KITABA: Journal of Interdisciplinary Arabic Learning, 03 (03): 152-157 (2025)
DOI: 10.18860/kitaba.v3i3.37122

Magister Pendidikan Bahasa Arab
Pascasarjana UIN Maulana Malik Ibrahim
Malang, Indonesia

KITABA
JOURNAL OF INTERDISCIPLINARY ARABIC LEARNING

ANALYSIS OF THE TWELFTH-GRADE ARABIC TEXTBOOK BASED ON RUSYDI AHMAD THUAIMAH'S PERSPECTIVE

Ilham Kurniawan[1], Muhaiban[2]
[1] Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
[2] Universitas Negeri Malang, Indonesia

Article History:
Received: 2025-10-27
Revised: 2025-10-27
Accepted: 2025-11-01
Published: 2025-11-11

Keywords:
Textbook Evaluation, Arabic Language, Rusydi Ahmad Thuaimah, Content Analysis Madrasah Aliyah, Educational Materials

*** Correspondence Address:**
240104220024@student.uin-malang.ac.id

Abstract: This study evaluates the quality of the Grade XII Arabic Language Textbook published by the Ministry of Religious Affairs of the Republic of Indonesia (2020) using the evaluative framework of Rusydi Ahmad Thuaimah. The research aims to determine the extent to which the textbook aligns with pedagogical and linguistic principles that integrate instructional and educational values. Employing a qualitative content analysis approach, data were collected through documentation and structured interviews with Arabic teachers. The analysis focused on four dimensions content, material organization, presentation, and book compilation. The results reveal that while the textbook adequately covers the four language skills, it remains unbalanced, with an emphasis on reading over writing activities. The material organization follows a spiral pattern, yet transitions between chapters lack cohesion. The presentation employs a communicative and contextual approach supported by visuals, although inconsistencies in image-text alignment and bilingual instructions persist. Technically, the book's layout is well-structured, but it lacks clarity in defining its pedagogical orientation. Overall, the study concludes that the textbook partially fulfills Thuaimah's criteria but requires revision to ensure better skill integration, thematic continuity, and multimodal coherence. The findings contribute to improving Arabic textbook development and offer theoretical insights into adapting Thuaimah's evaluative model for the Indonesian educational context.

INTRODUCTION | مقدمة | PENDAHULUAN

The development of teaching materials is a crucial element in Arabic language learning, because textbooks not only serve as a medium for conveying linguistic structures, but also as a means of developing students' cognitive, affective, and psychomotor competencies. According to Rusydi Ahmad Thuaimah in his work *Dalīl ʿAmal fī Iʿdād al-Mawād al-Taʿlīmiyyah* and other writings, ideally Arabic teaching materials combine instructional (*taʿlīmī*) and educational (*tarbawī*) values. Thus, Arabic language learning is not merely teaching linguistic aspects, but also serves as a medium for character building, morals, and social adaptation readiness of students in real life (Thuaimah, 1985).

In the context of Arabic language education in Indonesia, the development of teaching materials has been directed towards communicative and contextual learning in accordance with the demands of competency-based curriculum. However, a number of studies show that the implementation of textbooks still faces various obstacles. Research by Nazilah (2023) on Arabic textbooks for grade XII Madrasah Aliyah shows that although the books contain fairly comprehensive language skills, the aspects of thematic relevance and integration of Arab-Islamic cultural values are not yet fully optimal (Nazilah, 2023). This indicates that there is still a gap between the theoretical idealism of teaching material development as proposed by Thuaimah and teaching practices in the field.

In addition, other studies confirm that many Arabic textbooks in higher education tend to emphasize structural aspects, but lack the ability to foster communicative skills and cultural understanding (Mufid, Miftahul; Isnainiyah, Isnainiyah; Ainiy, 2023). These results highlight the importance of a comprehensive evaluative approach to Arabic textbooks in order to ensure a balance between linguistic, pedagogical, and cultural aspects. This evaluation is also in line with Thuaimah's view, which emphasizes the need for a balance between *al-kamiyyah wa al-kayfiyyah* (quantity and quality of material) and meaning (*ma'nāwiyyah*) in each component of learning.

Based on this reality, an evaluative framework is needed that can assess Arabic textbooks comprehensively and objectively. The evaluation model developed by Rusydi Ahmad Thuaimah is considered relevant because it covers four main dimensions, namely content (*al-muḥtawā*), material organization (*tanzhīm al-māddah al-taʻlīmiyyah*), material presentation (*ʿarḍ al-māddah al-taʻlīmiyyah*), and book preparation (*iʿdād al-kitāb*). These four aspects represent the basic structure in the development of quality language teaching materials that are adaptive to the needs of modern students.

