ANALYSIS OF THE 10TH GRADE NAHWU SHARAF TEXTBOOK BASED ON RUSYDI AHMAD THU'AIMAH'S PERSPECTIVE

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Abstract

This study aims to analyze the content of the 10th grade Nahwu Sharaf book published by KSKK Kemenag in 2020 with the analysis of Rusydi Ahmad Thu'aimah as an Arabic language learning expert. Nahwu sharaf is Arabic grammar lessons which include morphology and syntax. Content analysis includes 4 aspects, namely analysis of book content, material preparation, material presentation, and book output display. The research method used is Krippendorff's content analysis method with a qualitative approach. The research step consists of unitizing, the researcher determines the unit of analysis in the form of phrases, namely book analysis and the perspective of Rusydi Ahmad Thu'aimah. The next step is sampling, namely the entire contents of the book. Third is coding, called coding because in this process researchers group data based on research categories including book content, material structuring, material presentation, and output in the form of printed books. Fourth is reducing by selecting data to find important data only. Next is inferring, which is drawing conclusions by connecting the data findings. The last is narrating or compiling a research report. Findings reveal that the textbook aligns well with the curriculum and employs an inductive approach which makes it easier to deepen the grammar material, but it has weaknesses such limited illustrative visuals and gradation of materials. The study concludes that This textbook has good quality in presenting the material but needs to improve several supporting aspects as mentioned. This research can contribute to improving the quality of textbooks in the future.

Keywords: Textbook Analysis, Nahwu Sharaf, Arabic Grammar, Educational Material Evaluation, Rusydi Ahmad Thu'aimah

INTRODUCTION | مقدمة

Learning is a lifelong activity through which humans can experience the process of change in their desired aspects (Heikkilä, 2009; Kelly, 2004). With the potential of the brain and its complex work system (Izzati, 2021), learning activities should be a human routine with or without the help of technology. Learning can be done in various spaces, times, and opportunities, it can be done in formal, informal, and non-formal educational institutions, even individuals can gain knowledge by themselves. However, pursuing education in formal educational institutions is more important because the elements of the institution such as curriculum, facilities and infrastructure, educators, and other elements have been systematically arranged (Syaadah et al., 2022).

One of the crucial things that students and teachers need is teaching materials (Mulyani et al., 2025). Although learning resources can now be obtained anywhere, teaching materials that

have specific learning objectives are very helpful for teachers in determining learning targets, and students also benefit from these learning targets. Teaching materials are a set of learning components that include curriculum, teachers, students, methods, materials, media, and evaluation implementation (Rusnawati, 2020). Teaching materials are a set of learning materials that are systematically arranged as a learning resource (Hasanah et al., 2024) and most of the learning material is located in the book. Books are important to enhance the spread of knowledge (Jin & Zhang, 2025). Therefore, books have a crucial role in supporting the knowledge aspects of teachers and learners. (Aziz et al., 2010; Li et al., 2022). Teaching materials are organized based on objectives to achieve certain competencies (Sari & Asmendri, 2020). There are two major groups of types of teaching materials, namely print and non-print. Included in the category of printed teaching materials are textbooks and modules and the category of non-print teaching materials varies even more, both technology-based and other than technology.(Mutaqi & Nurcahyaningtias, 2021).

There are several types of printed teaching materials, namely textbooks, modules, student worksheets (LKS), handouts, brochures, and leaflets. Textbooks can be compiled by anyone who is knowledgeable in the field of the book he or she is writing (Cahyono & Achmad, 2024). However, textbook authors have several requirements that must be met in compiling books in accordance with the rules or regulations set by experts and officially recognized. Books do not just cover learning materials in written form, driven by the era of technological development and human information is required to think creatively in designing books so that the content of the subject matter becomes interesting. (Nurdeani, 2014) . On the other hand, textbooks must not lose their essence as textbooks containing learning materials. This is both a challenge and an opportunity for book writers to compile textbooks for certain subjects to remain scientific and in line with technological developments.

