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Feasibility Analysis of 7th Grade Madrasah Tsanawiyah Arabic Textbook for Merdeka Curriculum by Hasan Saefulloh

Farida Annuari¹, Hamidi Ilhami², Muhammad Syamsudin Noor³

¹²³ Universitas Islam Negeri Antasari, Banjarmasin, Indonesia

Corresponding E-mail: faridaann01@gmail.com¹, hamidiilhami@uin-antasari.ac.id²,
syamsudinnoor@uin-antasari.ac.id³

Abstract

Arabic language learning in Indonesia has begun implementing the Merdeka Curriculum, which requires materials aligned with students' needs. The book “Semangat Mendalami Bahasa Arab Kelas 7 MTs” by Hasan Saefulloh, published by Erlangga, is one of the instructional books designed for the Merdeka Curriculum. This research aims to analyze the feasibility of listening (*maharah istima'*) and speaking (*maharah kalam*) materials in the book based on the standards set by the Agency for Education Standards, Curriculum, and Assessment (BSKAP). This research applies a qualitative descriptive with a library research method and data collection through documentation techniques. Data analysis uses content analysis with enhanced accuracy. The findings reveal that most of the listening and speaking materials meet the content feasibility standards, with only a few areas falling short. Overall, the content is considered good and suitable for use. However, further development is recommended, particularly in integrating technology and utilizing more up-to-date references.

Keywords: *Content Feasibility, Arabic Textbook, Merdeka Curriculum*

Introduction

Arabic language learning in Indonesia has now begun to implement the Merdeka Curriculum. This curriculum emphasizes mastery of material through an enjoyable and active learning process, helping students develop critical thinking skills, social skills, and creative thinking abilities.¹ In the Official Letter (SK) of the Director Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia. No. 3211

¹ Sulastri Taridala dan Rosihan Anwar, *TRANSFORMASI EDUKASI: Mengoptimalkan Kinerja Guru dan Kualitas Layanan Melalui Program Merdeka Belajar* (Sigi: Sulawesi Tengah: Feniks Muda Sejahtera, 2023), 90.

of 2022, it is stated that the objective of Arabic language learning under the Merdeka Curriculum in Madrasahs is to prepare students to have the ability to use Arabic as a global communication tool for studying religion from original sources, which are usually written in Arabic, and through a scientific chain that continues to The original sources, namely the Qur'an and Hadith.²

In addition to the objectives mentioned above, there are several characteristics in Arabic language learning under the Merdeka Curriculum in Madrasahs. These characteristics include 3 competencies, namely Language Competence (*al-kifāyah al-lugawīyyah*), Communication Competence (*al-kifāyah al-ittiṣaliyyah*), Cultural Competence (*al-kifāyah al-ṣaqafīyyah*).³

Maharah kalam is a speaking skill in Arabic that is used to express thoughts, feelings, ideas or information.⁴ This skill develops after listening, as one must first listen before being able to speak. Listening and speaking skills are closely interconnected and difficult to separate in daily life.⁵ Therefore, speaking skills (*maharah kalām*) are considered a vital aspect emphasized in Arabic language learning under the Merdeka Curriculum, as they serve as a means of communication in real social contexts.

In every learning process, relevant teaching materials, such as textbooks, are essential as the main guide for both teachers and students. Textbooks are designed to systematically cover the competencies outlined in the curriculum. Therefore, the availability of textbooks that align with the Merdeka Curriculum is highly important.⁶ One such textbook published in accordance with this curriculum is "Semangat Mendalami Bahasa Arab Kelas 7 MTs" by Hasan Saefullah, published by Erlangga Publisher.

However, if textbooks are not developed in alignment with the goals and principles

² "Surat Keterangan Direktur Jendral Pendidikan Islam Kementerian Agama Republik Indonesia," 2022, 92, 15 Mei 2024, <https://infomadrasah.net/?p=1497>.

³ "Surat Keterangan Direktur Jendral Pendidikan Islam Kementerian Agama Republik Indonesia," 92.

⁴ أ د إيداد عبد المجيد ومركز الكتاب الأكاديمي, المهارات الأساسية في اللغة العربية (مركز الكتاب الأكاديمي, 2015), 92.

