



SUKMA: JURNAL PENDIDIKAN

ISSN: 2548-5105 (p), 2597-9590 (e)

Volume 6 Issue 1, Jan-Jun 2022, pp. 1-16

<https://doi.org/10.32533/06101.2022>

www.jurnalsukma.org

“Al-’Arabiyyatu Baina Yadaik” : Textbook by Abdul Rahman ibn Ibrahim Al-Fawzan, Etc.

Abid Nurhuda

UIN Raden Mas Said Surakarta Indonesia

email: abidnurhuda123@gmail.com

Afiffah Vinda Prananingrum

UIN Raden Mas Said Surakarta Indonesia

email: vindavinda13@gmail.com

Abstract

The text book Al-’Arabiyyah Baina Yadaik is one type of Arabic learning book that is still often used in the world of Arabic language education in Indonesia. This book presents many topics about elements of Islamic and Arabic culture with interesting presentations and has a very high educational value. Therefore, this book is very interesting to study and analyze whether each topic presented is in accordance with language

competence and whether the contents of the material listed are relevant to the correct textbook standards. This type of research is literature research with data collection techniques in the form of documentation techniques. The analysis technique uses content analysis techniques. Al-'Arabiyah Baina Yadaik is devoted to non-Arabic learners. Compiled by presenting several competencies such as: language skills (Kifayah al-lughowiyah), communication skills (Kifayah it-tisholiyyah), and cultural skills (Kifayah tsaqofiyah). Served with a language maharoh which consists of two things, namely language skills (istima', kalam, kitabah, and qiro'ah) and three elements in language, namely sound (al-aswat), sentence structure (al-tarakib) and vocabulary (al-tarakib). -mufradat). And has met CEFR standards at level B1 and B2.

Keywords: Al-'Arabiyah Baina Yadaik, Arabic, Textbook.

Abstrak

Buku teks Al-'Arabiyah Baina Yadaik merupakan salah satu jenis buku pembelajaran bahasa Arab yang masih sering digunakan dalam dunia pendidikan bahasa Arab di Indonesia. Buku ini menyajikan banyak topik tentang unsur-unsur budaya Islam dan Arab dengan penyajian yang menarik dan memiliki nilai pendidikan yang sangat tinggi. Oleh karena itu, buku ini sangat menarik untuk dikaji dan dianalisis apakah setiap topik yang disajikan sudah sesuai dengan kompetensi bahasa dan apakah isi materi yang dicantumkan relevan dengan standar buku teks yang benar. Jenis penelitian ini adalah penelitian kepustakaan dengan teknik pengumpulan data berupa teknik dokumentasi. Teknik analisis menggunakan teknik analisis isi. Al-'Arabiyah Baina Yadaik dikhususkan untuk pembelajar

non-Arab. Disusun dengan menghadirkan beberapa kompetensi seperti: keterampilan berbahasa (Kifayah al-lughowiyah), keterampilan berkomunikasi (Kifayah ittisholiyah), dan keterampilan budaya (Kifayah tsaqofiyah). Maharoh disajikan dengan bahasa yang terdiri dari dua hal, yaitu keterampilan berbahasa (istima', kalam, kitabah, dan qiro'ah) dan tiga unsur dalam berbahasa yaitu bunyi (al-aswat), struktur kalimat (al-tarakib) dan kosa kata. (al-tarakib). -mufradat). Dan telah memenuhi standar CEFR pada level B1 dan B2.

Kata Kunci: Al-'Arabiyah Baina Yadaik, Arabic, Textbook.

A. Introduction

There are four types of teaching materials that have been grouped based on technology, namely, listening teaching materials (audio), for example cassettes, radio, and so on. Printed teaching materials such as student worksheets. Teaching materials that can be seen and heard (audio visual) such as films and video compact disks. Then interactive multimedia teaching materials (interactive teaching materials) such as CAI (Computer Assisted Instruction), interactive multimedia learning CD (Compact Disk), and web-based learning materials. Finally, teaching materials or textbooks are included in the category of printed materials, namely textbooks. (Rini Dwi Susanti,2013:208)

Practical learning resources that are the easiest to obtain, widely used, and the most flexible in terms of use are books. Books can be used anywhere, there is no time limit, and can be used for all ages. There are various types of books that can be used in the learning process as a mandatory reference for student learning, but what are often used in the world of education are textbooks. The textbook contains learning materials that have been prepared according to the competencies required by students.