One of the subjects that students learn in Islamic-based schools is Arabic. It is known that Arabic is the foundation of Muslims in understanding their holy book. However, this is not the only reason to learn Arabic. Historically, the Arabic language developed since the 4th century AD until it became increasingly popular during the heyday of Islam in Baghdad when it entered the 8th century.(Krinis, 2020). The preparation of the Arabic grammar discipline (Nahwu) has been started since the 7th century, namely the time of Caliph Ali bin Abi Talib, while the English language compiled its grammar at the end of the 16th century (Ramadhan, 2020). Therefore, Arabic has started its linguistic organization earlier than English. Linguistically, Arabic has a system of word formation that is both easy and complicated (root pattern). It is called easy because the word pattern is definitely composed of letters that form the root of the word and is called complicated because there is a development of the word as well as its meaning. (Haddad et al., 2023).

In general, Arabic language materials studied in schools are basic materials including listening, writing, reading, speaking, and qawaid skills (Mansyur, 2022). Because they have to share space with other skills, the qawaid included in the book are basic and simple nahwu sharaf qawaid. This is different from the book for students in MAPK (Madrasah Aliyah Peminatan Keagamaan). It is not surprising that students in MAPK have more Arabic language learning than other MA students because the MAPK curriculum design resembles a boarding school. MAPK is a program established by the Ministry of Religious Affairs since the issuance of Decree of the Minister of Religious Affairs Number 73 of 1987 which is specialized with 70% more religious learning content than general lessons. (M. R. Rohmah & Arifin, 2017). In 2020, the Ministry of Religious Affairs through the Directorate of Curriculum, Institutional Facilities and Student Affairs

(KSKK) published Arabic textbooks for MAPKs which included Arabic for classes X, XI, XII and added nahwu sharaf for classes X, XI and balaghah for class XII.

In relation to textbooks used as learning resources for MAPK students, this study aims to examine the content of the Nahwu Sharaf textbook for grade X. The previous research related to this research is a study entitled Analysis of Arabic Language Book Durusullughah al-Arabiyah Volume I in the perspective of Thu'aimah which is analyzed from the aspects of language and language skills. (Aceh & Nasution, 2023). In terms of language, the Arabic language book Durusullughah al-Arabiyah Volume I uses fushah Arabic and without Indonesian translation. This purity of writing material in Arabic does not trouble students because the author of the book pays attention to the level of students' abilities, illustrated vocabulary, and periodic question exercises. In terms of mufradat mastery standards, Thu'aimah said that students should have at least 750-1000 mufradat and the Durusullughah al-Arabiyah Volume I book contains more than 750 vocabularies. The delivery of qawaid is delivered in the form of story texts and dialogs and then conclusions are drawn. From the aspect of language skills, this book has covered 4 maharah. The next research is Analysis of Al-ʿArabiyyah Textbook Baina Yadai Aulādinā Volume 1 in the Perspective of Rusydi Ahmad Thuaimah (Sapitri et al., 2023). This includes analyzing the suitability of book publishing with the criteria of ikhrāj al-kitāb wa khuṭatuhu, the suitability of linguistic aspects and teaching with the criteria of al-muḥtawā al-lugawi wa tadrīsuhu, the suitability of cultural aspects and teaching with the criteria of almuḥtawā al-ṡaqāfi wa tadrīsuhu, the suitability of exercises and evaluation with the criteria of al-tadrīb wa al-taqwīm, and the suitability of companion books with the criteria of muṣāḥibah al-kitāb.

This research focuses on analyzing the book Nahwu Sharaf class X published by KSKK Kemenag for MAPK. The purpose of analyzing a book is to review the process of knowledge dissemination, evaluate academic findings, and provide an alternative means for academics to communicate their perspectives (Farashaiyan et al., 2025). The analysis carried out on the object of research is the analysis of Rusydi Ahmad Thu'aimah as an expert in Arabic language learning from Egypt and was once a professor at the University of al-Mansourah Egypt (Rusydi, 2023). Thu'aimah through her book entitled دليل عمل في اعداد المواد التعليمية لبرامج تعليم العربية has established textbook eligibility standards which include 15 categories (Thu'aimah, 1985). However, researchers took 4 categories of analysis, namely analysis of book content, material organization, material presentation, and book appearance. These 4 categories were chosen because they are similar to the textbook eligibility standards as set by the Standards, Curriculum, and Educational Assessment Agency (BSKAP) in Indonesia.

