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An Analysis on The Principles of Arabic Textbooks for *Madrasah Aliyah* in Indonesia: Based on The Ministry of Education and Rusydi Ahmad Thu'aimah

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Abstract

The purpose of this study is to describe the contents of the tenth-grade Arabic textbook by Hasan Saefullah based on the 2008 Ministry of National Education standards and Ahmad Thu'aimah. The research method used is a literature study using qualitative method with descriptive content analysis techniques. The results of this study indicate that this book generally has complied with the principles of compiling the 2008 Ministry of National Education standard teaching materials. It is aligned with the principles of consistency, relevancy, and adequacy, which have been contained in competency standards and basic competencies in learning objectives. However, on the gradation principle, there is a discrepancy in the material contained in the teaching material preparation, such as the receptive and expressive language mastery section. The author places the mastery of reading skills after listening skills and grammatical mastery before speaking skills. It violates the order of language learning in general because the sequence of language learning starts from maharah istima', then maharah kalam, maharah qiroah, and finally maharah kitaba. Meanwhile, Thu'aimah standards, which includes the principles of validity, meaningfulness, and feasibility, have also been applied in the preparation of this textbook. The researchers expect that the authors of Arabic teaching materials pay more attention to several international and national standardization principles in writing Arabic teaching materials.

Keywords: *Textbook, Ministry of National Education Standards, Thu'aimah's Standards*

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan isi buku teks bahasa Arab kelas X karya Hasan Saefullah berdasarkan standar Kemendiknas tahun 2008 dan Ahmad Thu'aimah. Metode penelitian yang digunakan adalah studi literatur yang menggunakan jenis penelitian kualitatif dengan teknik analisis konten yang bersifat deskriptif. Hasil penelitian ini menunjukkan bahwa buku ini secara umum telah memenuhi prinsip penyusunan bahan ajar standar Kemendiknas 2008, yakni pada prinsip konsistensi, relevansi dan kecukupan yang telah sesuai dengan SK dan KD dalam tujuan pembelajaran. Akan tetapi, pada prinsip gradasi menurut peneliti adanya ketidaksesuaian isi materi dalam penyusunan bahan ajar, seperti

pada bagian penguasaan bahasa secara reseptif dan ekspresif, penulis meletakkan penguasaan keterampilan membaca setelah keterampilan menyimak dan penguasaan gramatikal sebelum keterampilan berbicara. Hal tersebut tentu saja menyalahi urutan pembelajaran bahasa secara umum, karena urutan pembelajaran bahasa itu dimulai dari maharah istima', kemudian maharah kalam, maharah qiroah dan terakhir maharah kitaba. Sedangkan berdasarkan standart Thu'aimah, yakni prinsip valid, kebermaknaan dan layak di pelajari juga sudah diterapkan dalam penyusunan buku ajar ini. Adapun harapan peneliti dari penelitian ini agar penulis bahan ajar Bahasa Arab lebih memperhatikan beberapa prinsip standarisasi, baik prinsip internasional maupun nasional dalam penulisan bahan ajar Bahasa Arab.

Kata kunci: Bahan Ajar, Prinsip Kemendiknas, Prinsip Thu'aimah

INTRODUCTION

To facilitate learning Arabic in Indonesia from the MI to MA levels, several efforts have been made by the Ministry of National Education by compiling textbooks or teaching materials based on certain themes and materials (Ramah & Rohman, 2018). One of the supports for successful learning is textbooks (Romansyah, 2016). Therefore, good and qualified textbooks must provide practical understanding for students (Setyawan et al., 2018). A teacher must have skills in adapting and mastering the material well because a teacher conveys ideas of thoughts of others to students and is also required to provide an understanding of the material (J. Abidin, 2017). In addition, knowing the quality and suitability of books for students' competence is a very important requirement for educators (Hadi, 2018).

