

## Feasibility of *qory 'aroby* for class II salafiyah ula at bin baz islamic center

Amrin Mustofa <sup>a,1,\*</sup>, Suci Rafi Sari <sup>b,2</sup>, Ahmad Mulalic <sup>c,3</sup>

<sup>a,b</sup> Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, Indonesia; <sup>c</sup> Centar za Obrazovanje Odraslih Gračanica, Bosnia

<sup>1</sup> [amrinbinbaz@gmail.com](mailto:amrinbinbaz@gmail.com); <sup>2</sup> [ziyankamila20@gmail.com](mailto:ziyankamila20@gmail.com); <sup>3</sup> [mulalicahmed5@gmail.com](mailto:mulalicahmed5@gmail.com)

\*Correspondent Author

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### ABSTRACT

The feasibility study of a textbook is highly important as it relates to the content it delivers. Developing an Arabic language textbook must take into account its foundational principles and pedagogical bases to ensure that the resulting material aligns with the needs of the learners. Specifically, the focus lies on whether the textbook meets the feasibility standards based on expert theories and how the content is structured and delivered through the concepts of selection, gradation, presentation, and repetition. Additionally, it is essential to evaluate the strengths and weaknesses of the Qory 'Aroby textbook. This study is a qualitative research using the literature review method. The results show that the Arabic language textbook Qory 'Aroby, used in the Salafiyah Class II at the Islamic Centre Bin Baz, aligns well with Mackey's theoretical framework, fulfilling the stages of selection, gradation, presentation, and repetition. However, in terms of presentation, some adjustments are still needed, such as the completeness of punctuation marks, the inclusion of a syllabus appendix, and the clarity of material delivery, which still requires intensive teacher assistance.

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### Introduction

The teaching of Arabic is a fundamental aspect of scientific civilization, both in religious and worldly knowledge. From generation to generation, Arabic has remained an integral part of intellectual tradition (Hadisi et al., 2023). It is only natural that Arabic education continues to be a vital component in the realm of education. Arabic plays a significant role not only in religious studies (Nurul Umah Fijanati, Hafidz, Sukadi, 2023) but also in social life, as it is considered an international language with great influence in global diplomatic relations (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023). This proves that Arabic is not merely a language of high literary value but also holds special religious significance in Islam. This is in accordance with the words of Allah in His statement:

﴿إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ﴾

Which means: "Indeed, We have sent it down as an Arabic Qur'an so that you may understand." (Q.S Yusuf: 2)

Arabic is regarded as a global language. There is no doubt that Arabic is essential in the study of Islamic sciences. It is not only studied as a religious language, but also as a means to interpret the Qur'an, Hadith, and various classical and modern texts written in Arabic. (Wa Muna, 2011) Arabic is taught in Islamic educational institutions across Indonesia, from elementary schools to universities. Although it has long been developed, Arabic language instruction in Indonesia still faces many challenges, both linguistic and non-linguistic. (Acep Hermawan, 2011)

For the Indonesian community, learning Arabic is not the same as learning their mother tongue. Therefore, different instructional principles must be applied, starting from curriculum design, teaching methods, and both printed and digital learning media, including the content being taught. As stated in an article by Tampubolon:

"In foreign language learning (Arabic), the basic components of the language must be taught specifically because achieving this competence is seen as a prerequisite for mastering the language itself." (Tampubolon & Khanafi, 2022)

Arabic learning also depends on several key components, particularly the role of teachers and the completeness of learning tools (Muchamad Chairudin, 2023). For example, teachers are expected to be able to manage their students effectively and maintain enthusiasm in the classroom. The ability to create a positive learning atmosphere is a responsibility that must be fulfilled by the teacher to ensure learning goals are achieved. Qiyadah Robbaniyah in her book stated:

"In a learning process, a teacher is not only tasked with delivering material, but also with creating a conducive environment so that the material can be delivered effectively and learning objectives are met." (Qiyadah Robbaniyah, 2023)

Moreover, the spirit and enthusiasm of the teacher is essential to the effectiveness of the learning process. Ustadz Syafii Tampubolon noted:

"A successful teacher is one who instills motivation, regardless of the outcomes achieved." (Tampubolon, 2023)