منهج | METHOD

This research uses content analysis research method with evaluative research type. Evaluative research is research that evaluates the feasibility of a product or program from a particular institution (Yuniarti et al., 2021). According to Krippendroff (2004), the content analysis method is a way to draw conclusions by identifying specific characteristics of a message objectively, systematically, and generalistically (Ekasari et al., 2019). Content analysis is divided into two methodological streams, namely quantitative and qualitative. This research uses a qualitative approach by analyzing the content of the book, the organization of the material in the book, the presentation of the material, and the output. The qualitative approach in content analysis means that it has a tendency to describe media content seen from the context and process of source documents so that the results obtained are more in-depth and detailed /

detailed about media content and are able to explain the relationship between media content and the context of social reality that occurs (Sumarno, 2020).

The research steps were carried out with Krippendorf's theory (Krippendorff, 2013) consists of unitizing or determining the unit of analysis, the smallest unit or unit to be analyzed can be in the form of words to paragraphs. In this study, researchers detersmined the unit of analysis in the form of phrases, namely the analysis of the book and the perspective of Rusydi Ahmad Thu'aimah. The next step is sampling or determining the sample. The sampling technique used is saturated sampling, whereby all members of the population are used as samples. (Asari et al., 2023). Saturated sampling namely the entire contents of the book in accordance with the analysis category determined by the researcher. Third is coding, called coding because in this process researchers group data based on research categories including book content, material structuring, material presentation, and output in the form of printed books. Fourth is reducing or reducing data by selecting data to find important data only. Next is inferring, which is drawing conclusions by connecting the data findings. The last is narrating or compiling a research report.

This study considers the ethical standards of content analysis by not violating the copyright of the author (Gainau et al., 2025). The researcher listed the author's name as it appeared on the front cover. This book is an educational book that does not contain sensitive topics, so the researcher did not need to anonymize the author and publisher of the book. The research was conducted objectively without involving other interests.

RESULT | نتائج

There are various types of books circulating to support the learning process such as textbooks, enrichment books, or reference books (B. Rohmah et al., 2025). The main books used in schools are textbooks (Nitayadnya & Budiasa, 2022). Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 concerning Books Used by Education Units, textbooks are the main learning resources to achieve basic competencies and core competencies and are declared feasible by the Ministry of Education and Culture for use in education units. There are various Arabic textbooks used in schools. The books used contain similar Arabic lesson materials including listening skills, speaking, writing, listening, and the basic rules of nahwu Sharaf. However, the Arabic textbook published by KSKK Kemenag in 2020 for MAPK is quite different. This study guide is designed to be more in-depth and complex. Therefore, in addition to publishing Arabic textbooks, KSKK also publishes nahwu Sharaf and balaghah textbooks. Here is the Arabic language book for MAPK.

Picture 1. Various Arabic language books for MA and MAPK published by KSKK Ministry of Religious Affairs.
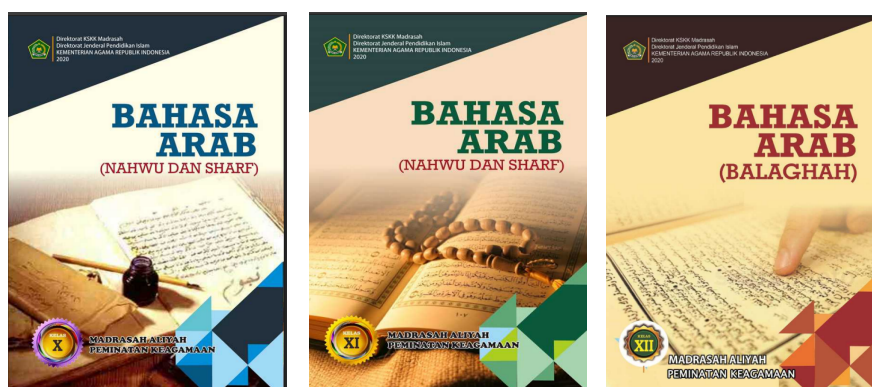
Figure 1. Various Arabic language books for MA and MAPK published by KSKK Ministry of Religious Affairs

