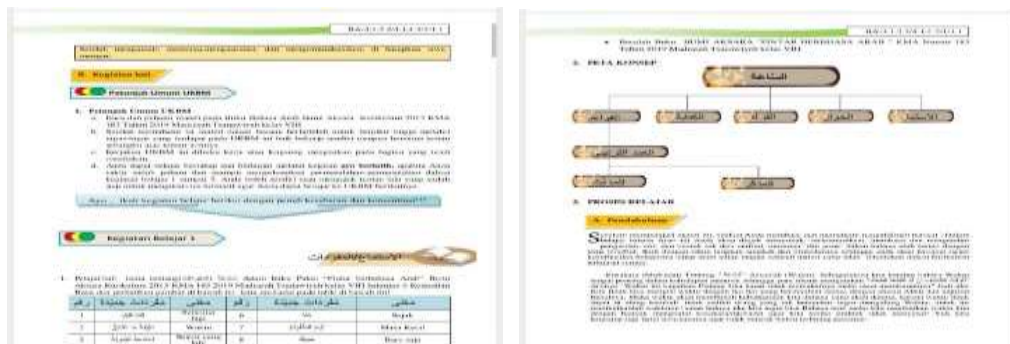
<sup>22</sup> Syaifullah and Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab."

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which states that learning becomes more meaningful when students can relate the material to their everyday lives and cultural environment.<sup>23</sup>

## Psychological Aspect

When developing teaching materials, understanding the psychological condition of students is crucial, although it does not need to be as detailed as in developmental psychology.<sup>24</sup> The main focus is on attracting students' interest by providing appropriate stimuli to enhance their cognitive abilities. The use of media and methods that are easily accessible at any time and place also helps meet the students' needs, thereby increasing their motivation and enthusiasm in learning Arabic as a second language.<sup>25</sup>



**Figure 4. Student Independent Activities and Systematic Material Sequencing**

Figure 4 on this page shows a well-structured progression of material, from the simplest to the more complex. The accompanying illustrations are kept simple, not excessive, and feature soft colors that are not tiring to the students' eyes. This is psychologically important as it helps students feel comfortable while learning, especially for those who are new to the Arabic language. The step-by-step structure provides an initial sense of success, boosting students' confidence. As a result, students do not feel overwhelmed by the amount of material presented at once. This gradual approach reflects the principle of learning according to students' cognitive development stages. The neat and systematic visuals play a crucial role in creating a positive learning environment. The illustration also shows independent activities where students are seen working on tasks without direct guidance from the teacher. This conveys the message that students are responsible for learning independently. This aligns with the psychological need for students to be trusted, while also fostering a sense of responsibility and personal initiative. Activities like this also strengthen students' learning autonomy and accommodate their different learning styles. The visual suggests that learning does not only take place in the classroom but can happen anywhere, including at home. This is essential in encouraging early self-directed

<sup>23</sup> elaine B. Johnson, *Contextual Teaching and Learning: What It Is and Ehy It's Here to Stay*. (corwin pres, 2002).

<sup>24</sup> Syahrul Izomi, "Aspek Psikologis Dan Metodologis Dalam Pembelajaran Bahasa Arab Di Mi Al-Amin Pejeruk Kota Mataram," *Ibtida'iy: Jurnal Prodi PGMI* 8, no. 2 (2023): 10, <https://doi.org/10.31764/ibtidaiy.v8i2.19654>.

<sup>25</sup> Iqbaluddin and Aisa, "Asas Pengembangan Bahan Ajar Bahasa Arab (Sosial Budaya, Psikologis, Kebahasaan)."

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learning. The image supports the psychological approach in motivation-based learning.



Figure 5. Motivational Phrases

Figure 5 displays motivational phrases such as "Patience in seeking knowledge," accompanied by an illustration of a student reading or studying calmly. This illustration is highly beneficial in supporting the affective aspect of students, as it provides moral encouragement to not give up easily. The religious tone of the phrase strengthens the students' spiritual enthusiasm in learning Arabic. The image creates a calming emotional atmosphere that builds students' perseverance. In educational psychology, affective aspects such as motivation and attitude significantly impact learning success. Therefore, the presence of this image and quote greatly supports effective and enjoyable learning.

Considering the psychological aspect in the development of teaching materials is crucial to create a pleasant and productive learning environment. According to Afdhal Ilahi, factors such as intelligence level, attitude, and students' talents greatly influence learning success.<sup>26</sup> Additionally, Piaget's cognitive development theory explains that in adolescence, students are at the formal operational stage, where they begin to think abstractly and logically.<sup>27</sup> Therefore, the material in the textbook needs to be organized progressively, from simple to complex, in accordance with their cognitive abilities.

### Linguistic and Educational Aspects

From the linguistic and educational perspectives, the vocabulary in the teaching materials is appropriate for the students' level, and the glossary at the end of the book greatly aids comprehension. However, for non-Arab learners, the selection of vocabulary must consider the ease of conveying ideas to ensure a smoother and more effective learning process.

