

## Analysis of Syntactic Errors in the Arabic Learning Companion Book "Al Kamil" Based on the Independent Curriculum

### Analisis Kesalahan Sintaksis Buku Pendamping Pembelajaran Bahasa Arab MI Kelas IV Berbasis Kurikulum Merdeka

**Nurhapsari Pradnya Paramita**

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia  
Email: nurhapsari.paramita@uin-suka.ac.id

**Aulia Zulfatun Akhda**

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia  
Email: auliazulfatun19@gmail.com

**Sri Fatimah**

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia  
Email: sif49061@gmail.com

**Syafia Romadhona**

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia  
Email: Syafiaromadhona29@gmail.com

DOI: 10.14421/almahara.2024. 0101.13

#### **Abstract**

*There are still many things that could be improved in writing Arabic, especially in terms of syntax or the rules of nahwu and shorofnya in Arabic language learning companion books, which can affect the quality of learning for students. The method used is qualitative, with primary data collection techniques carried out through interviews and documentation. Meanwhile, secondary data was collected through documentation and literature study by reviewing books and articles. This book found many syntactic errors in the material, such as reading texts, titles, homework, and evaluation questions. The accompanying language learning book found as many as 36 syntactic errors. Arabic Al-Kamil. These errors are in the form of: errors in the use of dloimir, hamzah, i'rob which affect the harokat, mufrodah, idlofah structure and so on.*

**Keywords:** HOTS (Higher Order Thinking Skill), Translating Text, RADEC Learning Model, *Insya' Learning*.

#### **Abstrak**

Masih banyaknya ditemukan kesalahan- kesalahan penulisan bahasa Arab terutama dari segi sintaksis atau kaidah nahwu dan shorofnya pada buku pendamping pembelajaran Bahasa Arab yang dapat mempengaruhi kualitas pembelajaran pada peserta didik. Metode yang digunakan adalah Metode Kualitatif dengan teknik pengumpulan data primer yang dilakukan melalui wawancara dan dokumentasi. Adapun pengumpulan data sekunder dilakukan melalui dokumentasi dan studi kepustakaan dengan mengkaji buku dan artikel. Di dalam buku ini ditemukan banyak kesalahan sintaksis pada materi yang berupa: teks bacaan, judul, hiwar, dan soal-soal evaluasi. Ditemukan sebanyak 36 kesalahan sintaksis pada buku pendamping pembelajaran bahasa Arab Al-kamil. kesalahan tersebut berupa:

kesalahan penggunaan dlomir, hamzah, i'rob yang mempengaruhi harokat, mufrodat, susunan idlofah dan lain sebagainya.

**Kata Kunci:** Analisis Kesalahan, Sintaksis, Buku Pendamping pembelajaran.

## Introduction

The learning process in schools requires open materials appropriate for the education level. This makes open material books the core of a learning process in the classroom. Teaching material books are the main operational tools for running the curriculum.<sup>1</sup> Students' abilities will be affected without teaching materials in the learning process. In this case, non-text learning is also a supporting tool to help, implement, assess, and develop learning for students and teachers to meet the standards of books suitable for use in educational units. Non-text learning can be in videos, audio, games, etc.

Teaching materials and books used in the learning process must comply with the Ministry of Education and Culture standards.<sup>2</sup> Maintaining the book's contents from language errors is one of the standardizations of teaching material books. Teaching material books must also be improved, updated, and modernized by the development of the times. The material contained in the teaching material books must also be arranged systematically and adjusted to the applicable curriculum. The goal is for students to master the lessons thoroughly and quickly. In addition, the material in the teaching book must also be based on the student's abilities, such as the material in the Arabic language teaching book.<sup>3</sup>

Maknun stated that the preparation of materials in Arabic language learning at elementary school/Islamic elementary school level must be comprehensive in exploring Arabic language skills by the four maharah, namely: maharah kitabah, maharah qira'ah, maharah kalam, and maharah istima' (the ability to listen, speak, read and write).<sup>4</sup> However, learning Arabic at this basic level only focuses on two maharachs: simple listening and speaking skills. At the elementary school/MI level, at least students can identify the sounds

---

<sup>1</sup>Menteri Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku Yang Digunakan Oleh Satuan Pendidikan* (2016).

<sup>2</sup>Rizka A'yun, Mirwan Akhmad, *Analisis Kesalahan Teks Buku Pendidikan Bahasa Arab di Madrasah*, An-Nabighoh Jurnal Pendidikan dan Pembelajaran Bahasa Arab, Vol. 22, No.2, 2020, hlm.153

<sup>3</sup>Afifa Widjan, *Analisis Buku Ajar Bahasa Arab Kelas VI Madrasah Ibtidaiyah Terbitan Karya Toha Putra*, Al-Suniyat: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab, Vol. 1, No. 2, 2018, hlm 126.

