

Analysis of the Textbook "Aku Cinta Bahasa Arab" for Grade 1 Elementary School in the Perspective of Cognitive Developmental Psychology

Analisis Buku Teks "Aku Cinta Bahasa Arab" untuk Kelas I Madrasah Ibtidaiyah dalam Tinjauan Psikologi Perkembangan Kognitif

Dudung Hamdun

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
196603051994031003@uin-suka.ac.id

Rafika Rizkinia Mufida

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
rafikarizkinia@gmail.com

Nurhapsari Pradnya Paramita

Universitas Islam Negeri Sunan Kalijaga Yogyakarta
198402212019032011@uin-suka.ac.id

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Abstract

This study aims to determine the feasibility of the textbook "Aku Cinta Bahasa Arab" for grade 1 elementary school published by Tiga Serangkai in terms of the psychology of children's cognitive development. This research is library research with content analysis method. The data collection technique in this research is documentation. Sources of data used in this study are books, journals, documents, articles, and other scientific works relevant to the study's object of study. The main topics of this research are theories related to textbook assessment and cognitive development of elementary-age children. The data collection technique in this research is documentation. Furthermore, to process and analyze the data, the author uses the method of content analysis, which is an analysis of the content that focuses on interpretation in terms of assessing the feasibility of textbooks and reviewing theories of cognitive development for elementary-age children. The results of this study indicate that there is a suitability of the assessment of texts with children's cognitive development. However, there are still errors both in terms of technique and substance of the book. Various improvements are needed to be used as learning materials in accordance with the cognitive development of children in the grade 1 elementary school.

Keywords: Textbooks, Aku Cinta Bahasa Arab, Content Analysis, Cognitive Development.

Abstrak

Penelitian ini bertujuan untuk mengetahui kelayakan buku teks "Aku Cinta Bahasa Arab" untuk Kelas I Madrasah Ibtidaiyah yang diterbitkan oleh Tiga Serangkai ditinjau dengan psikologi perkembangan kognitif anak. Penelitian ini merupakan penelitian pustaka (*library research*) dengan metode analisis konten. Teknik pengumpulan data pada penelitian ini adalah dokumentasi. Sumber data yang digunakan dalam penelitian ini yaitu buku, jurnal, dokumen, artikel, dan karya ilmiah lainnya yang relevan dengan objek kajian pada penelitian ini. Pokok bahasan dalam penelitian ini yaitu teori-teori yang berkaitan dengan penilaian buku teks dan perkembangan kognitif anak usia dasar. Teknik pengumpulan data pada penelitian ini adalah dokumentasi. Selanjutnya, untuk mengolah dan

menganalisis data, penulis menggunakan metode *content analysis*, yaitu analisis terhadap kandungan isi yang berfokus pada interpretasi dari segi penilaian kelayakan buku teks dan ditinjau teori-teori perkembangan kognitif anak usia dasar. Hasil penelitian ini menunjukkan bahwa terdapat kesesuaian penilaian buku teks dengan perkembangan kognitif anak, namun masih terdapat kesalahan baik dari sisi teknik maupun substansi buku, dan diperlukan berbagai upaya perbaikan supaya dapat dijadikan bahan belajar yang sesuai dengan perkembangan kognitif anak pada usia kelas satu sekolah dasar.

Kata Kunci: Buku Teks, Aku Cinta Bahasa Arab, Analisis Konten, Perkembangan Kognitif

Introduction

Various forms of education continue to develop. One of the conditions seen now is a change in the curriculum.¹ Curriculum changes impact education, one of which is influencing changes in school textbooks. Textbooks or textbooks contain descriptions of materials about specific subjects or fields of study, which are arranged systematically and have been selected based on specific goals, learning orientation, and student development, to be assimilated.² However, specifically for religious books, the preparation entrusted to the Ministry of Religion is no longer centered on the Center for Curriculum and Books. Articles in the 2017 Book System Law that were ratified stipulate that religious content in educational books is the minister's responsibility who carries out government affairs in the field of religion. Islamic Religious Education and Arabic language textbooks are compiled based on the Decree of the Minister of Religion Number 183 of 2019 concerning Islamic Education Curriculum and Arabic at *madrasah*.

According to Martatik, the process of procuring books for the 2013 Curriculum seemed rushed due to the insistence of policies for implementing the 2013 Curriculum. This allowed for some errors in its preparation. Therefore, these books need to be assessed, especially for religious books, which require more precision and accuracy, related to the *tadqīq* aspect, as stated in PMA Number 9 of 2018, Chapter 10 (2).³ *Tadqīq* is an activity to edit

¹ Ahmad Taufik, "Pengembangan Kurikulum Pendidikan Islam," *El-Ghiroh: Jurnal Studi Keislaman* 17, no. 02 (2019): 81-102, <https://doi.org/10.37092/el-ghiroh.v17i02.106>.

² Masnur Muslich, *Textbook Writing, Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks* (Yogyakarta: Ar-Ruzz Media, 2016).