The preparation of a good textbook should be based on the cultural situation and background of the students so that it can provide convenience for teachers in the learning process and make it easier for students to study the book independently (Magdalena et al., 2020). In addition to adapting to the culture of students, a good textbook can also be determined by several factors or principles of eligibility standards set by certain parties (Arsanti, 2018). For example, textbooks must start from simple problems and proceed to more complex things. It can begin from the student's closest environment to an environment beyond their reach. As an alternative, textbooks can provide new apperceptions that are easier to understand based on personal experience or prior knowledge. Therefore, it has implications for the continuity of textbooks according to the age and ability of each student (Machmudah, 2018). However, the books used in learning Arabic in Madrasah or Islamic Boarding School environments come from Arab countries. They certainly are not appropriate concerning geography, culture, curriculum, and language teaching methods experienced by students in Indonesia (Qodriyah, 2019). It is better to select the material, sequence, and method of presentation that are made according to the capacity of the student's abilities (Lewicka & Waszau, 2017). Based on this problem, educators attempt to examine textbooks related to Arabic language education and learning for all levels (Ritonga, 2021).

Based on the explanation that the researchers have conveyed above, there is a difference between the expected Arabic learning outcomes and the reality that we encounter in the preparation of teaching materials in Madrasahs, from MI, MTs, to MA levels. This problem occurs because of the assumption that Arabic teaching materials used to support successful learning do not follow the needs of students who are not native Arabic speakers (Hanifah, 2014). Therefore, this study is conducted to analyze the suitability of the textbook "Ayo Fasih Berbahasa Arab" for Madrasah Aliyah tenth graders with the principles compiled by the Ministry of National Education in 2008 and Rusydi Ahmad Thu'aimah. It is chosen as the research object because it is compiled based on the 2013 curriculum, and each material is given according to the student's ability and level. It can foster positive values for the existence of the Arabic language. Hence, this book can facilitate and help the learning process more fun and efficient.

Concerning the research on the analysis of Arabic textbooks for tenth graders based on the standards of the Ministry of National Education and Ahmad Thu'aimah, the researchers found that several previous studies had a discussion focus that was similar to this research, including the research conducted by Umi Machmudah in 2008 on textbooks. The Arabic language of SD Islam Sabilillah Malang was based on the 2006 Ministry of National Education standards and Rusydi Ahmad Thu'aimah's standards (Machmudah, 2018). Cahya Edi Setiawan conducted the second research on the book "Ayo Fasih Berbahasa Arab" for twelve graders based on Mackey's Theory. The study results indicated that the book has met a good selection because the preparation was under Mackey's standard (Setyawan et al., 2018). Another research was carried out by Ahmad Royani, Mukhson Nawawi and Masnawi on Arabic textbooks at UIN Syarif Hidayatullah Jakarta. The result showed that the book was generally considered good and feasible for teaching material. However, a content adjustment was needed in completeness, breadth and depth of material (Royani et al., 2020).

The next research was carried out by Laila Faoziyah and Nailul Izzah on the MA Arabic language textbooks for eleventh graders based on the 2013 curriculum. The results of this study showed that the textbooks used were under the 2013 curriculum and basic competence (Faoziyah & Izzah, 2021). Other previous research was research conducted by Apri Wardana Ritonga in the textbook "Takallam bil 'Arobiyah volume 6" based on Mackey's Theory. This study revealed that the textbooks used were under Mackey's academic standards. The presentation of the material contains the concepts of selection, gradation, presentation, and repetition. However, in the development of the textbook "Takallam Bil 'Arobiyah Volume 6," it was necessary to add more factual material for student life in the 21st Century (Al-qatawneh et al., 2021).

After analyzing the research results above, the researchers find similarities and differences. The similarity is in the discussion purpose, in which both discuss the standardization analysis of the preparation of Arabic teaching materials. The difference lies in the focus of the discussion, the research object and the standardized approach used. In previous studies, researchers have not found any research correlating the analysis of teaching materials in "Ayo Fasih Berbahasa Arab" using the 2008 Ministry National Education standardization and Rusydi Ahmad Thu'aimah. Hence, the researchers' position in this study is to develop and

add the focus and objectives of the research to make it more useful in preparing Arabic textbooks more effectively and efficiently.

The researchers use the principle of standardization of the 2008 Ministry of National Education because this principle has been recognized nationally for its quality as a standard for writing good teaching materials (Y. Abidin, 2014). On the other hand, researchers follow the principles in writing teaching materials by Rusydi Ahmad Thu'aimah because the standardization principle has been recognized at the national and international levels (Machmudah, 2018). In addition, Rusydi Ahmad Thu'aimah is one of the experts in Arabic education. He is a professor of curriculum and teaching methods, and a former Dean of the College of Education at Mansoura University, Sultan Qaboos University, and Emirates University (Mulhendra, 2022). With these considerations, the research follows the principles of Rusydi Ahmad Thu'aimah rather than other experts who had the same contribution in applying the principles of teaching materials, such as Nur Sholeh and Ulin Nuha (Sholeh & Nuha, 2013).