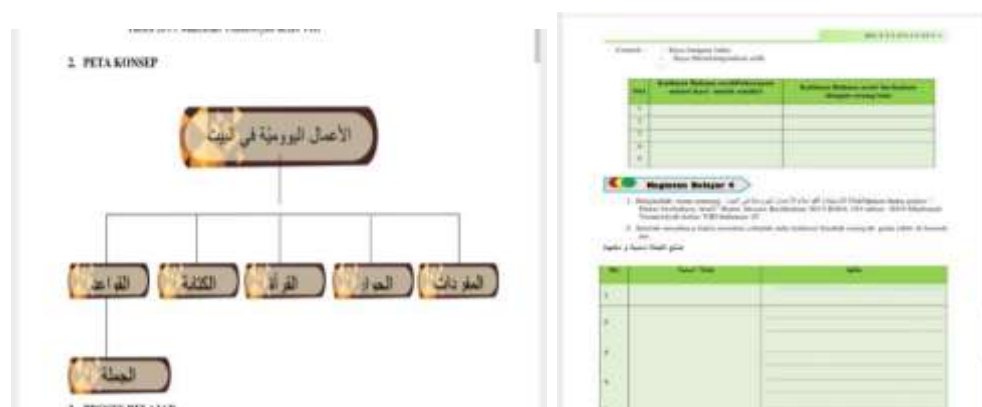


Figure 6. Verb Changes and Comparison of Nominal and Verbal Sentences

<sup>26</sup> Selvia Erita, "ASPEK-ASPEK PSIKOLOGIS DALAM PEMBELAJARAN Oleh : Selvia Erita," n.d., 1–11.

<sup>27</sup> F. Ibda, "Perkembangan Kognitif: Teori Jean Piaget," *Intelektualita* 3, no. 1 (2015): 242904.

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Figure 6 focuses on language skills and a clear linguistic structure. The book contains lessons on Nahwu (syntax) and Sharaf (morphology), along with their applications in the text. This reflects an effort to develop students' grammatical abilities. The distinction between *jumlah ismiyyah* (nominal sentences) and *jumlah fi'liyah* (verbal sentences) is explicitly explained with examples. This emphasizes an in-depth understanding of Arabic sentence structure. While the linguistic aspects are fairly strong, the book does not provide a clear educational theory foundation. The teaching approach or model used is not explained, making its pedagogical development somewhat limited.

In language learning, mastering vocabulary is the foundation for understanding and using a language effectively. Kridalaksana states that vocabulary is a component of language that conveys information about word meanings and usage.<sup>28</sup> Afroni adds that vocabulary teaching should be presented in complete sentence contexts and meaningful discourse so that students can simultaneously understand and master words and sentence structures.<sup>29</sup> Providing a glossary or a well-structured vocabulary list in the textbook is crucial in helping students understand and retain new Arabic terms.

However, from a linguistic perspective, the book does not fully meet this requirement because it lacks a glossary or vocabulary list that should assist students in comprehending the text. Afroni argues that the appropriate structuring of vocabulary in teaching materials can help students understand the content of the text or discourse presented.<sup>30</sup> This principle focuses on language proficiency and how language is taught in the textbook.

### D. Conclusion

Based on the analysis of the Arabic language textbook for Grade VIII MTs by Zaitun Aida, according to the perspectives of Abdullah al-Ghali and Abdul Hamid Abdullah, it can be concluded that the textbook has effectively addressed the socio-cultural and psychological aspects. This is evident from the integration of Islamic values in the dialogues, illustrations of student activities, and vocabulary that is relevant to daily life. The psychological aspect is also reflected in the step-by-step arrangement of the material and the religious encouragement that supports students' learning motivation. However, in terms of linguistic aspects, the textbook is lacking as it does not provide a glossary or vocabulary list, which are essential for students' comprehension. Furthermore, from an educational perspective, the book does not utilize a clear teaching model and gives too many independent exercises without sufficient guidance. For future research, it is recommended to compare textbooks from different publishers and conduct classroom implementation analysis to assess how well the textbook supports the teaching and learning process. Further research could also explore teaching approaches that align with the characteristics of Madrasah students. The theories of Abdullah al-Ghali and Abdul Hamid Abdullah provide a comprehensive framework for the development of Arabic language teaching materials, emphasizing the importance of four main aspects: socio-cultural,

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<sup>28</sup> Harimurti Kridalaksana, *Kamus Linguistik*, 3rd ed. (Gramedia Pustaka Utama, 1993).

<sup>29</sup> A. Sulaeman, "Pengembangan Kurikulum 2013 Dalam Paradigma Pembelajaran Kontemporer," *Islamadina* XIV, no. 1 (2015): 71-95.

<sup>30</sup> Mochamad Afroni, "Kriteria Telaah Materi Ajar Bahasa Arab," *Madaniyah* 12, no. 1 (2022): 99-110, <https://doi.org/10.58410/madaniyah.v12i1.456>.

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psychological, linguistic, and educational. Both theorists stress that an ideal textbook should not only rely on grammar but also develop values, enthusiasm, and understanding that align with the characteristics of students and their socio-cultural context.

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