Each chapter in the book contains the title of the material, subtitles, concept maps, KD and indicators, new vocabulary, new terms, qiroah texts, questions for qiroah texts, examples of sentences or words related to the rules to be discussed, discussion of nahwu Sharaf rules, and practice questions. An example of the details of the content in each chapter researchers take in chapter 1, which starts with the big title "باب الكلمة واسم المذكر والمؤنث" this chapter divides its discussion into 2 parts in the first part discussing باب الكلمة which includes الفعل، الاسم، الحرف while the second part discusses اسم المذكر والمؤنث types and characteristics. Each chapter has a concept map in the form of a chart like the following chart:

Figure 1. Concept map of the الكلمة chapter

Each sub-chapter contains basic competencies of knowledge and skills or called KD 3 and KD 4 as well as indicators that make it easier for teachers to determine the target material and students' abilities in the fields of knowledge and skills. The new vocabulary is the vocabulary contained in the Qiroah text which is written without translation or pictures. New terms are grammatical terms related to the material in the chapter, for example the term fi'il in chapter 1 which means words that indicate activities that occur in the past, present, or future. Next is the Qiroah text and its questions to train students' understanding of vocabulary and sentence meaning. Qiroah texts are usually accompanied by illustrations related to the content. Next is the section that focuses on the rules of nahwu sharaf as stated in the title. The first part is examples of sentences or words in the form of tables classified by material. These example sentences are sometimes obtained from Qiroah texts but some are not from Qiroah texts. After listing examples of words and sentences, then proceed with an explanation of the rules of nahwu or sharaf. These nahwu and sharaf rules include definitions and characteristics. Finally, there are practice questions for the nahwu and sharaf rules chapter.

There are several categories that must be met by book authors in compiling textbooks. This is intended so that learning objectives can be achieved by students and teachers. As an expert in Arabic language learning, Rusydi Ahmad Thu'aimah has set standards for Arabic textbooks that

are worthy of circulation and study. From Rusydi Ahmad Thu'aimah's point of view, a good book is a book that meets 4 components of analysis, namely book content, material organization, material presentation, and book appearance.

Table 1. Content and Structural Analysis of the Nahwu Sharaf Textbook

Component	Aspect	Key Points	Findings
Content Analysis	1. Appropriateness with Educational Philosophy	Pancasila values reflected in Core Competencies (KI 1 & 2); no SARA (ethnicity, race, religion) or hate speech content.	Does not explicitly explain Pancasila, but aligns with its values.
	2. Alignment with Learning Objectives	KI and KD follow structure; 4 main competencies (K1–K4).	Mismatch between indicators and content in chapters 2 and 3.
	3. Suitability to Student Context	Qiroah texts reflect daily life (e.g., vacations, school activities, fables, biographies).	Mostly aligned with student environment.
	4. Modernity and Clarity of Material	Clear examples; lacks clarity in some sections (e.g., isim maushul, mubtada explanation incomplete).	Incomplete explanations in some grammar topics.
	5. Applicability Over Time	Linguistic material is timeless; the book is designed for one academic year (grade 10).	Valid only for one school year; material remains linguistically relevant.
Material Organization	1. Continuity of Material	Most chapters are sequential; chapter 4 lacks integration of all relevant subtopics.	Chapter 4 has incomplete material integration.
	2. Psychological Logic for Students	Mutsanna is explained well with i'rab; jama' lacks clear classification; fiil amr lacks mujarrod introduction.	Some topics not well-structured for logical understanding.
	3. Presentation Approach	Inductive approach (examples before rules); improves analysis and critical thinking.	Effective but time-consuming and lacks deep theoretical foundation.
Material Presentation	1. Balance of Quantity and Quality	Balanced explanation of rules and content coverage.	Generally well-balanced, but could be deeper.
	2. Language Style	Explanations in Indonesian; Arabic used in texts and examples; vocabulary lists aid comprehension.	Arabic (Fushah) used appropriately; content is accessible.
	3. Addressing Individual Differences	Uses inductive method; introduces new terms; contextual content; accommodates varying cognitive levels.	Inclusive approach, but with practical limits (time, depth).
	4. Illustrations	Each chapter includes illustrations aligned with Qiroah content.	Visuals support comprehension.
	5. Referencing	References and sources are listed at the end of the book.	Proper documentation of references.