⁵ نوريتي إبراهيم, مهارة الاستماع وكلام. 42. (10 Februari 2023): 42. *Ameena Journal* 1, no. 1 (10 Februari 2023): 42. <https://ejournal.yamal.or.id/index.php/aij/article/view/3>

⁶ رويقة, "تحليل كتاب اللغة العربية الذي ألفه الدكتور دايات هدايات للمدرسة الثانوية" (2022), 3. <https://idr.uin-antasari.ac.id/20857/>.

of the Merdeka Curriculum, the learning process may become less effective. Teachers may struggle to deliver the material contextually, and students are likely to fall short of achieving the expected competencies. Therefore, it is essential to conduct a thorough evaluation of the content suitability of the textbooks used, to ensure that the learning process truly supports the development of curriculum-based competencies. Textbooks are not only learning resources, but also serve as the primary tools for teachers in designing students' learning experiences. Thus, academically assessing the content suitability of textbooks is a meaningful contribution to improving the quality of Arabic language instruction.

Several previous studies have discussed the feasibility of Arabic textbooks in various perspectives. For example, research by Nabila Nailil Amalia analyzed the feasibility of the Arabic language textbook published by the Ministry of Religion for Madrasah Tsanawiyah based on Agency for Education Standards, Curriculum, and Assessment (BSKAP) standards. This research found that the books only partially met the feasibility criteria, indicating the need for improvements to better align with the Merdeka Curriculum.⁷ Meanwhile, a study by Titi Mulyanti focused on analyzing the feasibility of the Arabic language textbook published by the Ministry of Religion for Madrasah Aliyah under the 2013 curriculum, based on BSKAP feasibility standards. The results of this research show that all aspects of the book, including content, presentation, language, and graphics, were highly suitable for use in various schools.⁸ However, until now, there has been no specific research to date that examines the content feasibility of Arabic language textbooks developed by private or official publishers for use in the Merdeka Curriculum.

Therefore, this study is important to fill that gap by focusing on a content suitability analysis of the book "Semangat Mendalami Bahasa Arab Kelas 7 MTs" by Hasan Saefullah, specifically on the *maharah kalam* (speaking skills) and *maharah istima'* (listening skills) materials. The research was conducted by analyzing the content based on the indicators of textbook content feasibility established by the Agency for Curriculum and Educational

⁷ نبيلة نيل الأمالي, "تحليل كتاب تعليم اللغة العربية للمدارس المتوسطة على ضوء الهيئة المعيارية والمنهج والتقويم التربوي لوزارة التربية والثقافة والبحث العلمي والتكنولوجيا", (masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2023), 142–43, <http://etheses.uin-malang.ac.id/54848/>.
⁸ تيتي موليانتي, "تحليل كتاب اللغة العربية لوزارة الشؤون الدينية في المرحلة الثانوية في ضوء هيئة المعايير والمناهج وتقييمات التعليم", جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج, (masters, .104, <http://etheses.uin-malang.ac.id/55369/2023>)

Assessment Standards (BSKAP). It aims to evaluate the extent to which the material in this book aligns with the learning objectives and competencies of the Merdeka Curriculum, particularly in developing *maharah istima'* and *maharah kalam* skills for beginner-level students. Based on this background, the study is entitled "Feasibility Analysis of 7th Grade Madrasah Tsanawiyah Arabic Textbook for Merdeka Curriculum by Hasan Saefulloh".

Method

This research uses a qualitative approach. Qualitative research is descriptive in nature and tends to utilize analysis with an inductive approach.⁹ The type of research used in this research is library research. Library research is a series of activities that include data collection methods, reading, recording and processing research materials from library sources. Library research limits its activities to collecting materials from library collections only, without the need to conduct field research.¹⁰

The data collection technique employed in this research is the documentation method, which involves gathering data from an Arabic language textbook in the Merdeka Curriculum authored by Hasan Saefullah, consisting of text and pictures as the content for the learning material. The analysis method used in this research is content analysis. The content analysis process is carried out by comparing the findings from the analysis of the Merdeka Curriculum Arabic textbook with relevant theories on the criteria for the suitability of content in a good textbook.

Result and Discussion

Textbooks as teaching books are a type of book used in learning activities. All books have the same principle, which is be used as learning materials or sources.¹¹ Textbooks are arranged based on specific materials or particular fields of science.¹² Textbooks are the main source of learning material in educational institutions. Generally, textbooks are designed for one subject, although there are also thematic books that combine several subjects. In their use,

⁹ Rukin, *METODOLOGI PENELITIAN KUALITATIF EDISI REVISI* (Surabaya: Jakarta Media Publishing, 2021), 10.

¹⁰ Mestika Zed, *Metode Penelitian Kepustakaan* (Jakarta: Yayasan Pustaka Obor Indonesia, 2008), 2–3.

¹¹ Syamsul Arifin dan Adi Kusrianto, *Sukses Menulis Buku Ajar dan Referensi* (Grasindo, t.t.), 56.

