Abstract

Textbooks have an essential role in the success of the learning process, as well as teaching materials in learning Arabic. Selecting the correct text is the primary key to implementing the curriculum. This study examines the suitability of the Arabic student book for 10th grade of SMA (Senior High School) by Subject Teacher Conference (MGMP) East Java to the curriculum of the ministry of education and culture, focusing on Al-Hiwar and Al-Qira’ah materials. This study used a qualitative approach. It was analyzed using content analysis techniques according to the perspective of Abdur Rohman bin Ibrahim Al Fauzi with the primary source material Al-Hiwar and Al-Qira’ah from the Arabic student book for 10th grade of SMA by MGMP East Java and other documentation sources as secondary data. The results of the research have found that the Arabic student book for 10th grade of SMA by MGMP East Java based on the 2017 Ministry of Education and Culture curriculum is explained as follows; first, the suitability of the Al-Hiwar and Al-Qira’ah materials to the curriculum can be seen in the appropriate social, spiritual, and cognitive values contained in the material. Second, Al-Hiwar’s material is under the intellectual power of students, far from linguistic errors and the meaning of life. Third, the lack of good quality scores on the variation of questions (At-Tadribat) on Al-Hiwar and Al-Qira’ah material, no clear indicators or instructions according to the Theme, and no pictures are provided on Al-Hiwar or Al-Qira’ah material. So from the results of this analysis, it is necessary to revise the Arabic student book for the 10th grade of SMA by MGMP East Java.

Keywords: Text Analysis, Arabic Textbook, Arabic Writing Skills, Arabic Reading Skills, Learning Arabic.
Introduction

Learning resources are part of the teaching and learning process. The general public knows the source of learning, derived from everything from teachers and books. Teachers interact with students, which results in a learning process. At the same time, a book is a window to the world that provides science. The relationship between the two is the teacher as a medium and the facilitator who prepares books or modules as student learning.

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guidelines. Thus, books play an essential role in trying to increase insight. Because of books, students can learn outside of learning hours independently and do not rely on teachers.

To support the excellent quality of teaching and learning, teachers can analyze the content of textbooks to find out the feasibility of learning materials. As stipulated by National Education Standards Agency (BSNP) in the regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 8 of 2016 Article 3 paragraph 5, concerning the feasibility of books by the education unit which reads “in textbooks in the learning content section, it must contain categories of material, language, presentation of material, and graphics.” Nevertheless, some books still need to meet the qualification standards fully. As well as Azhari in analyzing the quality of the material for the 6th-grade Arabic text MI by Toha Putra, it is seen that the aspects of selection, gradation, and presentation have been categorized well, but on the repress side, it is not good enough.

Azhari revealed that a suitable textbook qualification requires an analysis of the book to let the teacher know its shortcomings and advantages. This study intends to conduct a descriptive study to obtain information on the quality of the material in the book. This study follows Yuria's statement that what can know the characteristics of book feasibility from; the presentation of clear concepts, the material of the curriculum, increasing students' attractiveness, ease of understanding, increasing active learning, relating to other subjects, containing the value of tolerance between individuals, and strengthening character values.
From this explanation, an analysis of book material with a curriculum can be carried out to determine the suitability level.

Analysis of the suitability of a student's book to the curriculum has its reasons, "why is it considered important to do so"? Ediyani argues that the analysis of books, including literature, can be applied to the teaching and learning process, is beneficial for students and teachers of deepening knowledge or areas of study specifically, and can be designed according to the applicable curriculum.11 Therefore, several existing student books, one of which is the Arabic student book in grade 10 of SMA by Subject Teacher Conference (MGMP) East Java, need to be carried out in an analytical study to determine the feasibility of the material and its conformity with the curriculum because based on the results of an interview with one of the teachers who used the book, who stated that children need help receiving Al-Hiwar or Al-Qira‘ah material quickly, if this is incorrect, it will impact reducing student interest in learning, level of material understanding, and student learning outcomes.12 The results of an interview with one of the authors of the book said if the material of Al-Hiwar and Al-Qira‘ah in the Arabic book grade 10 SMA by MGMP East Java has been used in learning in high schools in the science and social studies department in several cities in East Java, including City of Surabaya.