The content analysis of the book includes the following points, namely:

Appropriateness of learning materials with the philosophy of education

Indonesia's philosophy of education is built on the values of Pancasila (Falhabibah & Ulliyah, 2023; Semadi, 2019), Therefore, the teaching materials and learning materials that

students learn must be able to produce a generation that understands and applies the norms in Pancasila. This Nahwu Sharaf book does not discuss the application of Pancasila because its concentration is only on Arabic grammar. However, this book does not contain content that offends SARA (ethnicity, race, and religion) and hate speech, which means that it is in accordance with the norms of Pancasila at the point "Fair and civilized humanity". Likewise, the inclusion of KI 1 and KI 2 which is a representation of the 1st and 2nd precepts of Pancasila.

Alignment between material and learning objectives

The learning objectives in the textbook are listed in the Core Competencies (KI) and Basic Competencies (KD)(Hendratmoko et al., 2018). Core competencies (KI) are general competencies that students must have while basic competencies are specific abilities that refer to core competencies. There are 4 types of competencies, namely K1 is spiritual attitude competency, K2 is social attitude competency, K3 is knowledge competency, K4 is skill competency. The preparation of KD 3 and 4 is adjusted to the material covered in the textbook. The textbook of nahwu sharaf class X MAPK consists of 8 materials, namely:

Semester 1

- باب الكامات (اسم، فعل،حرف) وباب اسم المذكر والمؤنث
- باب اسم المفرد والتثنية والجمع وباب الفعل
- الجملة الفعلية والفعل المبني والمجهول
- الضمائر وفعل الصحيح والمعتل

Semester 2

- فعل الصحيح والمعتل والتصريف الفعل الماضي اللغوي
- التصريف فعل المضارع اللغوي واسم النكرة والمعرفة
- اسم وفعل المعرب والمبني وعلامات الاعراب
- مرفوعات الأسماء - الجملة الاسمية)المبتدأ والخبر

All KD and indicators in each of the following chapters are appropriate, except in chapter 2 with the title: Chapter Isim Based on Number (Mufrad, Tatsniyah, Jama') and Chapter Fi'il on KD 3 and 4 listed knowledge and skills of students in the material mufrad, tatsniyah, jama') and chapter fiil (madli, Mudlori', jama') but the indicators of each KD only include knowledge and skills in the chapter mufrad, tatsniyah, jama'. Even though this chapter has a fiil sub-chapter on page 29. Part of the fiil explanation has been written in chapter 1.

also الجملة الفعلية - الفعل المبني للمعلوم والفعل المبني للمجهول In chapter 3 with the title experienced a similar thing where the KD and indicators were not appropriate because the indicators and material content included knowledge of the jumlah ismiyyah. Whereas the jumlah ismiyyah is not listed in the title nor KD 3 and 4.

Suitability to the context and environment of learners

The suitability of nahwu Sharaf material to the context and environment of learners can be seen from the qiroah content in each chapter. Among the 12 qiroah titles, some of them contain stories of daily life such as vacationing in the text entitled رحلة بالقطار and الاستعداد للرحلة or learning activities in the text entitled عام جديد and رسالة الابن إلى الأب. There is also a biography which tells the story of the أكبر جراح في الإسلام and موسى عليه السلام which tells the story of the scientist Az-Zahrawi. Furthermore, it is a Qiroah text about fables with the titles الصياد والحمام and البطتان والسلحفاة.

The material in the book is modern and clear

The material presented in this textbook has been delivered well and clearly but there are some shortcomings in its delivery that can make students confused. This is found in chapter 6 of the rules of isim al ma'rifah material, namely isim maushul which is not included in the rules as a type of isim al ma'rifah even though it has been explained in the example and discussion on page 101. In addition, there is an exercise question regarding the identification of mubtada on page 102. Mubtada' khabar has been mentioned on page 39 of chapter 3, but there is no complete explanation of the concept of sum ismiyyah. The question asks students to change the nakirah isim into al-ma'rifah to make it mubtada', but the explanation of mubtada is only discussed in chapter 8.