¹² Chomsin S. Widodo dan Jasmadi, *Pand Meny Bahan Ajar Basis Kompetensi+cd* (Jakarta: Elex Media Komputindo, 2008), 58.

the teacher's role is very important to ensure that the material in the book is delivered effectively, not just relying on student independence.

As one of the textbooks in the Merdeka Curriculum, the 7th-grade Arabic language textbook for MTs is designed to support learning that is relevant to the needs of students and educational goals. The textbook "Semangat Mendalami Bahasa Arab kelas 7 MTs" part of the Merdeka Curriculum, written by Hasan Saefuloh, was published by Erlangga in May 2023 in Jakarta. It is the latest teaching book designed to support Arabic language learning in 7th-grade MTs. The book consists of 216 pages, divided into 6 chapters covering themes such as التعرف, الأسرة, البيت, العنوان, الأدوات المدرسية, والمرافق المدرسية. Each chapter is equipped with learning objectives, key terms, the Pancasila Student Profile, *Rahmatan lil 'Alamin*, and a concept map outlining the learning steps. The book is also attractively designed with illustrations that support the learning material.

1. Content Feasibility Analysis of *Maharah istima'* learning materials in the 7th Grade Arabic Textbook of the Merdeka Curriculum

To ensure the quality and relevance of the material, this research uses the content suitability standards set by the Agency for Education Standards, Curriculum, and Assessment (BSKAP) as outlined in the Minister of Education, Culture, Research, and Technology Regulation number 039/H/P/2022 about Guidelines for Educational Books Assesment. The content suitability standards include accuracy from a scientific perspective, conformity with the National Education Standards and the applicable curriculum, relevance to the development of science and technology, suitability with context and environment, and coherence between parts of the book's content.¹³

Listening skills, especially in learning Arabic language, hold a crucial position as they serve as a fundamental skill that supports the mastery of other language skills. The *Maharah istima'* material in the 7th-grade Arabic language textbook of the Merdeka Curriculum is included in every chapter. This material is presented through short texts accompanied by

¹³ Kemendikbudristek RI, "Peraturan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 039/H/P/2022 Tentang Pedoman Penilaian Buku Pendidikan," 2022, 9–10.

illustrations and QR codes containing audio that aligns with each chapter's theme. There are 15 texts accompanied by illustrative images and 12 QR codes containing audio recordings that correspond to the presented texts. These QR codes can be accessed using a smartphone through the Erlangga Reader application, which can be downloaded via the QR code link found on the back cover of the book. The following image is an example of one of the *istimā'* (listening) materials provided.



The following table presents the analysis results of the *Maharah istima'* material based on BSKAP standards.

Content Suitability Standards	Indicators	Clasification		
		Suitable	Less Suitable	Not Suitable
Accuracy from a scientific perspective	The material is presented clearly	√		
	The presented material aligns with the applicable concepts in the field	√		

	of Arabic language science			
Conformity with the National Education Standards and the applicable curriculum	Suitability between material and learning competencies	√		
Relevance to the development of science and technology	Integration of Technology with Learning Materials in textbooks	√		
	Using latest references			√
Suitability with context and environment	Suitability between the material and the context of students' daily life, habits, culture and environment	√		
Coherence between parts of the book's content	The presented material is interconnected, complementary, and continuous	√		

The table above shows that the *maharah istima'* learning material from chapters 1 to chapter 6 in the 7th-grade Arabic language textbook of the Merdeka Curriculum by Hasan Saefulloh has met most of the content suitability standards set by BSKAP.

a. Accuracy from a scientific perspective

The content analysis based on the standard of scientific accuracy is conducted by assessing how clearly the material in the textbook is presented. This analysis also involves assessing how the fundamental concepts of knowledge are applied within the book.¹⁴ The context referred to here is how the fundamental concepts of Arabic language studies are applied in the listening skills (*maharah istima'*) material.

Maharah istima' learning materials from Chapter 1 to Chapter 6 has met the standard of accuracy from a scientific perspective. This is demonstrated by the clarity of the material presented and its alignment with the concepts in the field of Arabic language studies, such as the accuracy of the written material, vocabulary selection, grammar used, and the correctness of *makharijul huruf* (pronunciation) in the provided audio.

For example, the *maharah istima'* material in Chapter 1 on page 12, which carries the theme of self-introduction, is presented in the form of an audio text accompanied by an illustrative image and a QR code.



¹⁴ Kinanti Khairunnisa dan Ahyuni, "Analisis Isi Buku Teks Geografi SMA Kelas XI Kurikulum Merdeka," *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 23739.