³ Martatik Martatik, "Analisis Buku Bahasa Arab Pendekatan Saintifik Kurikulum 2013 Madrasah Ibtidaiyah Kelas I," *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan* 6, no. 1 (2018): 104-21, <https://doi.org/10.36052/andragogi.v6i1.50>.

book content, including transliteration, writing verses and translations, writing hadiths and their sources and translations, writing references, and writing systematics.⁴

In addition, in textbooks, sentences are often found that display a form of gender bias dominated by a patriarchal culture, resulting in different treatment of students of different genders in delivering material. For example, in an Arabic book at the *sanawiah* level, the author finds sentences containing a gender bias that makes men have a public role, while women have a domestic one.⁵ If the content of the text as above is left without explanation, it will unconsciously make it a reference material in saying, acting, and reading social reality. In addition, pictures (illustrations in books) can also become media that can instill strong memories in students.⁶ This is certainly not good for child development psychology, considering that school textbooks are the main books that students must read and internalize. Consequently, if the book that is read contains negative things, then the psychological development of children will also lead to negative things and vice versa because elementary-age children do not have the maturity of thinking.

Ideally, in using and determining textbooks, one must look at the psychology of child development because texts will affect students' personality even though the influence is not the same between students. The contents in the book must not cause problems of ethnicity, religion, race, and intergroup (SARA), also do not contain pornographic elements, and do not reveal or present anything that discriminates, biases, and discredits the male or female gender (gender), region or area, and also the profession. Likewise, in Arabic textbooks, which become a reference for student learning, one should look at the way the content of the textbook is presented to the evaluation technique used and whether it follows the psychology of children's cognitive development. Thus, this can make the learning process more effective and able to provide motivation and attractiveness to students when studying the book.⁷

So far, the theory of cognitive development has been applied in various textbook feasibility assessments. Safitri's research assessed textbooks in mathematics learning,⁸ then

⁴I Idham, "Menyoal Buku Ajar Keagamaan: *Tadqiq* Buku Mata Kuliah Pendidikan Agama Islam di Universitas Negeri Gorontalo," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 14, no. 1 (2016): 81-96, <https://doi.org/10.32729/edukasi.v14i1.11>.

⁵Sholikhah Mi'rotin and Mufidah Cholil, "Analisis Bias Gender pada Soal Ujian Bahasa Arab di Madrasah Tsanawiyah," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 02 (2020): 191, <https://doi.org/10.32332/an-nabighoh.v22i02.2232>.

⁶Sholikhah Mi'rotin and Mufidah Cholil, "Analisis Bias Gende ...", hlm. 193-194.

⁷Desmita, *Psikologi Perkembangan Peserta Didik* (Bandung: PT Remaja Rosdakarya, 2011).

⁸Safitri Nur Aulia, "Buku Senang Matematika Kelas VI Kurikulum 2013 (Perspektif Teori Perkembangan Kognitif Jean Piaget)," *Skripsi* 2013, no. April (2021): 1-95.

the research conducted by Mappiara et al estimated books published by Toha Putra,⁹ and Witdianti Indonesian textbooks.¹⁰ In the context of learning Arabic, it is still rare to find analysis in the textbooks used. Therefore, to expand the discourse on books from the cognitive development theory perspective, the author researched the textbook "Aku Cinta Bahasa Arab" for grade 1 elementary school. This research was conducted to determine the suitability of the appropriateness of the content, presentation of material, language, and also *tadqiq* with the psychology of children's cognitive development. The purpose of this study was to conduct an assessment of the textbook "Aku Cinta Bahasa Arab" for grade 1 elementary school, adjusted to the Ministry of Religion Standards, from the aspect of content, presentation, language, and *tadqiq* elements to then are reviewed with the psychology of children's cognitive development.

Textbook Quality Assessment

All parties have acknowledged that textbooks play a significant role in improving the quality of learning. The better the quality of the textbook, the better the teaching of the subjects delivered. Therefore, good-quality Arabic textbooks will also improve the quality of Arabic teaching.¹¹

Technically, according to Greene and Petty (1986) there are ten categories that quality textbooks, namely must meet: (1) Textbooks must attract students' interest (2) Textbooks must be able to motivate students, (3) Textbooks must contain attractive illustrations, (4) Textbooks should consider linguistic aspects to suit students' abilities, (5) The contents of textbooks must be closely related to other lessons, preferably in a planned manner so that everything becomes a unified and integrated whole, (6) Textbooks should be able to stimulate, stimulate students' activities, (7) Textbooks should avoid vague and unbiased concepts, so as not to confuse students, (8) Textbooks should have a clear point of view and firm, (9) Textbooks must be able to provide stabilization, emphasis on the values of children and adults, and (10) Textbooks must be able to appreciate the individual differences of students.¹²

⁹Zahra Atika Mappiara, Muh Arif, and Munirah, "Analisis Bahan Ajar dalam Buku Teks Siswa Madrasah Tsanawiyah Kelas VII," *Jurnal Pendaia* 2, no. 1 (2020): 1-13, <https://uit.e-journal.id/JPAIs/article/view/654>.