One of the key instructional media often used in Arabic language education is the textbook. Textbooks are conventional media that contain content structured in a way that helps learners grasp the material easily. (Abdul Munip, 2005) A textbook usually includes lesson materials and must go through a process of selection, gradation, presentation, and repetition. The formulation of this content must also be based on specific principles such as cultural and social aspects, psychological principles, and language and educational foundations. (Abdullah al-Gali, 2012)

Textbooks that are not based on proper design principles may hinder student learning. Consequently, many Arabic textbooks authored by Indonesians have been created to better align with local learning methods. However, the development of optimal methods is still ongoing. (Ahmad Izzan, 2009)

Based on the author's observation, it is essential to analyze the Arabic textbook "Qory 'Aroby" to answer the following questions: (1) What is the content and structure of the textbook "Qory 'Aroby" used by class II at ICBB according to expert theories? (2) Has the Arabic textbook for class II, "Qory 'Aroby", met the standard requirements of an eligible textbook based on expert guidelines?

From these research questions, the author aims to analyze the actual content of the "Qory 'Aroby" textbook used in class II of Salafiyah Ula Islamic Center Bin Baz and evaluate its feasibility as a textbook.

Among the related literature reviewed in this study are works such as the 2023 journal article titled "Analysis of the Material Presentation in the Book An-Nahwu Al-Wadhih Based on Mackey's Theory" by Asy Syifa Reza Amelya, and the 2016 thesis "Analysis of the Book Al-'Arabiyyah Bayna Yadayk, Volume I" by Dr. Abdurrahman Bin Ibrahim, authored by M. Reza Pahlevi.

This study applies Mackey's theory as cited by Nurhadi, highlighting four essential aspects in analyzing the design of language instruction: selection, gradation, presentation, and repetition. (Nurhadi, 2014)

## Method

This research is a type of qualitative study employing a library research model (Syaiful Anam, 2023). Library research refers to the process of investigation and inquiry using information gathered from relevant written sources, such as books, scientific journals, articles, and other related materials. According to Mahmud in his book Educational Research Methods, library research is a form of study conducted by reading books, magazines, and other data sources to collect information from various literatures, whether from libraries or other locations. (Mahmud, 2011) The researcher collects data to address the research problem by reviewing various appropriate references. Through library research, relevant findings can be obtained based on the data sources utilized. The stages of this research describe the implementation process, starting from the preliminary study to the development of the actual research design.

## Result and Discussion

### The "qory 'aroby" textbook used by grade ii at salafiyah ula islamic center bin baz

A textbook is certainly expected to contain material. "Material" refers to objects, things, or anything visible; something that serves as the subject of testing, thinking, discussion, or prohibition (Indonesian Dictionary, 2008). In the context of Arabic language learning, the material is commonly referred to as "Arabic Language Teaching Material," known in Arabic as al-mawād al-dirāsiyyah or al-mawād al-'ilmiyyah (Atabik Ali and Ahmad Zuhdi Mudlo, 1998).

The Arabic textbook for Grade II was written by Dr. Muhammad Syairozi Dimyati and published by Lafazh Books in its 10th edition, 2019. The book features an illustrated cover, with themes and content tailored to the characteristics of children at the targeted age group. The following is a general overview of the content structure of Qory 'Aroby:

1. Opening illustration at the beginning of each chapter, relevant to the topic discussed. These illustrations help visualize the material.
2. Chapter titles are clearly stated to inform students about the content being studied.
3. Al-Mufradāt Al-Jadīdah: A vocabulary list presented in every chapter to be studied by students.
4. Takrīr Al-Kalimāt: An activity to practice listening and pronouncing Arabic words correctly.
5. At-Tamrīnāt: Exercises related to the material covered in each chapter.

Images and illustrations are made attractive to support understanding of the material discussed.

The content presentation begins with a foreword that includes:

1. Purpose of publication: It is stated that the book is intended for the author's students and children in general, to help revive the Arabic language at their age.
2. Writing method: The author explains that a comprehensive method is used, presenting sentences in a complete form. Vocabulary is not arranged alphabetically but based on child-friendly logic and themes.

3. Writing without harakat (diacritical marks): This is intended to accustom and help students understand that the original Arabic script is typically written without such marks.
4. After the foreword, the introduction outlines the objectives of compiling the Arabic textbook: to enable students to develop basic listening, speaking, reading, and writing skills, with emphasis on speaking, based on the needs of their closest environment.