Explanation of textbooks according to the Regulation of the Minister of National Education Number 2 of 2008 concerning Books Article 1 paragraph 3 explains that textbooks for basic, secondary, and tertiary education, textbooks are mandatory reference books used in primary and secondary education units or universities that contain learning materials in order to increase faith, piety, noble character, and personality, mastery of science and technology, increase sensitivity and aesthetic abilities, increase kinesthetic abilities and health which are compiled based on national education standards. It can be interpreted that a good textbook is not only because the cover is good, but the content of the book will increase interest in learning because it makes the learning process easier.

According to Bacon (in Toto Suharto, 2017: 27) textbooks are books compiled for classroom learning, which have been systematically arranged by experts in the field, and are equipped with relevant and commensurate learning tools. Meanwhile, Arabic textbooks are sources of primary teaching materials that contain ideas and descriptions of the education curriculum that have been determined and are directed to achieve the learning objectives that have been determined. Thus, in the preparation of a good textbook, one must pay attention to the criteria that must exist in the textbook, according to Thu'aimah (in Muhaiban, 2016: 248) there are five criteria for a textbook, namely: First, the textbook is a description of the curriculum that contains teaching and learning objectives to be achieved. Second, Textbooks can help students to achieve the goals contained in the curriculum. Third, textbooks provide opportunities for students to be able to interact with the material through understanding, the five senses in order to gain theoretical and practical abilities. Fourth, textbooks can foster enthusiasm and develop creativity and motivation to understand the contents of the book. Fifth, textbooks are books that contain material, instructions, and procedures that can make it easier for students to understand the goals of education and learning difficulties.

The existence of Arabic learning textbooks is included in

the standard of Arabic learning content. Of the various kinds of textbooks used in learning Arabic in Indonesia, namely al-'Arobiyyatu baina Yadaik. This book is a textbook with the presentation of fusha Arabic material written by three lecturers of Ma'had al-Lugoh al-Arabiyah (Arabic Language Institute) King Saud University Riyadh Saudi Arabia, namely Dr. Abdurrahman bin Ibrahim al-Fawzan, Dr. Mukhtar Ath-Thohir Hussain, and Dr. Muhammad Abdul Khaliq Muhammad Fadl. This book is printed in 2 types, first for students (*kitab ath-tholib*), and secondly for teachers (*kitab al-mu'allim*).

From the above background, there is interest in analyzing the textbook al-'Arabiyyatu baina Yadaik. The questions that can be arisen here is that: Is each subject in accordance with the language competencies required by students? Is the content of the books and materials presented relevant to the correct book standards?

The type of research is literature research, commonly referred to as library research. Library research according to Khatibah (2011:38) is a type of research conducted by taking data from relevant sources such as journals, books, books and certain writings. In this study, the researchers used these data to analyze the text book Al-Arabiyah Baina Yadaik. There are two sources of data in this study, namely primary and secondary data sources. (1) Primary data according to Yoman Kutha R in Roviin (2018:45) is research data obtained directly and collected by researchers from original sources to find research answers. The primary data in this study is the text book Al-'Arabiyah Baina Yadaik. (2) Meanwhile, secondary data, according to Syafnidawaty in his writings, is data taken as a source of supporting data in research according to the titles discussed, such as books, articles, journals, websites and so on. Secondary data in this study are books, journal articles, and websites that discuss related to Arabic textbooks and those that support this research.

Data collection technique in this research is documentation technique. Documentation technique is the process of collecting

data by looking for sources of information in the form of books, transcripts, notes, minutes and so on. (Sugiyono, 2016:240). In this study, the documents used were in the form of writings and works that were carried out by searching for relevant sources of material. The analysis technique used in this research is content analysis technique, which is analyzing data according to its contents. Meanwhile, according to Jumal Ahmad (2018:2) content analysis is a systematic study of documents or records that are used as data sources. Using this analytical technique, the author analyzes the aspects contained in the content of the Al-'Arabiyah Baina Yadaik textbook related to the linguistic feasibility and content of the textbook.