The researchers focused on principles of preparing teaching materials proposed by the Ministry of National Education in 2008 and Rusydi Ahmad Thu'aimah. The type of language skills taught is another focus to address in this study. Hence, the problem in this study is how to apply the principles of preparing teaching materials "Ayo Fasih Berbahasa Arab" by Hasan Saefullah based on the Ministry of National Education principles and the evaluation principles of teaching materials by Rusydi Ahmad Thu'aimah.

METHOD

Research Design

This study uses a qualitative-evaluative research approach, a descriptive literature study that aims to describe an event at a certain point (Ary & Jacobs, 1982). The data analysis technique is content analysis technique which aims to analyze messages or communication content from a source correctly (Hall & Valentin, 2008).

Data Collection Technique

To obtain data for the discussion, the researchers need an instrument as a reference for structured and appropriate questions on the instrument items based on the principle of preparing teaching materials. The steps used by the researchers are reading while analyzing all the contents of the material contained in the book "Ayo Fasih Berbahasa Arab" and adjusting to the principles of preparing teaching materials based on the 2008 Ministry of National Education standards and Rusydi Ahmad Thu'aimah. The data source is an Arabic language textbook used by several madrasahs entitled "Ayo Fasih Berbahasa Arab" by Hasan Saefullah published by Erlangga in 2019. It consists of six chapters, three chapters for the first semester and three chapters for the second semester.

Data Analysis Technique

The basis of analysis used is the principles of preparing teaching materials by the Ministry of National Education in 2008 and the three principles of evaluation of teaching materials by Rusydi Ahmad Thu'aimah: valid, meaningful, and feasible (Thu'aimah, Rusydi Ahmad; Naqah, 2009). As for the principles from the Ministry of National Education, researchers only used four principles in

analyzing data: relevancy, consistency, adequacy, and gradation. In data analysis, the method used is content analysis because this method is efficient and effective in summarizing the contents of a book or document. In the content analysis method, there are things that researchers need to pay attention to, namely: data formation, inference drawing, and analysis (Krippendorff, 2018). Thus, the researchers consider descriptive content analysis appropriate for describing the application of standards or theories used in a document. The document described in this study is "Ayo Fasih Berbahasa Arab" published by Hasan Saefulloh.

RESULT AND DISCUSSION

The research is entitled "An Analysis on the Principles of Arabic Textbooks for Madrasah Aliyah in Indonesia: Based on the Ministry of Education and Rusydi Ahmad Thu'aimah." The following describe the study results by order of problems that the researchers have determined.

Analysis of the Principles of Preparing Teaching Materials Based on the Perspective of the Ministry of National Education

Lesson 1 "Self-Identity (البيانات الشخصية)"

Relevancy

The researchers find conformity between competency standards and basic competencies in learning objectives. The students can identify sounds, sentence meanings, ideas, linguistic elements, text structures, and Arabic cultural elements related to the topics contained in this chapter.

Consistency

This principle follows the basic competencies students must understand from the four language skills (listening, speaking, reading and writing). This chapter has been equipped with pictures related to the topics discussed, sentence examples, explanations and practice questions to make it easier for students to accept the four skills.

Adequacy

According to the researchers' perspective, the material taught is sufficient to assist students in understanding the basic competencies contained in Lesson 1. There are several objectives that must be mastered by students, including receptive and expressive language mastery. In the receptive section, students must comprehend *fahmul masmu'*, *fahmul maqru'*, and *fahmul tarakib*. For example, in *fahmul masmu'*, the author begins by giving a picture of the types of identity cards followed by a short text about parts that should be in the identity card. In *fahmul maqru'*, the author begins by providing vocabulary about "The Hijriyah and Christians months" which numbers from 1 to 100. The next step asks students to read the text discussing self-identity and the parts in the identity card.