¹⁰Yeni Witdianti and Samran Palapa Adji, "Analisis Kesesuaian Instrumen Evaluasi dalam Buku Teks Bahasa Indonesia SMA Kelas X dengan Perkembangan Kognitif Siswa," *Jurnal Frasa: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya* 3, no. 1 (2022): 39-47.

¹¹Afifa Wijdan Azhari, "Analisis Buku Ajar Bahasa Arab Kelas VI Madrasah Ibtidaiyah Terbitan Karya Toha Putra," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 2 (2018): 125-36, <https://doi.org/10.17509/alsuniyat.v1i2.24360>.

¹²Muslich, *Textbook Writing, Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*.

According to BSNP, there are several components of the assessment of quality textbooks; among these are the assessment of the content, the feasibility of presentation, and the feasibility of language. As stipulated in the Regulation of the Minister of National Education Number 2 of 2008 concerning Textbook Assessment Article 4 (1) states that textbooks at the primary and secondary education levels are assessed for use by the National Education Standards Agency before being used by educators and/or students as learning resources in academic units. The aspects evaluated and the method used this time refers to the Research and Development Center for Literature, Religious Treasures, and Organizational Management of the Ministry of Religion of the Republic of Indonesia in 2017 and PMA Number 9 of 2018 Article 10, which includes *tadqīq* in the assessment.

Content Feasibility Assessment

In terms of content feasibility, some indicators must be considered, including a) The suitability of the description of the material with KI and KD: completeness, breadth, and depth of the material, b) Accuracy of the material (accuracy of concepts & definitions, principles, procedures, examples of facts -illustrations, and questions), c) learning support materials: their suitability with the development of science and technology, up-to-date features, examples, and references, reasoning, problem-solving (problem-solving), inter-concept linkages, communication (write and talk), application, material interest, encouraging further information seeking, and enrichment materials, d) cultural suitability.¹³

Serving Feasibility Assessment

In the feasibility of presentation, three indicators need to be known, including a) presentation techniques: systematic presentation, presentation coherence, the balance between chapters, b) presentation of learning.

Language Eligibility Assessment

In Arabic textbooks, paying attention to the feasibility assessment in terms of language is very important. The following are the assessment criteria: a) Compatibility with the level of student development (intellectual and social-emotional), b) communicativeness. It is directed at the message's readability, with engaging, clear, right-on-target and unambiguous language, and c) Coherence and coherence in the flow of thought between chapters and paragraphs must reflect a logical relationship.

Tadqīq Assessment

¹³Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018): 141, <https://doi.org/10.29240/jba.v2i2.552>.

This aspect of *tadqīq* has four assessment criteria, namely: a) meeting the accuracy of writing or quoting verses and their translations according to the standard Qur'an of the Ministry of Religion; b) fulfilling the accuracy of writing and quoting hadith and their translation following standard hadith books; c) meet the standard of transliteration writing following the Decree of the Minister of Religion and the Minister of Education and Culture 1987, and d) fulfill the accuracy of quoting the Qur'an and hadith according to learning needs.¹⁴

Cognitive Developmental Psychology of Grade 1 Elementary School Children

Chaplin's Dictionary of Psychology (2002), explains, "cognition is a general concept that includes all forms of recognition, including observing, seeing, paying attention, giving, guessing, imagining, estimating, guessing, and judging."¹⁵ The theory of cognitive development is based on the assumption that cognitive abilities are fundamental in guiding children's behavior. Cognitive abilities shape children as individuals who actively construct their knowledge of the world.¹⁶ Children's thinking is different at every level. Jean Piaget classified the stages of cognitive development of a child into four stages: sensorimotor (0-2 years), preoperation (2-7 years), concrete operations (8-11 years), and formal operations (11 years and over).¹⁷

Children who are in the early grades of elementary school are children who are in the early age range.¹⁸ This follows the categories The National Association for The Education of Young Children (NAEYC) set. Seefeldt divides each stage based on age, namely infancy (0-1 years), toddler (1-3 years), preschool (3-4 years), early primary years (5-6 years) and later primary years (7-8 years).¹⁹ In Indonesia, the limit for children entering the basic age is between 6 or 7 years. Based on this description, the first graders of elementary school are in the preoperational stage of intuitive thinking (4-7 years). Children's thinking at this stage develops rapidly in stages towards conceptualization, from the symbolic and pre-conceptual stages to operational beginnings. At this stage the child begins to develop cognitive growth, but it is still limited to things that can be found (seen) in their environment.

¹⁴Martatik, "Analisis Buku Bahasa Arab Pendekatan Saintifik Kurikulum 2013 Madrasah Ibtidaiyah Kelas I."

¹⁵Desmita, *Psikologi Perkembangan Peserta Didik*.

¹⁶Sit Masganti, *Perkembangan Peserta Didik* (Medan: Perdana Publishing, 2012).

¹⁷ Alon Mandimpu Nainggolan and Adventrianis Daeli, "Analisis Teori Perkembangan Kognitif Jean Piaget Dan Implikasinya Bagi Pembelajaran," *Journal of Psychology "Humanlight"* 2, no. 1 (2021): 31-47, <https://doi.org/10.51667/jph.v2i1.554>.