B. About the Book

Examples of references other than book are paper in a journal (Nur Ichwan 2001a, 2001b), or an journal article with page reference (Ulibarri 2000, 5), websites (Bashori 2015), magazines and newspapers (Sone 2013), reports (Edelman and Burke 2008, 4), book chapters (Iqbal 1983), a master thesis (Hosen 2005), and a PhD thesis (Fogg 2012). All references are arranged alphabetically in bibliography list.

Textbooks have an important role and function in learning Arabic and even serve as a reference in learning, because these textbooks provide learning materials that can help students to develop and equip every maharah of Arabic in them to master it more. However, it should be considered in the selection of learning textbooks, whether they are in accordance with the criteria and book standards that apply to the curriculum.

According to Eddy Wibowo in Rini Dwi Susanti (2013: 209-210) suggests that textbooks are textbooks designed by various experts in their fields to facilitate the learning process that has been set by the government. There are several things that discuss about textbooks, such as, (1) textbooks are books that are always devoted to students at every level of education. (2) textbooks must be related to a particular field of study. (3)

textbooks are books that are always standard. (4) ordinary text books are compiled by someone who is an expert in their field. (5) textbooks are designed for specific instructional purposes. (6) textbooks are always equipped with learning tools. (6) textbooks are downloaded to support the learning process.

The criteria for a good textbook are that it must meet several aspects such as aspects of learning material content, presentation, language and legibility, and graphic aspects.

- Aspects of the content of the subject matter, namely the subject matter presented in the textbook by taking into account: (a) relevance, which means that the book material is in accordance with the applicable curriculum, in accordance with the competencies that graduates of education level must possess and according to the level of development and characteristics of students who are will use the textbook. (b) adequacy/adequacy, namely textbooks containing commensurate material in order to achieve the expected competencies. (c) accuracy, namely the material presented in the textbook is scientifically correct, useful, up-to-date, and the presentation of the material is relevant to the nature of knowledge. (d) proportionality, namely, the description of the content of the material presented meets the balance of completeness, depth, and balance between the main material and the supporting material.
- The aspect of presentation, namely presenting the material completely, systematically, and relevant to the demands of learning aimed at students as well as a presentation method that is easy and comfortable to learn.
- Language and legibility, namely language that is used as a means of delivery and presentation such as mufrodat, sentences, paragraphs and readings. While readability relates to the level of ease of language that will be presented at the student level.
- Graphic aspects, namely parts of textbooks related to physical books such as font type, book size, font size, color, pictures,

graphics, illustrations, prints, which make the appeal of the book so that students are interested in studying the book.

Muhammad Ibrahim Dam'ah and Munir Musa in Muhibb Abdul Wahab (2015: 9-10) explain that there are several conditions and characteristics that are limited in four areas in the preparation of Arabic textbooks, such as:

- Compiler competence
- The contents of the book and materials include several things, namely
- The contents of the book are related to the previous book.
 - * The book should be able to enrich the knowledge of its readers by displaying a list of possible references to be read at the end of each discussion.
 - * The suitability of the book is in the content, title, concept, text, terms, examples, skills and the existence of a comprehensive nature.
 - * There is a link between the curriculum, its preparation, and its objectives.
 - * Questions, exercises, and knowledge are in accordance with students' interests and can increase critical thinking power.
 - * In the book there are various media to increase the interest of the book such as diagrams, sketches, pictures, tables, or maps which will facilitate teaching and learning activities.
- Language and Uslub (style) of manufacture
 - * The language and uslub used can explain terms and concepts that are relevant to the students' language level, insight, and reason.
 - * The sentences in the textbook use uslub which are easy for students to understand.
 - * Chapters, chapters and titles in textbooks are relevant to the level of education of students and psychological aspects.
- Book format and printing

Textbooks should be made as attractive as possible, the thickness is appropriate, the letters are clear, the paper is good,

the cover is attractive and good, the data presentation is strong, there are no language and printing errors, the pictures are clear, and there are pictures and sketches that can clarify an expression in it.