The Arabic student book in grade 10 of SMA by MGMP East Java, published in 2020, is the first printing. Teaching materials are prepared based on the curriculum of the Ministry of Education and Culture 2017. This student book, which refers to curriculum 13, applies a scientific approach with eight material scopes. Teachers must apply the student’s book to a learning process integrated with a scientific approach to learning Arabic.13 The book presented material for four skills, but Arabic listening skills only gave a few vocabularies without sounds, and they only presented Arabic writing skills in the exercise. Therefore, the researcher chose Al-Hiwar and Al-Qira‘ah materials to analyze the material for a 10th-grade Arabic student’s book by MGMP in East Java.14

The importance of analyzing *Al-Hiwar* and *Al-Qira’ah* materials to enable the 10th-grade Arabic student book by MGMP as the material considered significant according to the curriculum of the Ministry of Education and Culture 2017. In addition, *Al-Hiwar* material is a form of practice in communicating directly with fellow humans, and *Al-Qira’ah* material is related to the material read. Putri and Muamaroh also argue that speech analysis is fundamental because, as a communication tool, information exchanged directly from speaker to listener is designed, changed, and extended between them.

This Theme has been studied by several previous authors based on the latest data that discusses the analysis of the suitability of student books with the curriculum, such as Oktaviani and Abdurrahman, in analyzing any obstacles in learning Arabic speaking skills. Mabrurrosi analyzed the book Bahasa Arab written by Dr. D. Hidayat regarding the content of the book based on the curriculum, as the book has qualified from the analysis stage with good grades. Then Mufti and Mudrofin examined the suitability of 9th-grade Arabic books with KMA 183 of 2019, as the book needed more compatibility in material presentation. Analysis of the suitability between Arabic material to Core Competence and Basic Competence based on KMA 183 (Decree of the Minister of Religious Affairs, Number 183) was also carried out by Jundi and Solong, as in the Lesson Plan (RPP) of the Arabic Teacher of Madrasah Ibtidaiyah, there were discrepancies in the formulation of indicators. Rumford, Koadhi, and Ibrahim analyzed the contents or materials of their Arabic books to improve their speaking skills. In addition, an analysis was also carried out by Muhtaranrom et al. on junior

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high school Arabic books based on BSNP (National Education Standards Agency). Taufiq has also analyzed student Arabic textbooks according to the 2013 curriculum, or according to theories of book analysis.

Judging from the focus of the study above, it has similarities in the research theme to the analysis of student books to the curriculum. In addition, there are also similarities in terms of content analysis related to Arabic learning on Al-Hiwar material. However, in terms of the difference, it lies in the book type and the curriculum applied. Based on the data above, there has been no research with the Theme of research on the suitability of books for Arabic students in grade 10 of SMA material Al-Hiwar and Al-Qira’ah, which was compiled by the MGMP in East Java, based on the curriculum of the Minister of Education and Culture 2017 so that this research can provide insights related to the analysis of the book mentioned.

This analysis of the 10th-grade Arabic book high school focuses on the material of Al-Hiwar and Al-Qira’ah. It is because no materials are taught in the book related to listening and writing material. The book only provides Al-Hiwar as Arabic speaking skills and Al-Qira’ah as Arabic reading skills. Muhammad Sami’s explained that speaking is a skill in conveying the speaker’s ideas and meanings to others. At the same time, reading is recognizing symbols (letters and numbers) to understand the material. Therefore, this study formulates the problem of how the quality of Al-Hiwar and Al-Qira’ah materials for Arabic students in grade 10 of high school is viewed from their suitability to the curriculum on core competencies. Thus, this study aims to determine the suitability of Al-Hiwar and Al-Qira’ah materials and be able to provide benefits to the drafting team at the stage of revision of teaching materials in the next print.

This analyst study applies a qualitative approach with literature or literature studies, namely by exploring the compatibility of Arabic book in grade 10 SMA MGMP East Java published by Edulitera in 2021 ISBN: 978-623-6146-59-0, based on the curriculum of the Minister of Education and Culture 2017 focused on Al-Hiwar and Al-Qira’ah materials. This research applies a content analysis method based on primary data from Al-Hiwar and Al-
Qira’ah material for the mentioned grade. Meanwhile, books, journals, interview results, and documentation as secondary data.

Who took the data collection from a book review and an interview with one of the book authors, Mrs. Ira Putri Cahyadi, M.Pd.I, and a teacher who uses Arabic books in grade 10 MGMP East Java at SMA Al-Falah Ketintang Surabaya. The data collection technique is carried out by; first, searching and selecting data according to the topic; second, collecting sources or data; third, ensuring and determining the main idea of the research; fourth, processing data sources; fifth, presentation of data; sixth, preparation of reports. Thus, the data obtained was carried out with a technical analysis of Abdur Rohman bin Ibrahim Al Fauzan's perspective, using descriptive techniques related to the suitability of Al-Hiwar and Al-Qira’ah materials based on the curriculum of the Minister of Education and Culture 2017 objectively.