Based on this framework, this study was conducted with two main objectives. First, to evaluate the quality of the Grade XII Arabic textbook published by the Ministry of Religious Affairs of the Republic of Indonesia (2020) based on Thuaimah's evaluation model. Second, to identify the extent to which the book meets pedagogical and linguistic standards in line with the needs of 21st-century learners. Using content analysis and interviews with Arabic teachers, this study is expected to contribute theoretically to expanding the application of Thuaimah's evaluative framework in the Indonesian educational context, as well as contributing practically to curriculum developers and textbook authors in improving the quality of Arabic language learning.

METHOD | منهج | METODE

This study uses a content analysis approach, which aims to evaluate the content and structure of Arabic textbooks systematically and objectively. This approach was chosen because it is capable of interpreting implicit and explicit messages in learning texts through a process of categorization and thematic coding (Krippendorff, 2019). Content analysis is highly relevant to language education research, particularly in assessing the quality of teaching materials developed based on specific pedagogical principles.

The object of this study is the Arabic textbook for Grade XII Madrasah Aliyah published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. This book was chosen because it is the official teaching material used nationally and represents the implementation of the latest Arabic language curriculum at the secondary level. The focus of the study was directed at four evaluative dimensions according to Rusydi Ahmad Thuaimah (1985), namely: (1) content aspects (al-muḥtawā), (2) the aspect of material organization (tanzhīm al-māddah al-taʻlīmiyyah), (3) the aspect of material presentation (ʿarḍ al-māddah al-taʻlīmiyyah), and (4) the aspect of book preparation (iʿdād al-kitāb). These four dimensions are the main indicators in the process of categorizing and interpreting data.

The data collection process was conducted through documentation and structured interviews. Documentation techniques were used to analyze the contents of the textbook, including the text, images, exercises, and linguistic elements contained therein. The data obtained were analyzed using an interactive qualitative analysis model that includes three stages: data reduction, data presentation, and conclusion drawing (Huberman, 2014). Data validity was ensured through source and method triangulation techniques, namely by comparing the results

of the textbook content analysis with the results of teacher interviews. This approach allows for a more comprehensive interpretation of the textbook's suitability to Thuaimah's conceptual framework and its relevance to the needs of 21st-century learners.

RESULTS | نتائج | TEMUAN

Aspects of Content

The results of the study show that the Arabic textbook for grade XII published by the Indonesian Ministry of Religious Affairs contains four main language skills, namely listening, speaking, reading, and writing. However, the distribution of material is still unbalanced. The reading section dominates about 40% of the book's content, while the writing section only covers 15%. In addition, the dimension of Arabic culture is still limited to reading texts without integration into interactive exercises.

These findings indicate that the compilation of textbook content still focuses on receptive aspects rather than productive ones. The imbalance between qirā'ah and kitābah indicates that learning does not yet fully support the development of communicative competence, as emphasized by Thuaimah, that ideal content must balance linguistic, cultural, and communicative dimensions (al-lughawiyyah, al-tsaqāfiyyah, wa al-ittishāliyah).

These results are in line with the findings of Mastutik, who stated that Arabic textbooks published by the Ministry of Religious Affairs often emphasize grammatical aspects but do not adequately facilitate written expression (Mastutik, 2021). However, these results differ from the findings of Alfiannor Fathoni (2023), who found a balance between the four skills in the grade XI KMA 183 textbook. The imbalance in the grade XII textbook can have an impact on the limitations of student's writing skills, which are an important component in language competency assessment (Gazali, Erfan; Saefulloh, 2023).

Theoretically, this indicates the need to revise the content to align with the principles of integrative skill-based learning as proposed by Thuaimah, which requires integration between skills. Practically, these findings can serve as a basis for the Ministry of Religious Affairs' curriculum developers to review the content structure of textbooks to make them more proportional and communicative.

Aspects of Organization Material

The results of the study indicate that the book uses a spiral organization pattern (Tandzim Halzuniy), in which the material is developed from simple to complex concepts in stages. This principle of continuity is in line with the theories of min al-sahl ila al-'asīr and min al-juz'i ila al-kullī. However, the transitions between chapters are inconsistent and sometimes lack an introduction that bridges the topics.

The spiral structure essentially supports gradual learning in line with linguistic constructivism theory, but the lack of connection between chapters can reduce the effectiveness of student learning retention (Barsuni, Hasan; Alfan, Muhammad; Irawan, 2022). In addition, the exercises, which are arranged in stages from vocabulary to communicative application, demonstrate a good pedagogical orientation, but the imbalance between receptive and productive exercises indicates that students are not yet facilitated to practice in real contexts.