Apart from receptive skills, the expressive part consists of *ta'bir syafawi* and *ta'bir insya'*. In *ta'bir syafawi*, the writer ordered the students to read and pay attention to a dialogue about a homeroom teacher who interviewed a student. In *ta'bir insya'*, the students are asked to complete each sentence with the appropriate words about self-identity, choose each appropriate word, and create them into a sentence. From these sentences, it becomes a paragraph. According to the researchers, Lesson 1 is sufficient to help students understand the material well and maximally.

Gradation

The expressive part consists of *ta'bir syafawi* and *ta'bir insya'*. In *ta'bir syafawi*, the writer asks the students to read and pay attention to the dialogue about a homeroom teacher who interviewed a student. In *ta'bir insya'*, the author immediately asks the students to complete each sentence with the appropriate words about self-identity, then choose each appropriate word to be made into a sentence. From these sentences, it becomes a paragraph. According to the researchers, Lesson 1 is sufficient to help students understand the material well and maximally (Machmudah, 2018). However, in this chapter, the researchers find disordered content of the material in the preparation of teaching materials. We discover this based on the order of the material presented by the author. In the receptive and expressive language mastery section, the author places the mastery of reading skills after listening skills and puts grammatical mastery before speaking skills.

Generally, it is known that the order of mastery or language learning starts from *maharah istima'*, then *maharah kalam*, *maharah qiro'ah* and finally *maharah kitabah* (Saepuddin, 2012). Grammar mastery is needed before starting to learn writing skills. Hence, Lesson 1 in this book does not follow the 2008 Ministry of National Education standard for preparing good teaching materials.

Lesson 2 “Public Facilities at School (المرافق العامة في المدرسة)”

Relevancy

On the principle of relevancy, the researchers find that there is conformity in the book "Ayo Fasih Berbahasa Arab" with the competency standards and core competencies in the learning objectives, which is the student's ability to understand texts about school facilities.

Consistency

According to the basic competencies, this chapter has been equipped with pictures, sentence examples, explanations and practice questions to make it easier for participants. Students receive these four skills.

Adequacy

According to the researchers' perspective, the material taught is sufficient to assist students in understanding the basic competencies contained in Lesson 1. There are several objectives that must be mastered by students, including receptive and expressive language mastery. In the receptive section, students must comprehend, including *fahmul masmu'*. The author of this book directs students to pay attention to pictures and texts about "Public facilities at Schools". In *fahmul maqru'*, the author instructs students to read expressions about the properties and verbs related to public facilities at schools.

On the other hand, the expressive section consists of *ta'bir syafawi* and *ta'bir insya'*. In *ta'bir syafawi* the author instructs students to pay attention to the conversation between a teacher and several students in class about public facilities at school. Then, the students are asked to practice the dialogues in Lesson 2 in pairs in front of the class. At *ta'bir insya'*, the author provides more practice questions by compiling some scrambled words, and then arranged them into an arrangement of *mubtada' khabar*. In testing students' comprehension, the author gives several questions related to the topic of discussion. According to the

researchers, Lesson 2 is sufficient to help students understand the material well and maximally.

Gradation

On this principle, the researchers find the same problem as Lesson 1. There is a discrepancy with the gradation principle set by the Ministry of National Education in 2008, that good teaching materials should start the discussion from easy and simple level. It starts from easy to difficult and from concrete to abstract (Machmudah, 2018). However, there is disordered material content in this chapter's preparation of teaching materials. For example, in the receptive and expressive language mastery section, the author places reading skill mastery after listening skill and puts grammar mastery before speaking skill. It violates the order of mastery or language learning in general because it has been agreed that language learning starts from *maharah istima'*, then *maharah kalam*, *maharah qiro'ah* and finally *maharah kitabah* (Saepuddin, 2012). The grammar mastery and the placement order are also not appropriate if they are taught before learning speaking skills. According to the researchers, Lesson 2 does not follow the 2008 Ministry of National Education standard principles for preparing good teaching materials.

Lesson 3 "Life in the Families and Student's Dormitories (الحياة في الأسرة وفي سكن الطلاب)"

Relevancy

Based on the principle of relevancy, the researchers find conformity between the book "Ayo Fasih Berbahasa Arab" and the competency standards and basic competencies in the learning objectives, namely the student's ability to identify sounds, sentence meanings, ideas, linguistic elements, text structure, and Arabic cultural elements. Related to the topics in the chapter.