Results

Ratmelia explained that textbooks are the smallest derivative of the curriculum. Materi in textbooks has been determined in a flexible curriculum. However, this causes problems that occur in the field. The volatile form of the curriculum is possible if the suitability of the content of the textbook to the curriculum can change. It is important for teachers to use books that students must know the level of suitability of the book with the curriculum to develop the material to be delivered.

It raises the question, "what is the textbook's position?". Devetak and Vogrinc replied, "Textbooks are the main learning tool, as a place for students to gain knowledge. Textbooks are a set of activities for the learning process of teachers and students that require the..."
application of learning methods and media to support the learning process. In achieving competence, Bloom's Taxonomy benchmarks competence into three domains, namely: cognitive, affective, and psychomotor realms. These three domains are also a matter of consideration for the suitability of the material with the Graduate Competency Standards. Likewise, student books contain the arrangement of Core competencies and D competence Kasar at all education levels with different material.

Without textbooks, the teaching and learning process cannot be optimal and well-directed. The need for textbooks as learning materials has experienced development along with the advancement of science and technology. In this era of globalization, students need all their activities to be fast and practical, as well as learning that must go hand in hand with the progress of the times. It is proven that some researchers have developed internet-based textbooks. As well as Aliyah and Hidayati have developed a moodle-based e-learning textbook.

The essential thing in preparing and developing textbooks is the compatibility between texts and the curriculum. Preparing texts is inseparable from teaching book preparation. Likewise, the development of textbooks must also pay attention to the needs of students and the context in which they exist.
of texts and their compatibility with the curriculum. As BSNP and the Bookkeeping Center have explained in the rules of conformity of the material with the curriculum, it can be known in terms of basic core competencies and core competencies and basic competencies in the curriculum. Thus, each competency item has accuracy, clarity, and indicator components that formulate the content of the teaching material.

The preparation and development of Arabic books comprise four language skills. The measure of the suitability of Arabic textbooks to the scope of the material is explained by Abdur Rohman bin Ibrahim Al Fauzan, namely; 1) The importance of the compatibility of the content of the teaching material with the intellectual power of students. 2) The selection of language and At- Tarkib that is easy to understand. 3) Multiplying the types of exercise that are differentiated. 4) The suitability of visual design (images) with the material clearly, and easily understood. 5) Pay attention to the order of the material. 6) The integrity of the material from linguistic, scientific, and intellectual errors. 7) The material focuses on the needs of problems that occur in life. 8) Ensures that the material taught is under Arabic language learning. Quoting from Albab, according to Al Qasimi (in Asrofi and Pransiska, 2016:45), adding the Arabic material in questions is 1) Muthola’ah. 2) Qowaid Al- Lughoh Al-’Arabiyah 3) Tadribat 4) Manhajun wa Mutasiq 5) Mu’jam Al-Mufrodat 6) Mawad Ta’lim. Material Content of Al-Hiwar and Al-Qira’ah at Arabic Student Book.

The following is the scope of Al-Hiwar and Al-Qira’ah material in the book of Arabic students in grade 10 SMA MGMP East Java, based on the curriculum of the Minister of Education and Culture 2017, including:

<table>
<thead>
<tr>
<th>No.</th>
<th>CHAPT ER</th>
<th>Subject Matter</th>
<th>Skills</th>
<th>Core competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>It Teaches about oral and written interpersonal interaction texts</td>
<td>Exemplified into an introduction of a student introducing Muhammad and himself to</td>
<td>Social Aspects</td>
</tr>
</tbody>
</table>

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that express: 1) greeting sentences and asking for news, 2) introducing yourself, 3) expressions of gratitude and 4) apologizing for 5) saying goodbye.

Ahmad Such as the expression

اسمح لي أن أعرفك
نفسي عليهم
شكرًا عفوا
محمّد ﻟلذي

(MGMP, 2021:2)

everyone.

Namely

اً كَيْفَ حَالَتُكَ؟ ما
نفسي عليهم
جَيِّعاً، اسْمِي
مَجْحَدِ ﻟ́لَذ́يْنِ

(MGMP, 2021:8)

2 II It discusses the text of oral and written interactions of giving and requesting identity, which includes material introducing and mentioning identity to know each other.