¹⁸Hastuti, *Psikologi Perkembangan Anak* (Yogyakarta: TUGU Publisher, 2012).

¹⁹Iriani Indri Hapsari, *Psikologi Perkembangan Anak* (Jakarta: PT. Indeks, 2016).

In terms of language, according to Piaget, language development at the preoperational stage is a transition from egocentricity to social intercommunication. At the age of 6 or 7 years, children begin to be more communicative with their friends.²⁰ The following are the stages of cognitive progress in the preoperational stage: understanding identity, understanding causality, figurative classification, understanding numbers, and theory of mind. Meanwhile, aspects of the immaturity of the preoperational stage include centration, irreversibility, transductive reasoning, and the inability to distinguish external appearance from reality. In this phase, it is better to use contextual learning strategies, namely linking material with real conditions related to everyday conditions

In providing Elementary School (SD) or *Madrasah Ibtidaiyah* (MI) education, an understanding of the cognitive development of elementary-age children is very important to be a reference in the context of educating and teaching.²¹ Teaching and learning activities will be maximized if the level of difficulty of the material follows the level of the child's thinking ability, making it easier for children to understand.²² Piaget's theory is very relevant in the process of children's cognitive development because by using this theory, we can discover certain developmental stages in children's thinking abilities at every level. If it is associated with learning, we can provide appropriate treatment for children, for example, in choosing a method of delivering material following the development stage of their thinking skills.²³

Method

This study uses a qualitative approach. A qualitative approach is research that emphasizes collecting qualitative data and using qualitative analysis in data presentation, data analysis and conclusion drawing.²⁴ Based on the object of study, this research is a literary or library research. Namely research that utilizes library resources to obtain research data. Sources of data used in this study are books, journals, documents, articles, and other

²⁰ Heryani Kholilullah, Hamdan, "Perkembangan Bahasa Anak Usia Dini," *Aktualita Jurnal Penelitian Sosial Dan Keagamaan* 10, no. Juni (2020): 77.

²¹ Irma Fauziah, "Desain Pembelajaran Pendidikan Dasar Berbasis Perkembangan Intelektual," *PREMIERE: Journal of Islamic Elementary Education* 3, no. 1 (2021): 1-18, <https://doi.org/10.51675/jp.v3i1.113>.

²² Dian Andesta Bujuri, "Analisis Perkembangan Kognitif Anak Usia Dasar dan Implikasinya dalam Kegiatan Belajar Mengajar," *LITERASI (Jurnal Ilmu Pendidikan)* 9, no. 1 (2018): 37, [https://doi.org/10.21927/literasi.2018.9\(1\).37-50](https://doi.org/10.21927/literasi.2018.9(1).37-50).

²³ F. Ibda, "Perkembangan Kognitif: Teori Jean Piaget," *Intelektualita* 3, no. 1 (2015): 242904.

²⁴ Abdul Munip and Dkk, *Pedoman Penulisan Skripsi Jurusan Pendidikan Bahasa Arab Fakultas Ilmu Tarbiyah dan Keguruan* (Yogyakarta: Universitas Islam Negeri Sunan Kalijaga, 2015).

scientific works relevant to the study's object of study.²⁵ The main topics of this research are theories related to textbook assessment and the cognitive development of elementary-age children. The data collection technique in this research is documentation. Furthermore, to process and analyze the data, the author uses the method of content analysis, which is an analysis of the content that focuses on interpretation in terms of assessing the feasibility of textbooks and reviewing theories of cognitive development for elementary-age children.

As for reporting, this assessment presents an assessment matrix consisting of an assessment of content, presentation of material, and the language of textbooks, samples of evidence, theory of children's cognitive development, and conclusions. The evaluation is carried out by observing the whole book, word for word, starting from the book's front cover to the back cover of the book, taking into account the indicators of the assessment. While the assessment matrix from the *tadqīq* aspect includes; pages, finding errors, corrections, and descriptions. This is so that detailed corrections can be made to the errors found.

Results and Discussion

Conformity of Content to Cognitive Developmental Psychology

The assessment on the content aspect includes several sub-aspects, namely: the suitability of the description of the material with KI and KD with indicators in the form of completeness, breadth, and depth of the material.²⁶ Then the accuracy of the material, learning support materials, and cultural suitability. From the assessment results on the sub-aspect of cultural appropriateness, as a whole, the contents of this book for grade 1 elementary school Arabic students can maintain the unity and integrity of the nation and avoid elements of inappropriateness. The material presented in this book does not contain details of pornography, extremism, radicalism, violence, and blasphemy, SARA, gender bias, hate speech, and other forms of deviation.


Regarding the suitability of the material description, this textbook already contains the aims, objectives, and scope included in the core competencies and basic competencies as well as book presentation instructions. This book also contains learning assessment

²⁵Faiq Ilham Rosyadi and Munaya Ulil Ilmi, "E-Learning: An Implementation for Arabic Learning During the Covid-19 Pandemic," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 4, no. 1 (2021): 47-57, <https://doi.org/10.17509/alsuniyat.v4i1.32259>.