Meanwhile (Zaenuri et al, 2020) argue that foreign learning, whether English or Arabic, must be of international standard with the CEFR (Common European Framework of Reference for Language) which aims to assess a person’s proficiency in the language according to his qualifications. CEFR itself is divided into 6 levels, namely:

- Beginner or A1
 - * Understand and express basic everyday language that is basic and limited for communication purposes
 - * Self-introduction or question and answer with other people or those he knows regarding things that are owned or where he lives.
 - * interact with others slowly, clearly and simply
- Elementary or A2
- Familiar with everyday sentences including family information, self, and local geography.
 - * Able to communicate with familiar, simple and routine things directly
 - * Describes immediate personal and environmental needs in simple terms.
- Intermediate or B1
 - * Understand with the main point on things that are clear and familiar such as school, vacation, business and others.
 - * Able to speak according to the local area when traveling.
 - * Write and speak simple texts about hopes, experiences, dreams, events, and aspirations with reasons and explanations.
- Upper intermediate or B2
 - * Understand a certain field and be able to understand the discussion more specifically

- * Able to speak spontaneously, fluently and regularly so that there is no pause from either party.
- * Able to explain various topics in detail, various points of view and comment on the advantages and disadvantages
- Advanced or C1
 - * Understand and analyze various long texts and the hidden meanings in them,
 - * Speak spontaneously and clearly with various expressions without seeking much explanation.
 - * Using language clearly, well, in detail and producing flexible and effective texts for social, academic, and work purposes by using structured patterns accompanied by communicative language.
- Proficient or C2
 - * Easily understand everything you hear
 - * Summarize well from various sources ranging from speaking, writing, and presenting in a coherent form.
 - * Speaks and expresses himself in complex cases in detail and automatically

Al-'Arabiyyah Baina Yadaik's book is a very modern Arabic language learning book. Arranged in a systematic order so that it can make it easier for everyone who wants to learn and understand Arabic. The explanation related to the book Al-'Arabiyyah Baina Yadaik is as follows.

C. Description of the book Al-'Arabiyyah Baina Yadaik

The original name of this book Al-'Arabiyyah Baina Yadaik is Al-'Arabiyyah Baina Yadaik: Silsilatun fi Ta'lim al-Lughah al-'Arabiyyah li Ghair An-Nathiqin Biha (Arabic Learning Series for Foreign Speakers). This book was written by three academics of Saudi Arabian descent who served as lecturers at the Ma'had al-Lugoh al-Arabiyah (Arabic Language Institute) King Saud University Riyadh Saudi Arabia, namely Dr. Abdurrahman bin Ibrahim al-Fawzan, Dr. Mukhtar Ath-Thohir Hussain, and Dr.

Muhammad Abdul Khaliq Muhammad Fadhl, later edited by Dr. Mohammed Ibn Abdul Rahman Al-Shaikh. Published in Riyadh Saudi Arabia under the publisher name “Al-Arabiyyah li al-Jami’”, first printing in 1422H/2001M. This book is printed in 2 types, first for students (*kitab ath-tholib*), and secondly for teachers (*kitab al-mu’allim*), of each type divided into 3 volumes, the first volume contains beginner learning competencies (*mustawa basic*), the second volume intermediate learning competencies (*mustawa mutawassith*), the third volume upper learning competencies (*mustawa mutaqqoddim*). And each volume is equipped with learning media in the form of audio cassettes or MP3 CDs. For example, the table of contents in the first volume of the *ath-tholib* book contains 16 themes which are explained in 383 pages (Rusydi Ahmad Thuaimah and Mahmud Kamil Naqah in Abdul Ghofur, 2019:118-119), these themes include.