The text and illustrations in this material are presented clearly, making it easy for students to understand. The *maharah istima'* learning material in this chapter is also structured in accordance with established principles in the field of Arabic linguistics. The listening text is written in fully vowelized Arabic (*harakāt*) to facilitate students' comprehension. The vocabulary and grammar used in the material are also appropriate and consistent with Arabic language norms. In addition, the provided audio is clear, with correct *makhārij al-ḥurūf* (articulation points), and accurately matches the written text in the book

b. Conformity with the National Education Standards and the applicable curriculum

The analysis of the material's alignment with the National Education Standards and the applicable curriculum is assessed based on how well the presented material matches the Learning Competencies or Learning Outcomes established by the current National Education Standards, specifically the Merdeka Curriculum.¹⁵ The *istima'* learning material in the 7th-grade Arabic language textbook of the Merdeka Curriculum, written by Hasan Saefulloh, has met the alignment with the National Education Standards and the applicable curriculum. All content materials align with the learning outcomes for the listening component as defined by the Directorate General of Islamic Education of the Republic of Indonesia, which states: “Students are able to explore auditory information related to introductions, school facilities, school supplies, addresses, homes, families, and daily activities using grammatical structures: المبتدأ + الخبر، الأرقام، التصريف المبتدأ المؤخر، الخبر المقدم، المبتدأ المؤخر، التصريف المبتدأ + الخبر، الأرقام، to understand both explicit and implicit information from the texts they

¹⁵ Kinanti Khairunnisa dan Ahyuni, 23740.

listen to”.¹⁶ This objective reflects the textbook’s intention to support students in exploring thematic information and comprehending Arabic grammatical structures through auditory input.

Specifically, the *istima’* material on the theme of (المرافق المدرسية) School Facilities) meets the designated learning outcomes for the Grade 7 listening component. It is structured to enable students to extract information related to school facilities using the *mubtada’* and *khabar* sentence patterns. Through this material, students are expected to grasp both explicit and implicit meanings conveyed in the audio texts. An excerpt from page 47 illustrates this:

هَذِهِ مَدْرَسَةٌ كَبِيرَةٌ وَذَلِكَ مُصَلًّى صَغِيرٌ.

الْمَدْرَسَةُ عَلَى يَمِينِ الْمُصَلَّى، الْمُصَلَّى عَلَى يَسَارِ الْمَدْرَسَةِ.

This excerpt exemplifies the relevance of the material to the theme of school facilities. The underlined sentences represent an application of the *mubtada’-khabar* structure, thereby demonstrating the material’s alignment with the expected learning outcomes.

c. Relevance to the development of science and technology

The analysis of the alignment of the *istima’* learning material with the development of science and technology covers two aspects: 1) Integration of Technology with Learning Material, which examines how well the material integrates technology into the learning process.¹⁷ 2) Using the Latest References, which refers to the new or latest of the sources used in the development of the textbook.¹⁸ The *istima’* learning material in chapters 1 to 6 has met some of the standards for conformity with developments in science and

¹⁶ “Surat Keterangan Direktur Jendral Pendidikan Islam Kementerian Agama Republik Indonesia,” 103.

¹⁷ Dhini Febriyanti dan Ika Martanti Mulyawati, “ANALISIS KESESUAIAN STANDAR MUTU BUKU TEKS BAHASA INDONESIA KELAS X DENGAN IKM DI MAN SUKOHARJO,” *Jurnal Komposisi* 8, no. 1 (12 Desember 2023): 15, <https://doi.org/10.53712/jk.v8i1.2168>.

¹⁸ تبتي مولياتي، “تحليل كتاب اللغة العربية لوزارة الشؤون الدينية في المرحلة الثانوية في ضوء هيئة المعايير والمناهج وتقييمات التعليم” جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج، 2023،

technology. This is evident from the integration of technology in the learning material, which is presented in textbooks through the use of QR codes to access audio relevant to the material. The following image is an example of technology integration in the form of a QR code, presented in the textbook on page 14.



However, the material does not meet the indicator for the use of up-to-date references, as its content is still based on outdated sources- such as books published in 2012 and classical texts from 2010, 2009, 2001, 1985, and even 1983, as listed in the bibliography. This indicates that the book does not fulfill the standard of reference currency. Ideally, a textbook that aims to align with current developments should be compiled using updated references, preferably from sources published within the last five years.¹⁹

d. Suitability with context and environment

The standard of suitability between material and environmental context means that material in a book must adapt to the context of students' daily lives, habits, local culture, and the environment around students.²⁰ The *istima'* materials in this book have met standards of suitability to the context and environment. These materials are relevant to students' daily lives, such as the Introduction and Family themes which are closely related to their personal experiences. The School Facilities and School Equipment theme reflects

¹⁹ تبي موليانتي, 99.