Consistency

The researchers find conformity with basic competencies because the chapter has provided sentence examples, explanations and practice questions to facilitate students receiving the four skills.

Adequacy

According to the researchers' perspective, the material taught is sufficient to assist students in understanding the basic competencies in Lesson 3. There are several objectives that must be mastered by students, including receptive and expressive language mastery. In the receptive section, students must comprehend *fahmul masmu'*. The author directs students to pay attention to pictures and texts about "life in families and student's dormitories". In *fahmul maqru*, the author asks students to read phrases about "life at home and in student's dormitories, and then proceed with reading the illustrated text based on proper and correct intonation.

In contrast, the expressive part consists of *ta'bir syafawi* and *ta'bir insya'*. In *ta'bir syafawi*, the author orders the students to read and pay attention to a dialogue between Usman and Ahmad about the place of residence and address. In *ta'bir insya'*, the author immediately asks the students to complete each sentence with the appropriate words about the content of the dialogue between Usman and Ahmad, then choose each word to create a sentence. In the end, to test students' comprehension in Chapter 3, the author gives several questions related to the topic

of discussion in Lesson 3. Hence, Lesson 3 is sufficient to help students understand the material well and maximally.

Gradation

On this principle, researchers find a discrepancy with the gradation principle set by the Ministry of National Education in 2008 which states good teaching materials should start the discussion with simple essays, starting from easy to difficult things (Machmudah, 2018). However, there is a disorder in material content in this chapter's preparation of teaching materials. As in the section on receptive and expressive language mastery, the author puts reading skill mastery after listening and grammar mastery before speaking. It violates the order of language learning in general because language learning starts from *maharah istima'*, then *maharah kalam*, *maharah qiro'ah* and finally *maharah kitabah* (Saepuddin, 2012), and grammar mastery. The placement is also not suitable if studied first before learning speaking skills. According to the researchers, Lesson 3 is not per the 2008 Ministry of National Education standard for preparing good teaching materials.

Lesson 4 "Student's Hobbies (هواية الطلاب والمعرض)"

Relevancy

The researchers find conformity between the book "Ayo Fasih Berbahasa Arab" and competency standards and basic competencies in learning objectives. The students can identify sounds, sentence meanings, ideas, linguistic elements, text structures, and related Arabic language cultural elements with the topics in this chapter.

Consistency

The researchers find conformity with basic competencies because the chapter is completed with sentence examples, explanations, and exercises. Practice questions make it easier for students to accept the four skills.

Adequacy

On the principle of adequacy, according to the researchers' perspective, the material taught is sufficient to help students understand the basic competencies contained in Lesson 4. There are several objectives that must be mastered by students, including receptive and expressive language mastery. In the receptive section, students must comprehend *fahmul masmu'*. The author begins by giving pictures which consist of several students' hobbies. Then, to test students' understanding, the author gives several questions related to the topic of discussion. In *fahmul maqru*, the author asks students to read a few sentences about various hobbies and gives examples of sentences related to these hobbies. In *ta'bir syafawi*, the author orders the students to pay attention to the dialogue between Syarif and Usman about hobbies.

Meanwhile the expressive part consists of *ta'bir syafawi* and *ta'bir insya*. In *ta'bir insya'*, the author asks the students to complete each sentence with the appropriate words about the contents of the dialogue between Usman and Syarif. In the end, to test students' understanding, the writer gave several questions related to the topic of discussion. According to the researchers, Lesson 4 is sufficient to help students understand the material well and maximally.

Gradation

On this principle, researchers find a discrepancy with the gradation principle set by the Ministry of National Education in 2008 which states good teaching materials should start the discussion with simple essays, starting from easy to difficult things (Machmudah, 2018). However, there is a disordered material content in this chapter's preparation of teaching materials. As in the section on receptive and expressive language mastery, the writer puts reading skill mastery after listening skill and grammar mastery before speaking skill. It violates the order of language learning in general because the sequence of language learning starts from *maharah istima'*, then *maharah kalam*, *maharah qiroah* and finally *maharah kitabah* (Saepuddin, 2012). Not only that, but the author also puts the grammar learning section first before learning speaking skills. According to the researchers, Lesson 4 does not follow the 2008 Ministry of National Education standard for preparing good teaching material.