The textbook covers 12 chapters, each designed according to children's characteristics. The chapters introduce familiar objects and settings to students. Here is a summary of each chapter:

a. *الدرس الأول: في المدرسة* (Lesson 1: At School)

Focuses on the school environment, training students to identify school-related objects in Arabic. Introduces Arabic pronouns (*ḍamīr*) and includes a dialogue (*khiwār*) about introductions (*ta'āruf*).

b. *الدرس الثاني: في المطار* (Lesson 2: At the Airport)

Covers objects and activities at the airport. Teaches Arabic numerals 11–20. Writing skills are developed by rewriting verses found in exercises.

c. *الدرس الثالث: في السوق* (Lesson 3: At the Market)

Explores market activities and introduces students to *al-alif wa al-lām* (the definite article in Arabic).

d. *الدرس الرابع: في المستشفى* (Lesson 4: At the Hospital)

Covers vocabulary related to hospitals and continues training with Arabic pronouns through dialogues.

e. *الدرس الخامس: في المسجد* (Lesson 5: At the Mosque)

Introduces mosque-related vocabulary, demonstrative pronouns (*ism ishārah*), and possessive *yā'* (*yā' al-milkī*).

f. *الدرس السادس: في المطعم* (Lesson 6: At the Restaurant Kitchen)

Focuses on vocabulary related to kitchen and restaurant settings.

g. *الدرس السابع: في المدينة* (Lesson 7: In the City)

Students learn about urban objects and activities. Also includes reading dialogues (*khiwār*).

h. *الدرس الثامن: في الملعب* (Lesson 8: At the Field)

Introduces field-related vocabulary and reinforces numbers 11–20 in Arabic.

i. *الدرس التاسع: الملابس* (Lesson 9: At the Clothing Store)

Teaches vocabulary related to clothing and colors in Arabic. Introduces numbers 20–30.

j. *الدرس العاشر: البحر* (Lesson 10: At the Beach)

Focuses on beach-related vocabulary and introduces directions (*al-jihāt*).

k. *الدرس الحادي عشر: في الغابة* (Lesson 11: In the Forest)

Covers forest-related vocabulary and reinforces the use of *yā' al-milkī*.

l. *الدرس الثاني عشر: في الزراعة* (Lesson 12: In the Garden/Farm)

Students learn vocabulary related to agricultural activities and rural settings.

Each chapter ends with exercises such as reading, writing, and memorizing texts that align with the lesson content. In some cases, students are assigned to read, write, and memorize verses from the Qur'an, which helps reinforce both reading and writing skills in Arabic.

Referring to the principles of textbook development as stated by Dr. Abdullah al-Gāli in his book *Menyusun Buku Ajar Bahasa Arab*, he asserts:

"It is imperative for authors and compilers of Arabic textbooks for non-Arabic learners to pay attention to cultural, social, psychological, linguistic, and educational principles." (Abdullah al-Gāli, 2012)

The researcher believes that Qory 'Aroby, used as a textbook at Salafiyah Ula Islamic Center Bin Baz, aligns well with those foundational principles. Regarding cultural and

social aspects, the textbook provides themes related to cultural and social life (Husna Nashihin & Yenny Aulia Rachman, 2024), such as vocabulary from environments like markets and schools. In terms of psychological principles, the material is suitable for the age group, encouraging greater student interest. For the linguistic and educational aspect, the textbook contains meaningful Qur'anic reading and writing exercises, promoting values and literacy development.

### **The Appropriateness and Feasibility of the Stages of Material Presentation in the Grade II Arabic Textbook (Qory 'Aroby) Based on the Concepts of Selection, Gradation, Presentation, and Repetition**

As is commonly understood, material presented in language learning must go through the stages of selection, gradation, presentation, and repetition. According to Mackey's theory, several essential aspects in language teaching analysis include: selection, gradation, presentation, and repetition (Nurhadi, 2014).

#### **1. Selection Aspect**

Mackey proposes several foundational principles for selection: learning objectives, students' proficiency levels, length of learning time, the type of language selected, and the feasibility of learning it.