These findings confirm the studies, which assessed that the organization of material in the Ministry of Religious Affairs' books is often strong in terms of structure but weak in terms of

linking transitions between units (Jumhana, 2021), (Kafahidien, 2023). Therefore, restructuring by strengthening the connections between themes and clarifying the learning objectives in each chapter will improve cohesion and thematic cohesion.

The implication is that improving this aspect is important to ensure learning continuity, especially for madrasah aliyah students who are in the transition stage towards advanced academic competence.

DISCUSSION | مناقشة | DISKUSI

Aspects of Educational Material Presentation

The results of the study show that the presentation of material has followed a communicative approach with the use of contextual dialogues and task-based activities. Visual elements also serve to support understanding, but some images are not relevant to the text and the instructions in the exercises are not consistently bilingual.

The tendency to use a communicative approach indicates progress in Arabic language learning methodology under the Ministry of Religious Affairs. This is in line with the principle of al-tadrīs al-ittishālī as stated by Thuaimah, which emphasizes the importance of social context and language function. However, weaknesses in the synchronization of images and text indicate that the principle of multimodal learning has not been optimally applied (Priyatmi, Tri; Wahdah, 2023).

These findings also support the research, which states that visualization and clarity of instructions play an important role in overcoming the linguistic barriers of Indonesian students (Alfarezy, 2024), (Hady, 2019). Practically, improving the quality of visual-verbal communication not only clarifies the context but also strengthens the understanding of meaning in the cognitive process of students.

Overall, the presentation of this book has met the criteria of al-tasywīq (appeal) and al-tanawwu‘ (variation), but still needs improvement in terms of al-tawāzun (balance of skills) and al-tawāfuq bayna al-rasm wa al-ma‘nā (visual-verbal compatibility).

Aspects of Book Compilation

The results of the study show that the technical aspects of the book's layout are quite good in terms of format and typography. The use of the Sakkal Majalla 16 pt font and the systematic table of contents and index are in accordance with academic standards. However, inconsistencies were found in the transliteration and margins, and the introduction does not explain the purpose and target audience.

Weaknesses in transliteration and visual design indicate that the application of ergonomic principles in learning is not yet optimal, which, in Thuaimah's view, is an important part of taysīr al-qirā'ah (facilitating readability). This finding is similar to the results of research by Nurlaila (2020) and Zulhanan (2020), which highlight the importance of a communicative and functional layout design (Nurlaila, 2020), (Zulhanan, 2020).

In addition, the absence of an explicit explanation in the introduction regarding the target users implies a lack of clarity in the pedagogical direction. This indicates the need for a user-oriented design approach (Roja, 2023). Thus, the compilation of an ideal textbook should not only pay attention to linguistic accuracy but also clarify user segmentation so that the teaching materials are functional and adaptive.

CONCLUSIONS | خاتمة | SIMPULAN

This study concludes that the evaluation of the Arabic language textbook for Grade XII Madrasah Aliyah, based on Rusydi Ahmad Thuaimah's evaluative framework, reveals both notable strengths and areas requiring improvement. The book successfully integrates the four primary language skills listening, speaking, reading, and writing but exhibits an imbalance between receptive and productive components, with reading sections dominating over writing activities. This imbalance reduces opportunities for students to develop communicative competence, which is a key element in Thuaimah's principle of integrating linguistic, cultural, and communicative dimensions in language learning. Therefore, while the content reflects partial alignment with the theoretical ideals, revision toward proportional skill integration remains necessary.

From the organizational and presentation perspectives, the book demonstrates a spiral learning structure and a communicative instructional approach, both of which align with contemporary language pedagogy. However, inconsistencies in thematic transitions, visual-textual coherence, and bilingual clarity indicate that pedagogical continuity and multimodal engagement have not been optimally achieved. These findings affirm previous studies that highlight similar weaknesses in the Ministry of Religious Affairs' Arabic textbooks, particularly regarding cohesion between learning units and the relevance of instructional visuals. Consequently, the study suggests that strengthening inter-chapter cohesion and improving multimodal design would enhance student comprehension and retention.

Theoretically, this study advances the application of Thuaimah's evaluative model in the Indonesian educational context by demonstrating its analytical rigor in assessing pedagogical balance across linguistic, structural, and visual dimensions. Practically, it contributes to the refinement of Arabic textbook development under the Ministry of Religious Affairs by emphasizing user-centered, communicative, and culturally integrated design. Future research should expand the scope by comparing multiple Arabic textbooks across different educational levels and incorporating empirical classroom-based observations to validate the impact of revised materials on learning outcomes. In doing so, the study may further bridge the gap between Thuaimah's theoretical ideals and the practical realities of Arabic language education in Indonesia's modern curriculum framework.