- *At-tahiyyah wat ta’aruf* (congratulations and introduction)
- *Al-usroh* (family)
- *as-sakan* (residence)
- *Al-hayat al-yaumiyyah* (daily activities)
- *Ath-tho’am wasy-syarob* (food and Drink)
- *Ash-sholah* (pray)
- *Ad-dirosah* (studies)
- *Al-‘amal* (profession)
- *At-tasawwuq* (shop)
- *Al-jaww* (weather)
- *An-nas wal amakin* (man and place of origin)
- *Al-hiwayat* (hobby)
- *As-Safar* (journey)
- *Al-haj wal-‘umrah* (Hajj and Umrah)
- *Ash-shihah* (health)
- *Al-‘utlah* (holiday)

It can be seen from the themes above that the book *Al-‘arabiyyatu baina Yadaik* is suitable to be used as a guidebook in

learning Arabic because the discussion themes presented are so familiar and even have relevance to students' daily activities, so they can be directly practiced. The variety of languages used in the delivery of this book is in standard Arabic (fusha), there is no use of non-standard language ('amiyyah), and an intermediate language as the language of learning. In this book there is a dictionary as a vocabulary of more than 7000 main mufrodat along with audio guides.

The purpose of writing this book is to help students have language skills (Kifayah al-lughowiyah), communication skills (Kifayah ittisholiyyah), and cultural skills (Kifayah tsaqofiyah). In language skills, it consists of two things, namely language skills (istima', kalam, kitabah, and qiro'ah) and three elements in language, namely sound (al-aswat), sentence structure (al-tarakib) and vocabulary (al-mufradat).). The ability to communicate is the ability of students to communicate directly both in writing and orally and used in their daily activities. While the ability to be cultured has a purpose, namely the ability of students to understand various aspects of Arabic and Islamic culture.

The breakdown of the time required for the delivery of lessons in this book as a whole is 300 lesson hours (with details of one 50 minute lesson). It can be concluded that each volume is 100 hours of lessons from the material in this book, if it is not delivered intensively, it will take 3 years to study it. The modern learning method is the method applied in this book, because the principles of learning and teaching still pay attention to the special and unique characteristics of the Arabic language. The important aspects contained in this book are as follows (Siti Rohmah Soekarba, 2019: 69-70).

- Integration between language skills and their elements.
- Pay attention to the sound system in Arabic.
- Pay attention to the gradation process and the stages in conveying the material.
- Pay attention to the process of individual differences between learners.

- Provide a variety of exercises.
- Conformity of content with the level of learners.
- Using the learning unit system in delivering the material.
- Displays each vocabulary in a perfect sentence.
- Pay attention to pronunciation skills at an advanced level.
- Showing cultural values in an interesting way.
- Include periodic exercises in each book.
- Take advantage of various special experiences in compiling subject matter.
- Showing Arabic and Islamic cultural values in an interesting way.
- Uses a lot of pictures, especially in the first book (over 1000).

In terms of physical design, this 383 thick book is a type of book that has a good and attractive design. In terms of the letters used, namely khat naskhi, calligraphy is popular and easy to understand. The font size is suitable and comfortable for learning, which is 18 above the standard in other books (sizes 14-16) with complete vocabulary so that it is easy to learn. In delivering the material, it is also equipped with a variety of pictures and photos and even tables that are colorful and arranged regularly, thus providing its own advantages in this book because it can make it easier for students to understand the material presented (Abdul Ghofur, 2019: 120).

D. Analysis

In accordance with the description of the book above, in terms of presentation of content and material, the book *al-'arabiyyatu baina yadaik* has been arranged in a systematic and interesting way, so it is very suitable to be used as a textbook in learning Arabic, because it will foster enthusiasm and make it easier for students to learn the language. Arab. The division in the suitability of content with the level of students is also very important in the preparation of this book, so that the learning of each material is in accordance with the level of understanding of the

learner. The topics presented in this book are also in accordance with students' daily activities, it will make it easier for students to learn Arabic because it can be directly applied. In addition, it can be seen from the point of view of presenting photos, pictures, and colorful tables make this book more interesting and make it easier for students to absorb material, understand the meaning of the pictures, and relate existing themes. This book is very effective for improving students' Arabic language skills because the existing subjects are in accordance with the language competencies needed by students and the material presented is relevant to the correct book standards.

Meanwhile, if referring to CEFR as the standard, it includes level B1 which includes school, travel, work or daily life and B2 which includes exercises on certain topics, communication in advanced pronunciation as well as the preparation of texts related to experiences in learning. This book is very effective for improving students' Arabic language skills because the existing subjects are in accordance with the language competencies needed by students and the material presented is relevant to the correct book standards. Meanwhile, if referring to CEFR as the standard, it includes level B1 which includes school, travel, work or daily life and B2 which includes exercises on certain topics, communication in advanced pronunciation as well as the preparation of texts related to experiences in learning.