Lesson 5 "Profession and Life (المهنة والحياة)"

Relevancy

The researchers find conformity with the book "Ayo Fasih Berbahasa Arab" with competency standards and basic competencies in learning objectives. The student can identify sounds, sentence meanings, ideas, linguistic elements, text structures, and related Arabic language cultural elements with the topics in this chapter.

Consistency

The researchers find conformity with basic competencies because the chapter is completed with sentence examples, explanations, and exercises. Practice questions are convenient for students to accept the four skills.

Adequacy

On the principle of adequacy, according to the researchers' perspective, the material taught is sufficient to help students understand the basic competencies in Lesson 5, There are several objectives that must be mastered by students, including receptive and expressive language mastery. In the receptive section, students must comprehend *fahmul masmu'*. The author begins by providing several pictures of professions. In *fahmul maqru*, the author asks students to read a few sentences about various professions.

On the contrary, the expressive part consists of *ta'bir syafawi* and *ta'bir insya*. In *ta'bir syafawi*, the author wants the students to pay attention to the dialogue between Mahmud and Maulana about profession. In *ta'bir insya'*, the author asks the students to complete each sentence with words that match the content of the dialogue between Mahmud and Maulana. Next, they choose each appropriate word for hobbies from the conversation. In the end, to test the students' understanding in Chapter 5, the author gives several questions related to the topic of discussion. According to the researchers, Lesson 5 is sufficient to help students understand the material well and maximally.

Gradation

On this principle, researchers find a discrepancy with the gradation principle set by the Ministry of National Education in 2008 which states good teaching materials should start the discussion with simple essays, starting from easy to difficult things (Machmudah, 2018). However, there is a disordered

material content in this chapter's preparation of teaching materials. As in the section on receptive and expressive language mastery, the writer puts reading skill mastery after listening and grammar mastery before speaking. It violates the order of language learning in general because the sequence of language learning starts from *maharah istima'*, then *maharah kalam*, *maharah qiroah* and finally *maharah kitabah* (Saepuddin, 2012). The author also puts the grammar learning section first before learning speaking skill. According to the researchers, Lesson 5 does not follow the 2008 Ministry of National Education standard for preparing good teaching materials.

Lesson 6 "Profession and Regulations (المهنة والنظام)"

Relevancy

The researchers found that there is conformity between the book "Let's Go to the Arabic Language" and competency standards and basic competencies in the learning objectives. The students can identify sounds, sentence meanings, ideas, linguistic elements, text structure, and Arabic cultural elements. They were related to the topics in this chapter.

Consistency

Following the basic competencies, the chapter has provided sentence examples, explanations and practice questions to make it easier for students to receive four skills.

Adequacy

On the principle of adequacy, according to the researcher's perspective, the material taught is sufficient to help students in understanding the basic competencies contained in Lesson 6. There are several objectives that must be mastered by students, including receptive and expressive language mastery. In the receptive section, students must comprehend *fahmul masmu'*. The author begins by providing pictures of several professions and regulations. In *fahmul maqru*, the author asks students to read the school rules.

In contrast, the expressive part consists of *ta'bir syafawi* and *ta'bir insya*. In *ta'bir syafawi*, the author instructs the students to pay attention to the dialogue among the homeroom teacher, Ahmad, and other students. In *ta'bir insya'*, the author asks the students to complete each sentence with words that match the content of the dialogue between homeroom teacher, Ahmad, and other students. The students then choose each appropriate word for professions and regulations from the conversation. In the end, to test students' understanding, the writer gives several questions related to the topic of discussion. According to the researchers, Lesson 5 is sufficient to help students understand the material well and maximally.

Gradation

On this principle, researchers find a discrepancy with the gradation principle set by the Ministry of National Education in 2008 which states good teaching materials should start the discussion with simple essays, starting from easy to difficult things (Machmudah, 2018). However, there is a disordered material content in this chapter's preparation of teaching materials. As in the section on receptive and expressive language mastery, the writer puts reading skill mastery after listening and grammar mastery before speaking. It violates the order of language learning in general because the sequence of language learning starts from *maharah istima'*, then *maharah kalam*, *maharah qiroah* and finally *maharah*

kitabah (Saepuddin, 2012). The author also puts the grammar learning section first before learning speaking skill. According to the researchers, Lesson 6 does not follow the 2008 Ministry of National Education standard for preparing good teaching materials.