BIBLIOGRAPHY | مراجع | DAFTAR PUSTAKA

Alfarezy, A. (2024). Linguistic Problems of Arabic Learning in Various Indonesian Formal Schools (2019-2023): A Systematic Literature Review. *Arabiyyatī: Journal of Arabic Language Education*, *1*(2), 293–323.

Barsuni, Hasan; Alfan, Muhammad; Irawan, B. (2022). Analisis Buku Ajar Bahasa Arab Untuk MTs Kelas 7 Karya Hasan Saefullah. *JURNAL SHAUT AL-'ARABIYAH*, *10*(1), 115–121. https://doi.org/https://doi.org/10.24252/saa.v10i1.26015

Gazali, Erfan; Saefulloh, H. (2023). Development of an Arabic Receptive Proficiency Test Instrument Based on the Common European Framework of Reference for Languages. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, *11*(2), 293–308. https://doi.org/https://doi.org/10.23971/altarib.v11i2.6721

Hady, Y. (2019). Pembelajaran Mahārat al-Kalām Menurut Rusdy Ahmad Thu'aimah dan Mahmud Kamil al-Nâqah. *Al Mahara Jurnal Pendidikan Bahasa Arab*, *5*(1).

https://doi.org/https://doi.org/10.14421/almahara.2019.051-04

Huberman, M. &. (2014). Qualitative Data Analysis: A Methods Sourcebook. In *CA: SAGE Publications*.

Jumhana, N. (2021). Evaluasi Terhadap Buku Ajar Bahasa Arab Madrasah Di Indonesia Berbasis Kurikulum 2013. *Al-Ittijah: Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, *13*(1), 11–32. https://doi.org/http://dx.doi.org/10.32678/al-ittijah.v13i1.4451

Kafahidien, A. (2023). TELAAH KELAYAKAN ISI BUKU TEKS BAHASA ARAB MADRASAH IBTIDAIYAH KELAS VI KARYA A. SYAEKHUDIN. *Seroja: Jurnal Pendidikan*, *2*(1), 54–66. https://doi.org/https://doi.org/10.572349/seroja.v2i2.256

Krippendorff, K. (2019). *Content Analysis: An Introduction to Its Methodology* (Fourth). SAGE Publications. https://doi.org/https://doi.org/10.4135/9781071878781

Mastutik, N. A. P. (2021). Analisis Pemilihan Kosakata dalam Buku Ajar Perspektif Rusydi Ahmad Thu'aimah. *Al Ittijah*, *13*(2). https://doi.org/https://doi.org/10.32678/al-ittijah.v13i2.5042

Mufid, Miftahul; Isnainiyah, Isnainiyah; Ainiy, N. (2023). Contextual Teaching and Learning Model in the Speaking Skill Textbook for the Arabic Language Education Department. *Journal of Advanced Research in Social Sciences and Humanities*, *8*. https://doi.org/10.26500/JARSSH-08-2023-0405

Nazilah, A. (2023). Analysis of Class XII Arabic Textbooks at Madrasah Aliyah Based on KMA 183 of 2019. *Rausyan Fikri: Journal of Islamic Studies*, *1*(1), 17–34. https://doi.org/https://doi.org/10.62283/rijis.v1i1.1

Nurlaila. (2020). I'dad Al-Mawad Al-Mula'imah Li Ta'lim Al-Lughah Al-Arabiyah. *An Nabighoh*, *22*(1), 101–112. https://doi.org/https://doi.org/10.32332/an-nabighoh.v22i01.1909

Priyatmi, Tri; Wahdah, N. (2023). A Feasibility Analysis of Arabic Textbooks in Indonesia: Based on the National Education Standards Agency (BSNP). *Ournal of Arabic Language Learning and Teaching (JALLT)*, *1*(1), 13–24. https://doi.org/https://doi.org/10.23971/jallt.v1i1.69

Roja, M. R. (2023). Kualitas Buku Teks Bahasa Arab MTs Kelas VII: Studi Komparatif Buku Terbitan Kemenag RI dan Dar al-Nile. *Kalimatuna: Journal of Arabic Research*, *3*(2), 121–130.

Thuaimah, R. A. (1985). *Dalīl ʿAmal fī Iʿdād al-Mawād al-Taʿlīmiyyah li Taʿlīm al-Lughah al-ʿArabiyyah li Ghairi al-Nātiqīn bihā*. Maktabah al-Wahdah al-ʿArabiyyah.

Zulhanan. (2020). I'dad al-Mawad al-Dirasiyyah wa 'Anasiriha: Baina al-Mafahim wa al-Nadzariyyat. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab2*, *8*(1), 1–22. https://doi.org/https://doi.org/10.24042/albayan.v8i1.351