There is a text of self-introduction between Muhammad and Ahmad:

هوَانَا مَحْقَدُ: الرَّسُم
وَلَعْبُ كُرَّةَ الْقُدُمِ

While

ءِنْذِوِبَيْنِي، أَعْينُ فِي هَوَانَا أَمْحَدُ: الْفَزْرَة
وَلَعْبُ كُرَّةَ الطَّائِرَةِ

(MGMP, 2021:24)

social Aspects

There is a text entitled هُوَانَا مَحْقَدُ talking about Muhammad's identity and personality.

اصْمَحْ مَحْقَدُ ﺃَنَا إِنْذِوِبَيْنِي، أَعْينُ فِي هَوَانَا أَمْحَدُ: عندْ عَنْ المَدِينَة
مَحْقَدُ الرَّسُم

(MGMP, 2021:27-28)

3 III Contains material on oral and written interactions to inquire and state 1) day name, 2) month name, 3) time of day name, 4) number form time series, 5) date, 6) year name.

This untitled Al-Hiwar material between Hisyam and Milzam, discusses the names of days, months, and times of school holidays. As mentioned,

الدِّرَاسَةَ خَمْسَةِ أَيَامَ
في الأَنْسَعَ يَوْمٌ
الإِثْنَيَّنِينَ وَيَوْمٌ
التَّلَاءَاءَ إِلَى
يُوْنِيَّسِ، ﻋِيْبَرُ مَثَالَ

(MGMP, 2021:42-43)

Cognitive Aspects

There is Al-Qira'ah material entitled الأَسْتَاذَةَ فِطْرَيَة talks about the schedule or time of daily activities of Ustadzah Fitriah in his daily life. Like

الأَسْتَاذَةَ فِطْرَيَة
تَسْتَبِيِّخُ مِن الْنَّوْم
في السَّاعَةَ الْفَرْعَاة
فَجَرًا وَتَذْهَبْ إِلَى
المَدْرَسَةِ فِي السَّاعَة
المَدْرَسَةِ صَبَاحًا

(MGMP, 2021:43)
| 4 | IV | It contains material on oral and written interactions about the names and number of objects around and the names of public facilities (public buildings) close to student life. |
| 5 | V  | Covers oral and written text material to state and inquire about the nature of people. |
| 6 | VI | Covering oral and written text material to state and ask about the behavior/actions/functions of people and objects. |

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| 6 | VI | Covering oral and written text material to state and ask about the behavior/actions/functions of people and objects. |

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In chapter one, the researchers reviewed the first material *Al-Hiwar* and *Al-Qira'ah*, with core competencies, which refer more to the social aspect. Because there is this material provides a simulation of habituation between friends so that they reprimand each other and be friendly/communicative. In addition, it also trains students to get to know each other.

In chapter two, Reviewing the second material of *Al-Hiwar* and *Al-Qira'ah* with core competencies refers more to the social aspect. Because in the *Al-Hiwar* material, students will increasingly practice getting to know themselves by getting to know each other and knowing what identity is between friends. Meanwhile, the *Al-Qira'ah* material provides information on personal self-identity and self-aspiration of Muhammad’s identity. These two materials teach students to interact with the social environment well.

In chapter three, the result of the review of the *Al-Hiwar* and *Al-Qira'ah* material with core competencies focuses is suitable for the cognitive aspect. It has trained students to...
develop their curiosity toward the names of days and months in Arabic. There are questions and answers about school vacation time in Al-Hiwar’s material and narrating daily activities in the Al-Qira’ah text.

Chapter four shows that the material of Al-Hiwar and Al-Qira’ah with core competencies refers to spiritual and social aspects. Because in the Al-Hiwar material, which tells the middle of public facilities in the form of mosques, there is a conversation to immediately hold prayers in the mosque during the call to prayer. Meanwhile, in the social aspect, it is stated in the Al-Qira’ah material that there is an interaction between Sharif and the Doctor with an excellent social attitude.

Chapter five shows that the material of Al-Hiwar and Al-Qira’ah with core competencies refers to the social aspect because these two materials show appreciation to friends who have succeeded in examination and can stimulate students to become diligent children and earnestly seek knowledge.