The selection of material in the Grade II Arabic textbook used at Salafiyah Ula Islamic Center Bin Baz (Qory 'Aroby) can be observed from the perspective of its learning objectives. The book contains 12 themes, and in terms of content, it aligns well with the intended goals, with interconnected components that support vocabulary acquisition, sentence structures (tarkīb), and reading skills (qirā'ah).

Vocabulary selection in the textbook often applies the concept of natural selection, which follows the principles of frequency, range, availability, coverage, and learnability (Mulyanto Sumardi, 1975).

#### **2. Gradation Aspect**

Systematic sequencing will help students learn from the textbook more effectively, as the material is organized into coherent parts, avoiding confusion (Nuzul Fatimah, Husna Nashihin, 2022). Mackey emphasizes two key elements in sequencing: grouping and gradation.

The materials in this Grade II Arabic textbook are appropriate, as grammatical structures are presented gradually in each chapter – from simple to more complex – while reinforcing previously learned content.

For example, Chapter 1 discusses *ḍamīr* (pronouns), which is continued in Chapter 2. In Chapter 3, students learn about *alif lām shamsiyyah* and *alif lām qamariyyah*, while Chapter 5 covers *yā' al-milkī* (possessive *yā'*). By Chapter 9, the book introduces stages of meaning development in grammar learning.

#### **3. Presentation Aspect**

The presentation of material in the Grade II Arabic textbook Qory 'Aroby is quite good, as each chapter supports the four language skills. Mackey outlines four models of presentation:

##### **a. Differentiation Procedure**

In this textbook, the differentiation procedure is not yet optimal. Each new vocabulary word (*mufradāt*) is not accompanied by its Indonesian translation, and there are no diacritical marks (*ḥarakāt*) to aid pronunciation.

##### **b. Authentic Procedure**

The application of authentic procedures is still limited. However, teachers may present materials using external media.

##### **c. Pictorial Procedure**



This aspect is well executed, as almost all vocabulary materials are supported by visual illustrations.

#### d. Contextual Procedure

From a contextual standpoint, the book performs fairly well. Many of the materials are explained in abstract terms, which can assist teachers in delivering the content verbally.

#### 4. Repetition Aspect

Mackey divides repetition activities into four groups: listening, speaking, reading, and writing. In the Grade II Arabic textbook Qory 'Aroby, receptive exercises include dialogues (hiwār) in each chapter, while productive exercises are in the form of writing tasks in each unit. In learning a foreign language—including Arabic—repetition must be done frequently. Actions become habits when performed repeatedly, and in language learning, good habits must be formed. Repetition in this textbook is fairly well implemented, as each chapter applies the principle of repetition by providing exercises to reinforce the content in all four skills (maharah). However, the textbook does not include review exercises for materials from previous chapters at the end of each semester.

### Conclusion

After analyzing the Grade II Arabic textbook Qory 'Aroby, written by Dr. Muhammad Syairozi Dimyati and published by Lafadz Book in its tenth edition in 2019, the researcher found that the textbook contains several components. It consists of 12 chapters, each of which includes 10 vocabulary words relevant to the theme, along with grammar topics such as ism al-isharah (demonstrative pronouns), dhomir (personal pronouns), and others. Additionally, every chapter features practice exercises and dialogues (hiwar) related to the content. In terms of feasibility, the book aligns with Mackey's theoretical framework of selection, gradation, presentation, and repetition. The material selection is coherent from one chapter to the next, and the vocabulary selection meets criteria such as frequency, range, availability, coverage, and learnability. Grammar content is also presented systematically. The gradation of material, including vocabulary, grammar, and reading sections, is well-structured and sequential. Presentation-wise, the textbook incorporates the four language skills: speaking, listening, writing, and reading. However, the presentation in terms of differentiation is less effective, as the vocabulary lacks diacritical marks (harakat) and translations. Repetition is applied through exercises in each chapter, especially writing tasks, which ask students to respond after studying the listening, dialogue, and grammar sections. Based on this analysis, the researcher recommends that vocabulary should be written with harakat to support students' reading and comprehension; the book should include core competencies (Kompetensi Inti) or basic competencies (Kompetensi Dasar) at the beginning for clarity of learning objectives; and additional exercises should be added at the end of each semester to evaluate students' learning outcomes.

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