<sup>4</sup>Moch. Luklil Maknun, *Buku Bahasa Arab MI di Pekalongan*, tahun 2014.

of letters and words and understand the message or meaning of what they have heard from simple oral discourse.<sup>5</sup>

Based on the decision of the Director General of Islamic Education regarding the achievement of Arabic language learning in the Merdeka curriculum at the Madrasah level states that there are elements that are integrated with the achievement of Arabic language learning, which include the elements of Listening, Speaking, Reading-Listening, Writing-Presenting. In addition, in this established decision, Arabic language learning will be divided into several phases, namely phases A, B, C, D, E, and F, which will be adjusted to the learning achievements.<sup>6</sup> Phases A, B, and C are at the Madrasah Ibtidaiyah level. This research article focuses on Arabic language learning for grade IV. In grade IV, the phase for learning achievement is phase B. In its discussion, this article analyzes the suitability of learning achievement and writing errors in the companion book for Arabic language learning for grade IV Al Kamil.

This research aims to analyze the Arabic Language companion book for Elementary Madrasah Class IV. The research method used is qualitative research. Qualitative research methods are a form of writing that contains descriptions of words, facts, perceptions, and scientific data, and they use existing theories as the key to writing.<sup>7</sup> The purpose of using qualitative methods is to ensure that the description in writing is based on national-standard books. National standards can be seen in presentation, language, content, book quality, and book graphics.

In this analysis article, the method used is the focus of the problem analysis. This analysis aims to examine the writing errors in the Arabic language learning companion book for grade IV by paying attention to the syntax or nahwu rules in the book. Ihda said that syntax is a discussion of how one word relates to another word so that it becomes a sentence that can be understood correctly. Syntax plays a role in each position of the final word change in a sentence. In Arabic, syntax consists of three parts, namely isim (noun), fi'il (verb), and huruf (complement).<sup>8</sup>

---

<sup>5</sup>Ismail Suardi Wekke, *Pengembangan Pembelajaran Keagamaan dan Bahasa Arab di MI Minoritas Muslim*, Tadrib, Vol. 3, No. 2, 2017.

<sup>6</sup>Direktur Jenderal Pendidikan Islam, *Keputusan Direktur Jenderal Pendidikan Islam Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran Pendidikan Agama Islam dan Bahasa Arab Kurikulum Merdeka Pada Madrasah*

<sup>7</sup>Komariah, *Metodologi Penelitian Kualitatif*, Alfabeta Bandung, Hlm. 24, 2009.

<sup>8</sup>Hidayah dan Asyrofi, *Analisis Kesalahan Sintaksis pada Buku Teks Durusul Lughah Al-Arabiyyah 'Ala Thoriqatul Mubasyarah Al-Mutakammilah karya Muhammad In'Am*, M.A. hlm.245.

The elements contained in syntax are the most important thing in learning Arabic. Appropriate and precise rules affect teachers' and students' understanding of learning. The validity of teachers and students in speaking Arabic makes syntax a barometer of the pronunciation of Arabic sentences.<sup>9</sup> Therefore, the existence of writing that focuses on syntax impacts the grammar contained in Arabic language companion books.

The primary data collection techniques for this analysis are interviews and documentation. The interview was conducted with one of the lecturers of Arabic Language Education at UIN Sunan Kalijaga Yogyakarta. The purpose of this interview was to strengthen the analysis theory. Documentation techniques were used to review the Arabic texts in the companion books for Arabic language learning for grade IV of Madrasah Ibtidaiyah. Secondary data can be collected through library data documentation, namely by reviewing books and articles on error analysis and Arabic language rules.

This writing uses analysis techniques that focus on book errors. There are three error analysis techniques used in this writing, including (1) Identifying errors, (2) Describing errors, (3) Interpreting errors, and (4) Correcting errors.<sup>10</sup> The existence of error correction in the technique used in this writing is to try to fix the errors in the book. In addition, it provides solutions to the errors found.

## **Results and Discussion**

### **1. Arabic Language Learning Companion Book "Al-Kamil"**

This book is entitled "Al-Kamil: Arabic for MI and Equivalent." It is a companion book for learning Arabic for grade IV Madrasah Ibtidaiyah. After researching it, I discovered that it contains other materials. These other materials are general insights, such as opening sentences before entering the theme to be studied. This companion book was compiled by the KKG Team and based on the Decree of the Director General of Islamic Education Number 3211 of 2022.