Chapter six shows that Al-Hiwar and Al-Qira’ah material with core competencies refers to social, spiritual, and cognitive aspects. The first is the social aspect, from the Al-Hiwar text between Sharif and Salman shows the sharing of information related to Salman’s daily activities. Sharif responded curiously to Salman’s actions at home. Second, the cognitive aspect provides a good knowledge of positive activities Syarif in his everyday life. Such as information related to prayers in mosques after dawn prayers. The three spiritual specs are shown in the forms of worship of Muslims, be it prayer or reciting the Quran.

Chapter seven shows that Al-Hiwar and Al-Qira’ah material with core competencies refers to social values, namely tolerance between friends. The social realm that appears in the material is that students can know the nature of a person through an interaction between friends and can know the heart of a person by describing or recognizing someone’s behavior.

Analysis of the suitability of Al-Hiwar and Al-Qira’ah Material with the Curriculum of the Ministry of Education and Culture 2017

The Arabic language curriculum for grade 10 high school is prepared based on the needs of the 2013 Curriculum, as it is well known that it supports the era of globalization with technology.42 Arabic Language and Literature materials taught at the high school level are

preparation for global challenges. As Arabic is part of several official languages in the world that have been recognized by the PBB, from these forces, the development and needs of the Arabic language are obliged to be followed by all nations of the world.\(^{43}\)

![Picture 1. Cover of 10th grade Arabic Book by MGMP East Java](image)

The 10th-grade high school Arabic Student Book by MGMP East Java consists of 101 + v pages with a size of 21 x 29.7 cm. Page i-v consists of the inner cover, the identity of the compiler of the book, the welcome letter of the Head of the East Java Provincial Education Office, the preamble, and the table of contents. Pages 1-101 is a section of book material consisting of eight chapters, namely chapters 1-7, covering four language skills materials accompanied by explanations of Basic Competencies 3 and Basic Competencies 4. In contrast, chapter 8 consists of several proverbs in Arabic called Archives. The book is used in teaching and learning for two semesters, so chapters 1-4 in semester one and 5-8 in semester two. The book is first printed and has an ISBN: 978-623-6146-59-0.

The Curriculum of the Ministry of Education 2017 in Basic Competencies has been known to be more focused on the cognitive realm. The reason is that Basic Competencies 4, which is supposed to contain the Psychomotor domain, is formulated into the Cognitive realm. Nevertheless, the presentation of the material has included four languages skill, including Arabic. Thus, the possibility of a problem here is the lack of conformity in the aspect of Arabic material skills. Where learning Arabic requires practice in the four language skills.


Arifin, S.Pd.I was published by Edulitera Malang city in 2021. The book was reviewed by Dr. Nasaruddin, M.Ed and designed by Wafiq Amiqoh, M.Pd.I. after judging from the book identity data, it is known that this Arabic book for the 10th grades of SMA MGMP East Java is the latest publication, and has been used in the 2021-2022 academic year.

Analysis of the suitability of *Al-Hiwar* and *Al-Qira‘ah* materials, based on the Curriculum of the Ministry of Education 2017, is presented in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compliance with intellectual power</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>1</td>
<td>The sentences are easy to understand for students</td>
<td>✓ X ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Presented a variety of exercise</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>2</td>
<td>Images correspond to the material</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>3</td>
<td>The material is presented in order according to the Theme</td>
<td>✓ ✓ X ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Correct linguistics</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>Matter contains the meaning of life (Daily events)</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>Material according to the Theme</td>
<td>✓ X X X X X X X</td>
</tr>
</tbody>
</table>

Based on the data above, it can be described in detail as follows; First, the aspect of conformity with intellectual power. The material of *Al-Hiwar* and *Al-Qira‘ah* chapters 1-7 is in sync with the curriculum of the ministry of education 2017 based on core competencies.
and basic competencies. So, the material is worthy of being used as teaching material for Arabic 10 SMA. The suitability with intellectual power in terms of material of Al-Hiwar and Al-Qira’ah can be seen from the discussion of the story text about motivations, social problems, and stories of daily life.

Second, aspects of At- Tarkib are easy for students to understand. It is found in chapter 3 that there is a presentation of material that needs to explain the names of times in daily life, so this hinders students’ understanding of the text material of Al-Hiwar and Al-Qira’ah. Such as مَسَاءً، أَو نَهَارًا، أَو لَيلًا which needs to be introduced first to the student before the student is given a reading text. In addition, it is also necessary to add material about عَدَد التَّرتِب because it relates to the date and month.