²⁶Riham Lailatul Wachdah, "Evaluasi Buku Ajar Bahasa Arab Kelas X Madrasah Aliyah: Pendekatan Saintifik Kurikulum 2013," *Al-Ma'rifah* 17, no. 1 (2020): 41-47, <https://doi.org/10.21009/almakrifah.17.01.04>.

instruments, both cognitive and psychomotor domain assessments. So, overall this book has supported the achievement of competencies according to the curriculum used. Likewise, in terms of compatibility with students' cognitive and psychological development, this book has a level of difficulty from easy to difficult, which is suitable for first graders of Madrasah Ibtidaiyah. In detail, the assessment of the suitability of the contents can be seen in the table 1:

Table 1. Comparison between the Contents of the "Aku Cinta Bahasa Arab" Textbook for Grade 1 Elementary School and the Theory of Child Cognitive Development

No	Textbook Assessment	Sample	Child Cognitive Development Theory	Description
1	<p>The suitability of the description of KI and KD material:</p> <p>a) Completeness of materials (KI & KD are presented in each dars, according to the topic of discussion.</p> <p>b) The breadth of the material (the material contains facts, concepts, principles, and theories that follow the basic material needs in KI and KD)</p> <p>c) Depth of material (The description of the material presented in the textbook follows the cognitive domain required by KI/KD. The level of material is from easy to difficult)</p>	<p>Page; 2, 22,40, 58, 82, 102, 122, 142</p> 	<p>According to cognitive development theory, children organize things from their experiences, children not only collect what they learn from separate facts into a single unit, but children build a complex understanding. So, the vocabulary emphasized to students in the book will help children collect that information when studied again at the next level.</p>	Appropriate
2	<p>Material accuracy</p> <p>a) This textbook uses Arabic terms and diction appropriately according to the subject matter.</p> <p>b) Procedures are presented as clear, easy-to-understand and accurate</p>	<p>a) along the pages in this book, except for the finding of tadqīq errors on certain pages</p>	<p>According to Jean Piaget, children aged 8 or 9 years' reasoning is still syncretic, namely the tendency to connect a series of separate ideas in an unclear/confusing whole. At this stage, a child</p>	Appropriate

instructions.

c) This textbook provides examples of illustrations using colorful and attractive images.

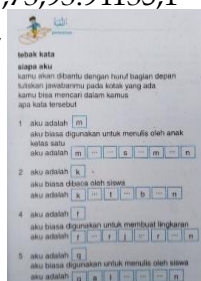
d) The questions in the textbook make it easier for students according to their age level. (filling in crosswords, matching pictures with vocabulary, guessing words, coloring, etc.).

b) pages vi, vii, and viii (instructions for use of the book)



c) along the pages in the book

d) pages 13,17,33,51,54,61,69,73,93.94135,153,



begins to describe the memories, experiences fully, and objects experienced. The adaptation is combined with the description of the environment in an appropriate illustration. This book contains a variety of colorful illustrations and is suitable for the age of MI children. Practice made with games

3 Learning support materials

a) Materials in textbooks adapt to the development of science (update from 2014 prints to 2017) But have not adapted to technological developments (there is no material with digital media yet)

b) Transcriptions, examples, and textbook exercises come from the student's immediate environment. The material in semesters 1 and 2 is interrelated and the relationship between one lesson and another.



a) a) page ii (published 2017)



b) pages 15,18,19,20,34,37,38,53,56,71,74,75,96,99,100,115,119,120136,140,155,158

Following the theory put forward by Jean Piaget, children are active learners. They actively dig up information and are curious about the world they are facing. According to Piaget, the child's thinking at this stage is still egocentric. He has not been able to see the views of others because he believes that everyone thinks the same as him. Therefore, to reduce egocentrism, involve children in social interactions. Relationships with friends become a source of development of

Appropriate

<p>c) Textbooks present written and oral communication (al-Kalam and Al-Kitabah).</p>	<p>assimilation and accommodation. That is why there are activities with their friends (team /group based). The indicators</p>
<p>d) Applications in textbooks are found in "meaningful stories" (<i>al-Qisah al-Mu'asirah</i>), and "pearls of wisdom" (<i>al-Mahfuzat</i>) which contain positive messages.</p>	<p>of learning support materials described above follow student cognitive development because there is a material that is applicable by</p>
<p>e) . Illustrations in the form of images in textbooks are varied and colorful.</p>	<p>students in real life on a daily basis. Inter-concept linkages can also help children in learning one subject, as well as another. With enrichment, students are expected to have competencies that ...</p>
<p>f) The enrichment material in the textbook contains questions that are following the topic of discussion and are applicable. (about "let's work" and "meaningful stories")</p>	<p>that ...</p>
<p>c) pages 5,10,26,31,43,49,62,67,86,92,105,111,126,132,146,151</p>	<p>d) pages 15,16,34,35,53,71,72,96,115,116,136,137,155</p>
	<p>e) along the pages in this book</p>
	<p>f) about "let's work" on pages 5,10,25,31,49,67,92,111,132,134,145,150</p>

4 Cultural Conformity:

The values and principles of national insight are found in specific chapters in the textbook. For example, the mention of several diverse cities in Indonesia, singing the obligatory song Ibu

Pages 15,16,34,35,52,53,71,72,96,115,116,136,137,155

In accordance with the theory of cognitive development of Jean Piaget, the child's thinking is still egocentric in the preoperative stage.