This companion book is also printed by Jogja Dinamis, which is stated on the last cover of the book. The cover of this companion book is made of art paper and is A4 in size. The ISBN on this companion book must be listed, but the information on the year of printing and the compilation team is clear. This book's information is complete, with a total of 64 pages and 3 CHAPTERS. The front cover of this

---

<sup>9</sup>*Ibid*, hlm. 127.

<sup>10</sup>*Ibid*, hlm. 156.

companion book says "Al-Kamil for MI and Equivalent," predominantly purple and white, with a picture of a teacher explaining Arabic vocabulary on the board. At the bottom of the cover of the companion book is the statement "Arabic complete with Character Building: I am a Sholeh Child and Anti-Corruption Education," and the number "4" as a sign for the companion book for class 4 Semester Two. The cover of this companion book also says, "Contains HOTS (Higher Order Thinking Skills) questions," and there is also a barcode to scan the learning. The top corner also contains the decision number from the Director General of Islamic Education.

On the back cover of this companion book is a name box with the owner's identity, and the advantages of the companion book are written in it. The background is purple, and a learning barcode is in the lower right corner. The writing on advantages of this companion book includes (1) a Clear and Communicative, (2) a Learning Support Rubric, (3) Various Assessment Instruments, (4) Equipped with HOTS Questions, (5) Utilization of Information and Communication Technology. This companion book contains material for students' daily lives. Each chapter in this companion book has a clear and structured KI and KD. A little insight is an opener in the chapter material that will be discussed. Precise vocabulary and pictures help students understand vocabulary from both Tim and Final. At the end of the chapter are multiple-choice and essay practice questions. This becomes an evaluation tool for teachers and students who are learning Arabic.

## 2. Forms of Syntactic Errors and Their Tashwib

Based on the syntactic analysis of the Arabic language learning companion book "Al-Kamil: Arabic for MI and Equivalent," several errors have been found that need to be re-considered. The following is a table of the forms of syntactic errors and their Tashwib:

**Table 1.** Syntax and Tashwib Errors

No	Page	Word Errors	Tashwib and Explanation
----	------	-------------	-------------------------

1	03, 04	أسرةُ عبدِ المطلبِ	أسرةُ عبدِ المطلبِ	Letter د in the word عبدُ should have a cash vowel because the word عبدُ has two positions, namely mudhof ilaih from the word أسرةُ dan mudhof from the word المطلبِ and word المطلبِ should harakat kasroh because of its position mudhof ilaih from the word عبدُ
2	09	هذه أُ أُختي الصَّغير	هذه أُ أُختي الصَّغير	There is a typo in the writing هذه أُ. Should هذه
3	10	المفردة	المفردة	The use of titles المفردة is not quite right because the contents contain much vocabulary, and if you use the word المفردة, it shows one meaning; it is better to use the word المفردات because it shows the meaning of jama' (many).
4	24	؟نشطةُ اليوميَّةُ	أنشطةُ اليوميَّةُ	There is a typo in the writing ؟نشطةُ, namely the lack of hamzah before the letter ن. There is a haraokat error in the word اليوميَّةُ should have harakat kasrokat because it becomes Mudhof Ilaih from the word أنشطةُ
5	24	ثمَّ نقارُ القران	ثمَّ نقرأُ القران	There is a typo in the writing نقارُ
6	24	أُمُّ فرقانِ	أُمُّ فرقانَ	There is a typo in the writing أُمُّ ; it should أُمُّ. There is a karaoke error in the word فرقانِ because the word is Isim Ghairu Munshorif (names of people ending in ان). The sign is ironic as the jar uses fat, haha.

7	25	يذهب أبو فرقان، السيد حسن، إلى مكتبهما بالسيارة	In those sentences, there is a mistake in the pronunciation and the wrong use of dhomir (pronoun). <b>فرقان</b> is the isim ghairu munsharif (the natural isim ending in alif and nun) and is located as the mudlof word of the word <b>أبو</b> , then the i'rob is jar with the jar fathah sign. The use of domir in words <b>مكتبه</b> is not quite right because <b>ه</b> indicates a pronoun for one person (هو) while the number of sentences shows two people ( <b>السيد حسن، أبو فرقان</b> ), then the correct use of dhomir is <b>هما</b> .
8	25	ثمّ تستريح لحظة أيضاً	There is a typo in the writing of the words <b>ي</b> , there should be a hamzah before <b>ي</b> , <b>أيضاً</b>
9	25	تتكون الساعة من أجزاء متنوّعة	There is a typo in the writing harakat of the words <b>من</b> . It should be written <b>من</b> because the letter after it is not there <b>ال</b>
10	25	عقرب الساعة الطويل	There is a typo in the writing harakat of the words <b>الطويل</b> ; the word should have harakat kasrah because it is positioned as na'at or sifat from the word <b>عقرب الساعة</b>
11	27	أنا أكل بعض الأطعمة	There is a typo in the writing harakat of the words <b>الأطعمة</b> It should be the wordharokat kasrah because it is positioned as mudhaf