²⁰ تبي موليانتي, 55.

the student's immediate environment, while the theme of Address refers to community habits, and the theme of Home reflects local culture. This can be seen in several excerpts from the listening texts as shown in the following table:

Chapter	Page	Audio text	Context
1	12	إِسْمِي عَبْدُ الْقَادِرِ. أَنَا تَلْمِيزٌ جَدِيدٌ فِي الْمَدْرَسَةِ الْمُتَوَسِّطَةِ الْإِسْلَامِيَّةِ	Introduction is presented as an essential activity in everyday life and as part of the students' personal experiences.
2	47	هَذِهِ مَدْرَسَةٌ كَبِيرَةٌ، وَذَلِكَ مَلْعَبٌ وَاسِعٌ. الْمَلْعَبُ وَرَاءَ الْمَدْرَسَةِ	The theme is relevant to the condition of school facilities commonly found in Indonesia.
3	81	هَذَا مَكْتَبٌ. هُوَ مَكْتَبِي. لَوْ أَنَّ مَكْتَبِي بِنِي	A desk is introduced as a classroom item that students frequently use, making it familiar and relatable.
4	117	هَذَا بَيْتٌ هُوَ بِنِي. بَيْتِي فِي شَارِعِ مَاوَارِ رَقْمُ ١٠ (عَشْرَةٌ)	The address format used in the material reflects a complete and realistic home address, aligning with the students' surrounding environment.
5	152	أَمَامَ الْبَيْتِ شَارِعٌ	The mention of a road in front of the house aligns with the typical layout of students' local residential areas.

6	186	هَذِهِ أُسْرَتِي. أُسْرَتِي صَغِيرَةٌ. تَتَكَوَّنُ مِنْ أَرْبَعَةِ أَشْخَاصٍ: أَبِي وَأُمِّي وَأَخِي الصَّغِيرُ وَأَنَا.	The theme of family highlights the closest social environment to students, making the listening material more grounded in their daily lives.
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e. Coherence between parts of the book's content

The analysis of the standard of coherence between sections in this book includes the interconnection, completeness, and continuity of the flow between the presented materials.²¹ All *istima'* learning materials from chapter 1 to chapter 6 in this 7th-grade Arabic language textbook of the Merdeka Curriculum meets the standard of coherence between parts of the book's content. Each *istima'* learning material is interconnected, complementary, and continuous with other materials, such as vocabulary (*mufradat*), sentence structure (*al-tarkib*), speaking skills (*maharah kalam*), reading skills (*maharah qira'ah*), and writing skills (*maharah kitabah*). The following table presents the coherence or interconnection between the *maharah istima'* (listening skills) material and other components in the textbook.

Chapter	Theme	Interconnection to the <i>istima'</i> learning material:				
		<i>Mufradat</i>	<i>Tarkib</i>	<i>Kalam</i>	<i>Qira'ah</i>	<i>Kitabah</i>
1	التعارف	√	√	√	√	√
2	المرافق المدرسية	√	√	√	√	√

²¹ Uswatun Hasanah, "SKRIPSI ANALISIS KELAYAKAN ISI DAN PENYAJIAN BUKU TEKS BAHASA INDONESIA SMP KELAS VII KURIKULUM MERDEKA TERBITAN KEMENDIKBUD" (UNIVERSITAS TIDAR, 2024), 17.

3	الأدوات المدرسية	√	√	√	√	√
4	العنوان	√	√	√	√	√
5	البيت	√	√	√	√	√
6	الأسرة	√	√	√	√	√

2. Content Feasibility Analysis of *Maharah kalam* learning materials in the 7th Grade Arabic Textbook of the Merdeka Curriculum

Speaking skills are a continuation of listening skills. In learning Arabic language, this skill aims to enable students to express their ideas, opinions, or feelings orally. Teaching speaking skills is essential, as it is one of the primary skills that students seek to acquire when learning a foreign language. Moreover, the increasing need for oral communication further emphasizes the importance of mastering this skill.²²

The speaking skills material in this book is arranged based on the theme of each chapter and presented in the form of *muhadatsah* (conversation) texts equipped with illustrations. Each chapter contains two dialogue texts: one example of a conversation with a male and another with a female. The example below illustrates how the material is delivered in Chapter 1.

Teks Dialog 2

وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ
إِسْمِي نَيْبِلَةُ. أَنَا تَلْمِيذَةٌ جَدِيدَةٌ أَيْضًا فِي هَذِهِ الْمَدْرَسَةِ.