Third, Aspects of the presentation of the exercise are various on the material At-Tadibat Al-Hiwar and Al-Qira’ah less variation. Practice questions are only dominant in question-and-answer questions. Even in chapter 3, there is no At Tadribat to corroborate the understanding of the material of Al-Hiwar and Al-Qira’ah. It would be nice if it followed the provisions of competency achievement in the curriculum, which urged that At Tadribat Al-Hiwar can be in the form of; 1) narrating images or daily events. 2) describe the object, or 3) conduct an interview. While doing At-Tadribat, Al-Qira’ah can be developed in the form of; 1) determining the main idea. 2) Arrange the main idea into a new paragraph or 3) criticize the content of the reading text. Thus, it can float the value of speaking and reading skills according to material needs.

Fourth, the aspect of the image is suitable for the material. Chapters 2-7 of Al-Hiwar and Al-Qira’ah material are only accompanied by pictures in chapter 1.
to *Al-Hiwar* and *Al-Qira’ah* material so that it is more than just sentences or stories because it can also be used as an exercise to describe pictures and told to exercise.

Fifth, Material aspects are presented in order according to the Theme. From the entire material of *Al-Hiwar* and *Al-Qira’ah*, the material needed to be in demand by the provisions of the curriculum. So that the material of *Al-Hiwar* and *Al-Qira’ah* in the student book against the curriculum of the Ministry of Education and Culture 2017 has been customized.

Sixth, the correct aspect of linguistics. Based on the material, *Al-Hiwar* and *Al-Qira’ah* have applied the proper use of linguistics. It is known from a cultural point of view, leaning more towards Indonesian culture, which describes the local culture more in terms of sentences or story sequences.

Seventh, the material aspect contains the meaning of life (everyday events). *Al-Hiwar* and *Al-Qira’ah* have covered good social, spiritual, and cognitive values. From the title of the material, *Al-Hiwar* and *Al-Qira’ah* show the daily events that students do. Thus, the *Al-Hiwar* and *Al-Qira’ah* materials in the student book and the curriculum of the ministry of education 2017 are appropriate.

Eighth, the material aspect corresponds to the Theme. The overall material of *Al-Hiwar* and *Al-Qira’ah* needs to provide clarity of indicators or commands to students regarding the text of *Al-Hiwar* and *Al-Qira’ah* in the student book. The point is that there is no clue by providing hands in each material, as it affects the practice of natural *Al-Qira’ah* skills, so there is no misuse of the material. What could add indicators to fit the theme or learning material of *Al-Hiwar* and *Al-Qira’ah*? As well as the material of *Al-Hiwar* in chapter 1 has mentioned

إِسْتَمِع إلَى الحِوَار وَأجره فِي م قَدِِّمَة الفَصْل.

**Conclusion**

The most important thing from this analysis is that the book of grade 10 students of SMA MGMP East Java has presented four language skills. Two skills, including *Al-Hiwar* and *Al-Qira’ah* materials, have been analyzed based on the suitability of the curriculum of the Ministry of Education and Culture 2017. The usefulness of the material to the curriculum reflected in the social, spiritual, and cognitive values contained in the material is quite good. Like the social values that have been very thorough in every *Al-Hiwar* and *Al-Qira’ah* material, it stimulates students to increase their concern for the surrounding life. Not only that, but the book also covers the quality of *Al-Hiwar* and *Al-Qira’ah* materials, with technical content analysis following the perspective of Abdur Rohman bi Ibrahim Al-Fauzan. From the
Material Analysis of *Al-Hiwar* and *Al-Qira'ah* on Arabic Text-books for Senior High School Grade 10 MGMP East Java Based on Curriculum of Ministry of Education, Culture, Research, and Technology

Linda Ayu Khuroidah, Mirwan Akhmad Taufiq, Mohammad Indra Yumanto

standpoint of the research, the entire material of *Al-Hiwar* has been by the intellectual power of the student, far from the mistakes of linguistics, and the material has contained the meaning of life, namely the values of society. However, it was found that there needed to be more appropriate quality value in the question of *Al-Hiwar* and *Al-Qira'ah* materials which was only in the form of a question-and-answer question. Then on a spec of matter, it is found that there is a vagueness of indicators or commands according to the Theme. Not only that, in the aspect of the image, there are no supporting images with *Al-Hiwar* and *Al-Qira'ah* material, so it is not suitable for the level of understanding of the material. The results of this analysis can be used as a consideration for the use of books for grade 10 high school students by MGMP East Java in the learning process, and it can also be an addition to the revision of the preparation of the 10th-grade high school Arabic student book by MGMP East Java.

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