The material can be applied for a certain period of time

The knowledge of nahwu sharaf presented in the book is actually not limited by time because linguistic knowledge can be used as long as the language is used by its speakers. However, the use of this book is only valid for one year of learning at the MA class 10 level because students will change materials when entering class 11 with different books but still ongoing.

The next component is the organization of the material in the book, which includes the following points:

1. The material is organized continuously

   All material in the book is presented continuously but in chapter 4 with the title ضمائر وفعل صحيح - معتل only includes an explanation of the types of dlomir and does not explain the sub-chapter of fiil shahih-mu'tal. The preparation of material for semester 2 is different from the preparation of material in semester 1 where the previous chapters contain material that matches the title but in chapter 4 onwards the material is explained in part and the other part is in the next chapter.

2. The material considers the psychological logic of students

   In chapter 2 part 1 page 25 there is an explanation of the rules of isim based on the number, namely mufrad, mutsanna, and jama'. The explanation of this rule is correct and good, but there are some shortcomings, including the mutsanna chapter which is explained along with its I'rab and I'rab signs. Isim mutsanna has the characteristics of ending in alif and ya', ending in alif when in rafa' and ending in ya' when in jar and nashab. The chapter on jama', on the other hand, does not explain the I'rab and the signs of I'rab. The point of isim jama' is also not given a systematic classification of its types, namely jama' mudzakkar salim, muannats salim, and taksir. This can make it difficult for students to categorize the types of isim jama' as well as when there is a question command to change the mufrad to its jama'form.

   Furthermore, still in the same chapter, part 2 is about the formation of fiil amr on page 31. This part 2 does not have a detailed explanation related to the types of fiil but directly explains the rules for changing the form of amr, namely from fiil mudlori'. The step of forming fiil amr must be preceded by an explanation of mujarrod. Mujarrod is the original form of a fiil. It can be three or four letters, but mostly it comes from 3 letters. Each letter has a code called fa fiil, ain fiil, lam fiil according to the origin of the fiil word ف ع ل . Example:

Table 2. Mujarrod

Vocabulary	Study : درس		
Mujarrod code	ل (lam fiil)	ع ('ain fiil)	ف (fa fiil)
Word fragments	س	ر	د

The table above explains that each letter that forms a fiil will be named according to the mujarrod code. This mujarrod code is determined based on the position of the letter. The first letter د occupies the position of ف so it is called fa' fiil and so on. This mujarrod theory will be used as a scale or benchmark known as wazan. The wazan in Tsulatsi mujarrad has 6 forms, each of which is determined by the harakat 'ain fiil. Furthermore, the author can provide a theory about the form of tsulatsi mujarrod and how to determine the harakat hamzah washal as described in the book.

3. Approach to material presentation

The presentation of material in this book uses an inductive approach (special to general), namely by giving examples first then explaining the rules. Such as the material on page 111 about fiil mabni and mu'rab. Examples of sentences are included in a column divided into 4 columns containing example sentences, words that include fiil, types of fiil based on mabni/mu'rab. The advantage of the inductive method is that it trains students' reasoning skills in Arabic grammar. By presenting example sentences first, students have the opportunity to give their opinions, which are then generalized into the appropriate *nahwu sharaf theory.* However, on the other hand, this learning method takes longer and students will depend on example sentences to understand the nahwu sharaf theory.

The next analysis is an analysis of the material presentation component which includes:

1. The explanation of the material is balanced in quantity and quality

The explanation of the material in the book has been balanced between the quality of the explanation of the rules and the quantity of material presented.

2. Presentation of material with good Arabic and easy language style

The presentation of material in this book does not fully use Arabic. Arabic is found in the Qiroah text and example sentences, while the explanation of the nahwu sharaf rules uses Indonesian. The Arabic language used is fushah language which is assisted by vocabulary at the beginning of the chapter so that students find it easier to translate texts based on vocabulary assistance that is rarely heard.