كَيْفَ حَالُكَ يَا نَيْبِلَةُ؟
أَنَا أَيْضًا بِخَيْرٍ، وَالْحَمْدُ لِلَّهِ.
مِنْ أَيْنَ أَنْتِ يَا حَلِيمَةُ؟
أَنَا مِنْ بَانْدُونَج.

أَهْلًا بِكَ يَا حَلِيمَةُ.

مَهَارَةُ الْكَلَامِ

١. اقْرَأْ وَافْهَمْ الْحِوَارَ التَّالِيَّ!

Teks Dialog 1

وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ
إِسْمِي قَرَحَانُ. أَنَا تَلْمِيذٌ جَدِيدٌ فِي هَذِهِ الْمَدْرَسَةِ.

كَيْفَ حَالُكَ يَا قَرَحَانُ؟
أَنَا أَيْضًا بِخَيْرٍ، وَالْحَمْدُ لِلَّهِ.
مِنْ أَيْنَ أَنْتَ يَا قَرَحَانُ؟
أَنَا مِنْ بَانْدُونَج.

The following table presents the analysis results of the *maharah kalam* material learning against the content suitability standards set by Agency for Education Standards, Curriculum, and Assessment (BSKAP).

Content Suitability Standards	Indicators	Clasification		
		Suitable	Less Suitable	Not Suitable
Accuracy from a scientific perspective	The material is presented clearly	√		
	The presented material aligns with the applicable concepts in the field of Arabic language science	√		
Conformity with the National Education Standards and the	Suitability between material and learning competencies	√		

applicable curriculum				
Relevance to the development of science and technology	Integration of Technology with Learning Materials in textbooks			√
	Using latest references			√
Suitability with context and environment	Suitability between the material and the context of students' daily life, habits, culture and environment	√		
Coherence between parts of the book's content	The presented material is interconnected, complementary, and continuous	√		

The table above shows that the speaking skill (*maharah kalam*) materials from Chapters 1 to 6 in the Grade 7 Arabic textbook for MTs, authored by Hasan Saefulloh, have met most of the content feasibility standards set by the Curriculum and Educational Assessment Standards Agency (BSKAP).

a. Accuracy from a scientific perspective

The content analysis of the material against the standard of scientific accuracy is conducted by reviewing the clarity of the material presentation. Similar to the analysis of the *maharah istima'* learning material, the analysis of the *maharah kalam* learning material under this standard is also carried out by observing the application of fundamental

concepts of knowledge presented in the book, particularly the application of Arabic language concepts. All *maharah kalam* learning materials in each chapter has met the standard of scientific accuracy. An example of this can be seen in the *kalam* (speaking) material in Chapter 2 with the theme "المرافق المدرسية" (school facilities) on page 50.



This *maharah kalam* (speaking) material is presented clearly. The content provided in this chapter aligns with established concepts in the field of Arabic language studies. The writing follows the correct rules of Arabic script with proper diacritical marks (*harakat*) and contains no typographical errors. The vocabulary and expressions used are consistent with the materials previously introduced, making it easier for students to understand. The grammatical structures employed also adhere strictly to Arabic grammar rules, rather than being translated from other languages. This demonstrates the material's alignment with the standard of scientific accuracy, and it is in line with the views of Kinanti Khairunnisa and Ahyuni in their research entitled "Analisis Kelayakan Isi Buku Teks Geografi SMA Kelas XI Kurikulum Merdeka".²³

b. Conformity with the National Education Standards and the applicable curriculum

The analysis of the suitability of the content of the book based on this aspect is

²³ Kinanti Khairunnisa dan Ahyuni, "Analisis Kelayakan Isi Buku Teks Geografi SMA Kelas XI Kurikulum Merdeka," 23739.

conducted by examining the alignment between the *maharah kalam* material and the Learning Outcomes that have been established.²⁴ The *maharah kalam* learning materials in each chapter has met the second suitability standard, which is the alignment with the National Education Standards and the applicable curriculum. All materials are aligned with the Arabic Language Learning Outcomes for the Merdeka Curriculum, Phase D of Grade 7, the speaking element states that "Students are able to build interactions about introductions, school facilities, school equipment, addresses, homes, families, and daily activities using the following grammatical structures: المبتدأ + الخبر، الأرقام، الخبر المقدم، المبتدأ المؤخر، التصريف اللغوي للمضارع as a tool for global communication." These materials support students in developing social interactions relevant to the themes discussed in each chapter, using various Arabic grammatical structures.