E. Conclusion

From the results of the explanation above, it can be concluded that a good textbook is not only because the cover is good, but the content of the book will increase interest in learning because it makes the learning process easier. In Arabic teaching materials there must be four language skills, namely: *maharah al-kalam*, *maharah al-kitabah*, *maharah al-istima*; and *maharah al-qira'ah*. This is in accordance with the text book *al-Arabiyyatu baina Yadaik* seen from the purpose of writing this book, namely to help students have language skills (*Kifayah al-lughowi-*

yah), communication skills (Kifayah ittisholiyyah), and cultural skills (Kifayah tsaqofiyah). Language skills consist of two things, namely language skills (istima', kalam, kitabah, and qiro'ah) and three elements in language, namely sound (al-aswat), sentence structure (al-tarakib) and vocabulary (al-mufradat). The ability to communicate is the ability of students to communicate directly both in writing and orally and used in their daily activities. While the ability to be cultured has a purpose, namely the ability of students to understand various aspects of Arabic and Islamic culture. Meanwhile, when referring to CEFR, it includes B1/ Intermediate and B2/ Upper Intermediate.

BIBLIOGRAPHY

- Abdul Wahab, Muhib. "Construction of Eckehard Schulz's Al-Lughah Al-'Arabiyyah Al-Mu'ashirah Book: Content and Discourse Analysis," Jakarta: Faculty of Tarbiyah and Teacher Training UIN Syarif Hidayatullah, 2015.
- Ahmed, Jumal. "Content Analysis Research Design," Syarif Hidayatullah State Islamic University, 2018.
- Al-Fauzan, ABI, Husain, MAT, & Fadhl, Mu. AKM Al-Arabiyyah Baina Yadaik. Riyadh : Al-Arabiyya Lil Jami', 2004. 2017.
- Dwi Susanti, Rini. "Analysis Study of Teaching Materials "Textbooks" in Arabic Subjects in the High Class of Madrasah Ibtidaiyah," Arabia, Vol. 5, No. 2, 2013.
- Ghofur, Abdul. "Effectiveness and Efficiency of BA Learning (BA Learning STUDY Using the Book of Al-Arabiyyah Baina Yadaika at Ma'had Abu Bakar, University of Muhammadiyah Surakarta)," DIDAKTA Scientific Journal, Vol. 20, No. 1, 2019.
- sermon. "Library Research," Iqra' Journal, Vol. 05, No. 01, 2011.
- Good luck. "Arabic Textbook Writing". In the Proceedings of the Second Arabic Language National Conference (KONASBARA 2016), Malang, 15 October 2016, 248.
- Regulation of the Minister of National Education No. 2 of 2008 concerning Books

- Rovin. "Analysis of the Al 'Arabiyah Li Al Nasyi'in Textbook by Mahmud Ismail Shini, et al," *Al Bayan Journal*, Vol. 10. No. 1, 2018.
- Soekarba, Siti Rohmah. "Al-Arabiyyatu Bayna Yadaik's book (Analysis of BA Teaching in Cross-Cultural Perspectives)," *Indonesian Journal of Arabic Studies*, Vol. 1 Issue 2, 2019.
- Sugiyono. *Educational Research Methods: Quantitative, Qualitative, and R&D approaches*. Bandung: Alfabeta, 2016.
- Suharto, Toto and Ahmad Fauzi. "Analysis of Syntactic Errors in Arabic Textbooks for Islamic Religious Colleges," *Arabiyat: BA Journal of Arabic and Arabic Education*, Vol. 4, No. 1, 2017.
- Syafnidawaty. On the internet <https://raharja.ac.id/2020/11/09/beda-data-primary-dan-data-sekunder/>. (9 November 2020)
- Zaenuri, Muhammad. Muhammad Nur Kholid and Anisatul Mubarokah. "Tosa Question Analysis (Test Of Standard Arabic) Refers To Cefr (Common European Framework Of Reference For Language)". *AN NABIGHOH VOL. 22, NO. 02*, 2020.