Based on the analysis above, all chapters or titles in this book follow the principles of preparing good teaching materials, such as relevancy, consistency, adequacy, and gradation. This book is relevant to competency standards and basic competencies in learning objectives. It follows the consistency standard where the basic competencies of language skills (listening, speaking, listening and writing skills) must be mastered by the students. Moreover, the material taught is sufficient to help students master the basic competencies contained in each lesson, even though it consists of several different numbers of pages. The materials have been arranged from easy to difficult according to gradation standards. Each chapter begins with an easy discussion and then goes to a more difficult level (Qodriyah, 2019).

In addition to the principles described in the discussion above, several principles must be considered for every teacher who wants to develop teaching materials (Machmudah, 2018), starting from understanding a simple thing to comprehending a complex one and from a concrete idea to understand an abstract idea. The next step is increasing the repetition to strengthen students' comprehension and memory. Providing high motivation is crucial, because it will affect students' learning outcomes in achieving good results. Therefore, we must be patient to let the process run gradually and satisfactory results will be a great encouragement for students to move forward.

Analysis of the Principles of Preparing Textbooks Based on the Perspective of Rusydi Ahmad Thu'aimah

Lesson 1-6

Validity

On the principle of validity and conformity set by Ahmad Thua'aimah with the six titles: self-identity, facilities at school, family life and student dormitories are all described according to the facts and their existence. The book provides events, pictures, and stories and it follows scientific truth. Following what is conveyed with material leads to the goal of achieving students' abilities in developing four skills in Arabic.

Meaningfulness

This second principle, from the researchers' perspective, follows the principles of Ahmad Thua'aimah. The book's author tries to give positive value to students' lives, familiarize students with others by greetings, and inform students of certain places. School facilities provide understanding to students to hone skills in class. The equipment and objects in class complement the needs of students in learning.

Feasibility

The principle of the feasibility in the six chapters is found on the teaching materials. They are feasible to study because most materials follow the abilities of students at Madrasah Aliyah and pay attention to the principles of gradation in the preparation of teaching materials. According to the researchers, the book "Ayo

Fasih Berbahasa Arab" is appropriate and suitable for Madrasah Aliyah students to study.

Based on the three principles that the researchers have described above, two principles need to be highlighted: validity and feasibility. These principles are associated with forms of learning based on cognitive theory, so the ongoing learning activities between a teacher and students can develop creative thinking. They can improve students' abilities to construct new knowledge (Arsanti Meilan, 2014). Furthermore, both can have implications for the learning appeal because one of the success factors in the learning process of teaching and learning activities is the appeal of teaching material or field of study (Bahruddin, 2017).

In conclusion, this textbook generally follows the standards of Rusydi Ahmad Thu'aimah for writing good teaching materials. It is supported by the results of research conducted by Cahya Edi Setiyawan based on Mackey's theory (Setiyawan et al., 2018).

CONCLUSION

The book "Ayo Fasih Berbahasa Arab" by Hasan Saefullah for tenth graders of Madrasah Aliyah published by Erlangga has been written according to the principles of preparing teaching materials standards by the Ministry of National Education in 2008. The principles are relevancy, consistency, and adequacy. However, according to the principle of gradation, there is a discrepancy in the material in which the author puts reading skill after listening and grammar before speaking. It violates the order of language learning in general because the sequence of language learning starts from *maharah istima'*, *maharah kalam*, *maharah qiro'ah*, and finally *maharah kitabah*. Meanwhile, Thu'aimah standards (validity, meaningfulness, and feasibility) have also been applied in the preparation of this textbook.

Based on the findings and results of the discussion, the researchers need to suggest recommendations for further research. The discussion on the principle of standardization of writing proper teaching materials in this study is limited to the standardization principle set by the Ministry of National Education in 2008 and Rusydi Ahmad Thu'aimah in the book "Ayo Fasih Berbahasa Arab" for tenth graders. It is necessary to conduct further research on the principles of standardization of other experts, such as Mackey, Nur Sholeh, Ulin Nuha, and others, or the standardization of the Ministry of National Education and Rusydi Ahmad Thu'aimah on other teaching materials to gain more comprehensive results.

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