Appropriate

Kita Kartini whose lyrics are changed to mufradat according to the topic, and there is an installation of attitudes through the principle of social solidarity contained in the material "meaningful stories".



He has not been able to see the views of others because he believes that everyone thinks the same as him. Therefore, to reduce egocentrism, involve children in social interactions. Material that instills values and principles of national insight that children can apply in their social life.

Based on the assessment above, the material presented follows the competencies assigned to the curriculum. This follows the cognitive domain required by KI/KD (can be seen from the active verbs in KI/KD, for example: understand, recognize, imitate, mention). The questions presented are also following the competencies contained in the curriculum and the abilities of students still in grade 1 elementary school as there is material in the content of meaningful stories that have messages that can be taken and applied by students in everyday life to train students' social and emotional sensitivity.

In-depth material, this book follows students' level of understanding. Students can scan it well and correctly independently, with the teacher, or in groups. This book contains many pictures appropriate to the context of students' lives. In addition, the sentence structure and language used can help children just learning Arabic because it is equipped with Latin Arabic transliteration and word translation. In the sub-aspect of the accuracy of the material, there are several writing errors in this book that are not in accordance with the transliteration writing guidelines, so they need careful correction. In addition, there are still inaccuracies in the illustrations with the topics presented. This can make children's misconceptions when understanding the picture.

The methods used in this book, from the first lesson to the last, are very varied, fun, and not dull. The connection, in this case, can be seen from the activities that hone students' courage, namely singing. By singing, children will more easily memorize vocabulary quickly and satisfactorily. In addition, the questions presented in the textbook are following the cognitive development of grade 1 elementary school children due to the form of questions that make it easier for students to answer, such as exercises to match Arabic mufradat with Latin writing, match pictures with vocabulary, guess words, color, and fill in crossword


puzzle. The activities in this textbook also use clear instructions, making it easier for students to study independently.

According to cognitive development theory, children organize things from their experiences, children not only collect what they learn from separate facts into a single unit, but children build a complex understanding. Children can organize objects, people, and events in meaningful categories. In addition, children can classify in the preoperational stage, and sub-stage of intuitive thinking. So, the vocabulary emphasized to students in the book will help children collect that information when studied again at the next level. Because even though the stories are different, the topics presented in the book are still the same, only more developed and broader.

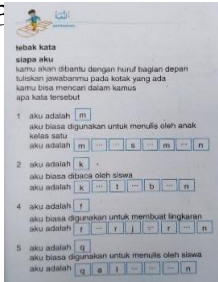
Presentation of Material on Cognitive Development Psychology

In the presentation aspect, this book contains competencies that students must master and also writes learning objectives according to the material. From the aspect of presentation technique, this book is systematic, coherent, consistent, and considers the balance between chapters and sub-chapters. Meanwhile, from the part of supporting the presentation, this book does not yet have complete supporters. This book contains index lists, pictures, and transliteration guidelines but does not yet contain concept maps, summaries, and glossaries. Assessment of the suitability of the presentation of the material can be seen in the table 2:

Table 2. Comparison between the Presentation of Material in the Book "Aku Cinta Bahasa Arab" for Grade 1 Elementary School with Child Cognitive Development Psychology

No	Textbook Assessment	Sample	Child Cognitive Development Theory	Description
1	<p>Presentation Techniques :</p> <p>a) Each material contains a motivational generator in the form of images/illustrations according to the topic</p>	<p>a) each page in this book has a compelling illustration</p> 	<p>a) In the preoperative stage, the sub-stage of intuitive thinking has aspects of the immaturity of thought, one of which is the inability to distinguish the external appearance from reality. Therefore, when the teacher introduces vocabulary, it is sought to be</p>	Appropriate

		equipped with the object (empirical) so that the child does not fantasize.	
		b) According to the theory of Jean Piaget, the child's reasoning in the preoperative stage is still transductive (a mixture between deductive and inductive. Textbooks with inductive reasoning can help learners to integrate what they have learned before with subsequent learning.	Appropriate
b) The collapse of the presentation in the textbook corresponds to the inductive flow of thinking (specifically to the general).	b) Semester 1 (pages 1-80, Semester 2 (pages 81-163)	c) Can be seen in table 7 "The number of <i>Tadribāt</i> in Each Dars"	
c) The topics in each chapter are presented on an ongoing basis.		c) Preoperative thinking is the ability to classify. The child can organize objects, people, and events in meaningful categories. The interrelationship of the material in assisting children in classifying the material clearly and purposefully.	Appropriate
2 Learning Presentation:			
a) Student-centered learning activities, interactive and participatory	a) & b) Activities with teachers (3,5,7,10,23,26,28,29,31,41,45,49,5	a) This is in line with Jean Piaget's thinking that the child is an active learner.	Appropriate
b) Material presentation The presentation and discussion in textbooks emphasizes more on process skills (thinking and psychomotor),.	9,62,67,83,86,89,92,103,105,108,111,123,126,130,132,143,146,149, Activities with friends (4,9,11,24,30,42,47,60,84,87,90,104,107,109,124,128,	b) The child is an active learner. Therefore, children need things that can support them to develop process skills related to	Appropriate