3. Presentation of material takes into account individual differences by varying texts, activities and exercises. According to Thu'aimah, the individual differences between students are :

3.1 Differences in students' comprehension ability

In the education level, there will be differences in students' cognitive abilities. Therefore, the textbook must present the material with a method that is easy and can be understood by all students, both those with good and less cognitive abilities. This 10th grade MAPK nahwu sharaf book uses the inductive method by giving examples of sentences first and then explaining their meaning. After the explanation, the author then gives the nahwu sharaf rules as the conclusion of the material. This method is similar to the method used in the book an-nahwu al wadhih by Ali Al-Jarimi and Musthafa Amin from Egypt. According to (Munir, 2017) This induction method has several advantages

and disadvantages as befits expert findings. The advantages of the induction method are:

3.2 Realizing student involvement in the learning process. This happens because when the book is used in class, students are asked to pay attention and analyze the examples first then the students' answers are proven by the explanations contained under the examples.

3.2.1 Beginning with something easy and simple then leading to more general rules. In this book for example in chapter 3 page 46 about fiil majhul. There is an example sentence نَسِيَ الناس قائلها then the sentence in the next column reads نُسِيَ قائلها. After the examples and explanations, there are nahwu rules that explain fiil majhul and the status of the word after it, namely نائب الفاعل and the steps to change fiil madli ma'lum to majhul.

3.2.2 Train reasoning to think critically by analyzing examples at the beginning of the presentation of material and practice questions where students can find various forms of sentences.

While the weaknesses in the induction method are as follows:

3.2.3 Requires more time because the core material in the form of rules is delivered at the end of the class session.

3.2.4 Tend to use practical language so that it is less theoretical when memorizing rules

3.2.5 Mastery of grammatical rules is very limited because it is basic not in-depth. In addition to the method, efforts to facilitate student understanding are also made by providing new terms according to the material. For example in chapter 2 about isim mufrad, mutsanna, jama'. There are two new terms namely زيادةاالألف والنون and حذف / يحذف. These two terms are given because isim mutsanna and jama' are characterized by ending in nun.

3.3 Differences in the period in which students grow up

The passing of years inevitably leads to a change of era which also causes changes in human situations and conditions, including technology and information. Textbooks are also required to keep up with the times by modernizing design and content. This 10th grade MAPK nahwu sharaf book has Qiroah text that is contextualized with the student's environment. The design of this book is also simple by not giving too many frames but still colorful.

4. Presentation of material includes pictures and illustrations

Each chapter in this book has illustrations that are adapted to the Qiroah text.

5. Presentation of material is documented with references

This book has included references or sources listed at the end.

The last component of book analysis according to Thu'aimah is output analysis which includes:

1. General data البيانات العامّة : general data intended is a description of the printed book located on the inside cover, the data contains:

1.1 Author's name: Imam Bashori

1.2 Book title : Arabic Nahwu Sharaf 10th grade MA Specialization in Religion

1.3 Book identification number (ISBN): 978-623-6729-05-2

1.4 Editor's name: Yusuf Hanafi

1.5 Publisher's name : Directorate of Madrasah KSKK of the Ministry of Religious Affairs

1.6 Place of publication : Jakarta

1.7 Year of publication : 2020

1.8 Volume (edition) of the book that describes the student level: for 10th grade MA religious specialization

2. Book output which includes:

2.1 Number of pages: 286

2.2 Shape of book mold

The book measures 21 cm x 28 cm with a blue cover color that combines cool black, robin egg black, and baby blue. There are also illustrations of books and pens with pastel colors.

2.3 Typography error

A typographical error occurred in chapter 2 sub chapter fiil page 29 which is الفعل الماضي والفعل. The subheading should be written as الفعل الماضي وفعل المضارع وفعل الأمر.

2.4 Introduction

The introduction in the textbook includes:

2.4.1 Type of language

The language used in the introduction in this book is formal Indonesian.

2.4.2 Instructions for using the book

Instructions for using the book are not included in this book

2.4.3 Relation of this book to other books

The Ministry of Religious Affairs of the Republic of Indonesia through the Directorate General of Islamic Education publishes PAI and Arabic textbooks after the issuance of KMA (Decree of the Minister of Religious Affairs) Number 183 of 2019 concerning PAI and Arabic Curriculum in Madrasahs. This nahwu sharaf book is one of a series of Arabic language books used for religious specialization MA or MAPK. The Arabic language book for MA itself is Arabic language which includes language skills not specifically containing nahwu sharaf rule material.