The alignment between the material and the National Education Standards and the applicable curriculum can be seen in the following excerpt from the *maharah kalam* (speaking skill) material in Chapter 4:

تَوْفَانُ : مَا عُنْوَانُكَ الْكَامِلُ ؟

جَمَالُ : عُنْوَانِي فِي شَارِعِ فَهْلَاوَانِ رَقْمُ ٢٥ دِيُوكَ. وَأَنْتَ، مَا عُنْوَانُكَ الْكَامِلُ ؟

تَوْفَانُ : عُنْوَانِي : شَارِعُ مَلَاتِي رَقْمُ ٥٧ بِيْنَكَاسِي.

This material is in accordance with the National Education Standards and the current curriculum because its content aligns with the learning outcomes set for Chapter 4, which carries the theme “address.” The material is presented in the form of a dialogue between two people who have just met, in which they ask each other about their place of residence and complete address. The aim of this material is to train students to ask and answer questions about addresses correctly. In addition, the dialogue also includes the use of

²⁴ Kinanti Khairunnisa dan Ahyuni, 23740.

grammatical structures involving numbers. This alignment is also in line with the views of Kinanti Khairunnisa and Ahyuni in their research entitled “Analisis Kelayakan Isi Buku Teks Geografi SMA Kelas XI Kurikulum Merdeka”.²⁵

c. Relevance to the development of science and technology

Similar to the analysis of the *istima'* learning material regarding its alignment with the development of science and technology, the analysis of the *maharah kalam* learning material against this standard is also assessed from two aspects: 1) Integration of Technology with Learning Material and 2) Use of the Latest References in the preparation of the book. The *maharah kalam* learning materials from Chapters 1 to 6 in this book does not yet align with the development of science and technology. Based on previous studies, textbooks that reflect technological advancements are those that integrate the latest technologies, such as QR codes, links, or YouTube channel names, to enrich students' access to information.²⁶ However, the *maharah kalam* material in this book has not integrated the latest technology, which means it does not encourage students to seek additional information or resources that could enhance their knowledge. The image below illustrates a sample presentation of the *kalam* (speaking) material in the Arabic language textbook written by Hasan Saefulloh, for Grade 7 Merdeka Curriculum.



²⁵ Kinanti Khairunnisa dan Ahyuni, “Analisis Kelayakan Isi Buku Teks Geografi SMA Kelas XI Kurikulum Merdeka,” 23740.

²⁶ Dhini Febriyanti dan Ika Martanti Mulyawati, “ANALISIS KESESUAIAN STANDAR MUTU BUKU TEKS BAHASA INDONESIA KELAS X DENGAN IKM DI MAN SUKOHARJO,” *Jurnal Komposisi* 8, no. 1 (12 Desember 2023): 15.

In addition to the integration of technology, the development of knowledge in the book is also reflected in the references used. Ideally, a book should follow the latest developments by referring to the most recent sources, ideally from the past five years.²⁷ However, this 7th-grade Arabic textbook for the Merdeka Curriculum predominantly uses older references, with only one recent source published in 2019. While classical references from scholars and intellectuals remain important, the use of the latest references is necessary to reflect the development of terms and concepts in knowledge and ensure the material stays up to date.

d. Suitability with context and environment

This suitability standard refers to the alignment between the material and the daily life context, habits, culture, and environment of the students. The *maharah kalam* learning material from Chapters 1 to 6 in the 7th-grade Arabic book for the Merdeka Curriculum, written by Hasan Saefulloh, meets the requirements for content alignment with context and environment. All *maharah kalam* materials in this book are aligned with students' daily lives, habits, culture, and student's environment.

Chapter	Page	Dialogue Text	Context
Bab 1	17	أ: السَّلَامُ عَلَيْكُمْ ب: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ	Greeting others is a form of etiquette and a cultural practice among Muslims when meeting each other
Bab 2	51	شِفَاءٌ : هَلْ فِي مَدْرَسَتِكَ مَرَافِقُ كَثِيرَةٌ ؟ فَطَرِيئَةٌ: نَعَمْ فِي مَدْرَسَتِي مَرَافِقُ كَثِيرَةٌ مِثْلُ:	Relevant to the context of schools in Indonesia, which are typically equipped with various surrounding

²⁷ تيتي موليانتي, "تحليل كتاب اللغة العربية لوزارة الشؤون الدينية في المرحلة الثانوية في ضوء هيئة المعايير والمناهج وتقييمات التعليم," 99.