<p>c) Variations Of presentation in textbooks present material by various methods (deductive/inductive) and use interesting illustrations (images, photos, tables).</p>	<p>144,147, Activities with parents (10,25,28,43,48,6 1,66,85,88,91,105 ,108,125,129,131, 145,148,150</p> <p>c)) Game material(13,32,3 3,51,69,93,94,113 ,15</p> 	<p>psychomotor and thinking</p> <p>c) The thinking of children in the preoperative stage is still egocentric. He has not been able to see the other person's sight. He believed that everyone thought the same as him. The material presented varied and interesting can train children's perceptions to be able to develop more and reduce children's egocentrism.</p> <p>Appropriate</p>
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From the aspect of learning presentation, this book is student-centered and stimulates metacognition, critical thinking, and depth of thought. Although there are activities with teachers, friends, and parents, they are still centered on personal understanding. Students are given space to find the meaning of the vocabulary that is conveyed more excitingly. Namely, with songs, crosswords, coloring pictures, mentioning vocabulary, and so on.

Student-centered learning activities are very appropriate to use in Arabic textbooks for grade 1 elementary school, this is in line with Jean Piaget's thoughts as outlined in the concepts and principles regarding the nature of children's cognitive development, that children are active learners. Piaget argues that children not only remember and observe what they see passively but actively seek to find information to help them understand the world with its reality.²⁷ So, student-centered learning will help students become more independent and recognize the facts of the world they face today and in the future.

²⁷ Desmita, *Psikologi Perkembangan Peserta Didik: Panduan Bagi Orang Tua Dan Guru Dalam Memahami Psikologi Anak Usia SD, SMP, Dan SMA* (Bandung: PT Remaja Rosdakarya, 2016).

Presentation of Language on Cognitive Developmental Psychology

The material in the textbook is related to the classroom and school environment theme. These themes are presented using vocabulary and illustrations familiar to students because the language is used in everyday life, especially in the school environment. This is so that students will have no difficulty in understanding the material well. This book presents a lot of discussion in Indonesian. Still, from the presentation of ideas in Indonesian, several sentences are not perfect, namely some shortcomings in the use of punctuation marks, there are transliteration errors, and the translation is not included in the sentence. This can reduce students' understanding, especially when studying independently. The Arabic language used in this book follows the development of students who do not know the hijaiyah letter. This can be seen in the presentation of vocabulary along with its transliteration and translation, as well as the *Al-Kitābah* material which only connects hijaiyah letters, does not connect. The results of the assessment of language suitability according to the psychology of cognitive development can be seen in the table 3:

Table 3. Comparison between the Languages in the Textbook "Aku Cinta Bahasa Arab" for Grade 1 Elementary School with Child Cognitive Development Theory

No	Textbook Assessment	Sample	Child Cognitive Development Theory	Description
1	The language used in presenting the material uses language that is often used by students and is closely related to daily interactions in the environment around students.	Semester 1 (1-80) Semester 2 (81-163)	According to Jean Piaget, the child adjusts to the environment through a process of assimilation and accommodation. The more vocabulary that is absorbed, the more developed the way of thinking	Appropriate
2	The use of language in each material is clear, simple, and easy to understand for elementary school students and does not cause double meanings. However, the grammar used in this book has not been able to equip	Absence of translation in pages: 5,6,26,28,43,44,86,146 Absence of question marks in pages: 5,6,23,26,43,44,62,86,87,127,146	As revealed by Tarigan in the cognitive development of children during school years that children in learning to read they enjoy reading books that are easy (easy to understand, concise, clear in the delivery of material items and also interesting). According to Piaget, the	Less appropriate

students in reading messages with the presentation of sentences without translation and the absence of punctuation is also one of the factors that contribute to hindering the communicativeness of the presentation of the material in this book.



development of language in the preoperative stage is a transition from egocentric nature to social intercommunication. At the age of 6 or 7 years, the child begins to be more communicative with his peers.

3	The delivery of messages between chapters, between subsections in chapters, and between paragraphs is interrelated so as to reflect a logical relationship	Semester 1 (1-80) Semester 2 (81-163)	According to Piaget, children learn language just like they learn other knowledge, namely shaping and constructing language. The child forms the rules of language from his experience. With such experience, the construction of the child becomes better.	Appropriate
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According to Piaget, language development in the preoperational stage is a transition from egocentricity to social intercommunication.²⁸ When a child is young, he or she talks more egocentrically (talking to oneself). But at 6 or 7 years old, children begin to be more communicative with their friends. They talk to each other and ask questions. Therefore, message readability is very important in Arabic textbooks to teach children social communication.