2.4.4 The period of use of the book

In this introduction, the period of use of the book is not included, but it has been explained based on the edition of the book intended for grade 10.

2.4.5 Activities in the book

Activities in the book such as reading texts, analyzing example sentences, and doing questions are not included in the introduction.

2.4.6   Purpose of writing the book

The purpose of writing the book mentioned in the introduction is that this series of PAI and Arabic books aims to internalize religious values and be able to become a reference for how to think, behave, and act in everyday life and implement it in the social life of the community.

2.4.7   Language skills

There is no classification of language skills which include listening, speaking, writing, reading because this book has been devoted to the skills of nahwu sharaf. Therefore, the language skills covered are only reading skills and qaidah.

DISCUSSION | مناقشة

Thu'aimah's analysis aspects in this book broadly include content analysis and book design. The material rules in this book are presented quite clearly and completely but there are some things that need to be considered to avoid confusion in understanding nahwu sharaf. A gradation of material is needed to connect the understanding of the rules of Arabic grammar with the previous grammar. According to Richards and Platt in (Syarifah, 2020) material gradation in the context of language learning is the systematic presentation of material. This is necessary to bridge the understanding between materials. Material gradation is based on the needs of learners, the complexity of grammar, or the frequency of its use.(Richards & Schmidt, 2013). Since this book has some shortcomings in terms of material gradation, it can be challenging for teachers to explain in more detail or create simple formulas so that students can easily understand the material in each chapter. In addition, students will also be able to express the theories underlying the nahwu sharaf chapter being studied.

This analysis is different from other studies that also use the Thu'aimah perspective because this analysis point does not focus on the quality of the material which includes language skills because this book only discusses the rules of Arabic grammar. The use of inductive method helps students to understand the material in each chapter because students are taught to analyze through example sentences first then given the nahwu rules. This inductive method is suitable for use in this textbook because the material is specific to nahwu sharaf as intermediate level material rather than for beginners. This means that this book is intended for students who have studied Arabic in greater depth, as is the case at MAPK (Wardani & Kusuma, 2020). In addition, some of the quality of illustrations in books that have low resolution can hopefully be improved by using technological assistance. The existence of this illustration can help visual aesthetics which is the side of student interest in reading books. Researchers suggest updating book illustrations with the help of technology.

CONCLUSSION | خاتمة

The analysis of the Nahwu Sharaf book grade 10 MAPK with the analysis of Rusydi Ahmad Thu'aimah that the researcher chooses includes 4 aspects, namely book content analysis, material preparation analysis, material presentation analysis, and output analysis. The content analysis of the book includes the suitability of the material with the philosophy of Indonesian education, namely the values of Pancasila, the integration of the material with KI and KD, the suitability of the material with the student's environment, the clarity of the material, and the

period of use of the book. Analysis of the material preparation aspect includes the continuity of material preparation, consideration of student logic, use of learning methods. Analysis of the presentation of material includes points of balance of quality and quantity of material, quality of language use, consideration of differences in students' abilities and environment, availability of illustrations, availability of references. Analysis of book output is divided into 2 categories, namely general data about the book and a description of the book print.

This research still needs research with other perspectives to determine the quality of textbooks for MAPK with a focus on the discussion of nahwu sharaf rules. The limitation of this study is the small sample taken from one edition of an Arabic textbook for 10th grade MAPK. This limitation can be improved by conducting research on more complete editions. In addition, this study does not provide comparisons with other textbooks, which would allow for the discovery of more advantages and disadvantages in the presentation of nahwu sharaf material. Overall, the quality of this book is good and has quite complete material. As for some of the analysis presented in this study are suggestions and input that can improve the quality of the book in the aspect of analyzing Rusydi Ahmad Thu'aimah's perspective. The researchers hope that this study can provide a clear picture to users of the book so that they can supplement any lack perfections for use in the learning process.

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