		مَكْتَبَةٌ كَبِيرَةٌ، وَمُصَلَّى نَظِيفٌ، وَحَمَّامٌ صَغِيرٌ، وَمَلْعَبٌ وَاسِعٌ وَمَقْصَفٌ صَغِيرٌ، وَعَيْرٌ ذَلِكَ.	facilities
Bab 3	86	حَنِيفَةٌ : مَا لَوْ قَلِيكَ؟ لَطِيفَةٌ : لَوْ قَلِي أَسْوَدُ.	A black pen is a common school supply widely used by students
Bab 4	124	نَجْوَى : مَا عُنْوَانُكَ الْكَامِلُ؟ وَرَدَهُ : عُنْوَانِي شَارِعُ بَرْمَبَانِ رَقْمُ ٤١ (وَاحِدٌ وَأَرْبَعِينَ)، جُوكْجَاكَرْنَا. وَأَنْتِ، مَا عُنْوَانُكَ الْكَامِلُ ؟ نَجْوَى: عُنْوَانِي شَارِعُ بُورُوبُودُورِ رَقْمُ ٧٥ (خَمْسَةٌ وَسَبْعِينَ)، جُوكْجَاكَرْنَا.	Asking for an address and providing an example of a typical home address format commonly used in Indonesian society
Bab 5	156	كَمَال : مَا شَاءَ اللَّهُ بَيْتُكَ جَمِيلٌ جِدًّا. مَاذَا أَمَامَ بَيْتِكَ يَا رَضْوَانُ ؟ رضوان : أَمَامَ بَنِي حَدِيقَةٍ جَمِيلَةٍ وَشَارِع	A garden and a road located in front of the house represent a familiar environment for students.
Bab 6	190	حِلْمَانُ : هَلْ تَسْكُنُ مَعَ أَسْرَتِكَ؟	Children or students living with their families reflect

		مُصْطَفَى : نَعَمْ أَسْكُنُ مَعَ أُسْرَتِي	their immediate living environment
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The table above presents several excerpts of *kalam* (speaking) material from each chapter, along with their relevance to students' daily life contexts, habits, local culture, and surrounding environment. This is in line with the views of Titi Mulyanti in her research entitled تحليل كتاب اللغة العربية لوزارة الشؤون الدينية في المرحلة الثانوية في ضوء هيئة المعايير والمناهج ²⁸.وتقييمات التعليم

e. Coherence between parts of the book's content

The analysis of the coherence between sections in this book examines the extent to which the presented materials are interconnected, complement each other, and form a continuous flow. Based on the analysis of the connection between the *maharah kalam* material and other materials in the 7th-grade Arabic book for the Merdeka Curriculum, it was found that all materials have been presented effectively. Each section is interconnected, complements each other, and follows a continuous flow with the concepts presented earlier and with the subsequent material. This continuity not only helps students understand the material progressively but also reinforces the connection between various learning elements, ensuring that the learning objectives are achieved optimally.

Chapter	Theme	Interconnection to the <i>kalam</i> learning material:				
		<i>Mufradat</i>	<i>Tarkib</i>	<i>Istima'</i>	<i>Qira'ah</i>	<i>Kitabah</i>
1	التعارف	√	√	√	√	√
2	المرافق المدرسية	√	√	√	√	√

3	الأدوات المدرسية	√	√	√	√	√
4	العنوان	√	√	√	√	√
5	البيت	√	√	√	√	√
6	الأسرة	√	√	√	√	√

Based on the table above, it can be concluded that the six chapters in the book have been systematically organized and demonstrate integration between *maharah kalam* (speaking skills) material and other components. This is consistent with the opinion of Uswatun Hasanah in her research entitled “ANALISIS KELAYAKAN ISI DAN PENYAJIAN BUKU TEKS BAHASA INDONESIA SMP KELAS VII KURIKULUM MERDEKA TERBITAN KEMENDIKBUD”.²⁹

Conclusion

Based on the research, the content of the *maharah istima'* and *maharah kalam* learning materials in the 7th-grade Arabic book for the Merdeka Curriculum by Hasan Saefulloh is deemed suitable for use, as it meets most of the Agency for Education Standards, Curriculum, and Assessment (BSKAP) suitability standards. The material aligns with scientific standards, the applicable curriculum, students' life context, and maintains coherence between sections. The *maharah istima'* learning materials has integrated technology through the use of QR codes for audio access, but most of the references used are from older publications, with only one reference from 2019. Meanwhile, the *maharah kalam* learning material has not yet integrated current technology and predominantly relies on older references. Therefore, further

²⁹ Uswatun Hasanah, “SKRIPSI ANALISIS KELAYAKAN ISI DAN PENYAJIAN BUKU TEKS BAHASA INDONESIA SMP KELAS VII KURIKULUM MERDEKA TERBITAN KEMENDIKBUD,” 17.

development is needed, particularly in the use of more up-to-date references and the integration of technology, to make the learning material more relevant and effective.

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