Presentation of *Tadqīq* on Cognitive Developmental Psychology

As mentioned in the theoretical framework section, this *tadqīq* aspect has four assessment criteria, namely: a) meeting the accuracy of writing or quoting verses and their translations according to the Koran standard of the Ministry of Religion; b) fulfilling the accuracy of writing and quoting hadith and their translation following standard hadith books; c) meet the standard of transliteration writing according to the Decree of the Minister of Religion and the Minister of Education and Culture 1987; and d) fulfill the accuracy of quoting the Qur'an and hadith according to learning needs. Based on the assessment made

²⁸ Paul Suparno, *Teori Perkembangan Kognitif Jean Piaget* (Yogyakarta: Penerbit Kanisius, 2001).

on the suitability of *tadqīq* in the perspective of cognitive development psychology, the following results were obtained:

Table 4. Findings of Errors and Correction of *Tadqīq* Aspects in the Textbook “Aku Cinta Bahasa Arab” for Grade 1 Elementary School

No	Page	Findings of Error	Correction	Information
1	14	<i>Gāibun</i>	<i>Gā'ibun</i>	The rule of transliteration of the letter hamzah into apostrophe (') applies only to hamzahs located in the middle and end of the word
2	25	<i>Ismī ḥāmidun</i>	<i>Ismī Hamid</i>	Words, terms or sentences that are familiar and part of the Indonesian treasury, or have often been written in Indonesian writings, are no longer written according to the way of transliteration.
	5,23,26,37	<i>Aḥmad</i>	<i>Ahmad</i>	
	6,	<i>'Ā>isyah</i>	<i>'Āisyah</i>	
	35	<i>Wāwān</i>	<i>Wawan</i>	
		<i>Wāti></i>	<i>Wati</i>	
		<i>H}a>fiz}</i>	<i>Hafiz</i>	
		<i>Jākartā</i>	<i>Jakarta</i>	
	126	<i>yā fāṭimah</i>	<i>yā Fatimah</i>	
3	52	<i>Wahāza \</i> <i>firjārun</i>	<i>Wa hāza firjārun</i>	The writing of the conjunction is not quite right
4	83	<i>Isnāni</i>	<i>Isnāni</i>	S (with a dot above)
5	87	<i>Hāzihis ṣafḥah</i>	<i>Hāzihis ṣafḥah</i>	S{ (with a dot below)
6	99	<i>Šalāsātun</i>	<i>Šalāsatun</i>	The writing of maddah is not appropriate
7	104,120 105	<i>al āna</i> <i>ayyu yaumin al</i> <i>āna</i>	<i>al'āna</i> <i>ayyu yaumin</i> <i>al'āna ?</i>	The rule of transliteration of the letter hamzah into apostrophe (') applies only to hamzahs located in the middle and end of the word
8	126	<i>Ḥaḍirah</i>	<i>Ḥāḍirah</i>	The writing of maddah is not quite right
9	143, 158	<i>Banaḥsajīyyu,</i> <i>Burtuqāliyyu</i>	<i>Banaḥsajī,</i> <i>Burtuqālī</i>	If the letter ʿ tasydid at the end of a word and preceded by the letter kasrah (أى), then it is transliterated like the letter maddah (ī).

There are not many *tadqīq* elements in this textbook, but there are still transliteration discrepancies with the established guidelines. Not all of the grade 1 elementary school student can read Arabic writing. Some can read sentences well, and some even need to look at the *hijaiah* letters. Children like to imitate, because one of the processes of forming their behavior is obtained by imitating.²⁹ So, writing the right transliteration is very important in a textbook, especially an Arabic text for grade 1 elementary school, because it will help make it easier for students to read books independently. Good transliteration writing can help students who have not been able to read words or sentences in Arabic properly and correctly and also make students imitate reading perfectly. However, if the writing is wrong, it will affect students' understanding.

Conclusion

This study found that in terms of the content/material aspects of the textbook, both in terms of the suitability of the description of the material with KI and KD, the accuracy of the material and in the learning support materials in the book "Aku Cinta Bahasa Arab" for grade 1 elementary school are in line with the theory of children's cognitive development. In the aspect of presenting learning materials, both the presentation technique and the presentation of learning in the book "Aku Cinta Bahasa Arab" for grade 1 elementary school, it is in line with the theory of children's cognitive development. The use of language in the book "Aku Cinta Bahasa Arab" for grade 1 elementary school, is in line with the theory of children's cognitive development. However, some of the other indicators, namely the communicative indicator, still do not follow the theory of children's cognitive development. There are not many *tadqīq* elements in this textbook, but there are still transliteration discrepancies with the established guidelines. So, correct transliteration writing is critical in a textbook, especially an Arabic textbook for grade 1 elementary school, because it will help make it easier for students to read books independently. In addition, it can also help students who have not been able to read words or sentences in Arabic properly and correctly.

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²⁹ Darmiah, "Perkembangan Kognitif Anak Usia MI," *PIONIR: Jurnal Pendidikan* 09, no. 01 (2020): 1–6.

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