			ilaih from the word <b>بعض</b>
12	27	أنا أكلُ بعضَ الأَطْعِمَةِ ثُمَّ اغْتَسَلْتُ. وكيفَ أنتَ؟ أنا أكلُ بعضَ الأَطْعِمَةِ ثُمَّ اغْتَسَلْتُ.	There is a typo in the writing of the words <b>ز</b> <b>وكيفَ</b> . What should be written <b>وكيفَ</b> , without letters <b>ز</b> . There was an error harakat from the word <b>الأَطْعِمَةِ</b> should be written with harakat kasrah because it is positioned as mudhof ilaih from this <b>بعضَ</b> (mudhof).
13	34	أتناولُ الغداءَ	أتناولُ الغداءَ harakat Fathah because it is positioned as maf'ul bih from the word <b>أتناولُ</b>
14	34	أدرُسُ اللُّغَةَ العَرَبِيَّةَ	أدرُسُ اللُّغَةَ العَرَبِيَّةَ it is positioned as na'at from the word <b>اللُّغَةَ</b> (because it is positioned as maf'ul bih and man'ut), and na'at must follow man'ut.
15	35 (Question)	.... نبيلةُ غرفةِ النومِ	.... نبيلةُ غرفةِ النومِ There is a typo in the writing harakat of the words <b>النومِ</b> ; se should be the word harakat kasrah because it is positioned as mudhof ilaih (I'rob wajib jar)
16	35	يغسلُ فكري	يغسلُ فكري <b>الملابسِ</b> There is a typo in the writing harakat of the words <b>ملابسِ</b> should be the word harakat fathah because it is positioned as maf'ul bih
17	35 (Question no 5)	يستحمُ يونسُ في الحمامِ	يستحمُ يونسُ في <b>الحمامِ</b> There is a typo in the writing of the words <b>الحمامِ</b> (it is tasydid)
18	36	يرسُمُ أحمدُ البيتِ	يرسُمُ أحمدُ <b>البيتِ</b> There is a typo in the writing harakat of the words <b>البيتِ</b> should be the word harakat



			fathah because it is positioned as ma'ul bih
19	36	يَأْخُذُ بُرْهَانَ الْقَلَمِ	يَأْخُذُ بُرْهَانَ الْقَلَمِ There is a typo in the writing harakat. القلم should be the word harakat fathah because it is positioned as ma'ul bih.
20	39 (PG no 12)	أَبِي وَ أُخْتُ الصَّغِيرَةُ	أَبِي وَ أُخْتُ الصَّغِيرَةُ There is a typo in the writing harakat of the words الصَّغِيرَةُ, which should be the word harakat kasrah because it is positioned as much of ilaih (I'rob wajib jar).
21	41 (PG no 25)	غَسَلَ الْمَلَابِسُ	غَسَلَ الْمَلَابِسِ There is a typo in the writing harokat of the words الْمَلَابِسُ should be the word harokat fathah because it is positioned as ma'ul bih.
22	41 (PG no 25)	قِرَاءَةُ الْقِرَانِ	قِرَاءَةُ الْقِرَانِ should be the word الْقِرَانِ In those sentences, there is harakat kasroh because it is positioned as Mudhof Ilaih dari kata قِرَاءَةُ (Mudhof)
23	41 (Essay no 2)	مَسَاءُ الْخَيْرِ	مَسَاءُ الْخَيْرِ يَا... There is a typo in the writing harakat of the words الْخَيْرِ. should be the word الْخَيْرِ In those sentences, there is harakat kasroh because it is positioned as Mudhof Ilaih dari kata مساء (Mudhof)
24	41 (Essay no 5)	صَبَاحُ الْخَيْرِ	صَبَاحُ الْخَيْرِ يَا... There is a typo in the writing harakat of the words الْخَيْرِ. should be the word الْخَيْرِ In those sentences, there is harakat kasroh because it is positioned as Mudhof Ilaih from the word صَبَاحُ (Mudhof)
25	41 (Essay no 6)	حَسَنُ الْبَلَاطِ	... حَسَنُ الْبَلَاطِ There is a typo in the writing harakat of the words الْبَلَاطِ. Should be the word الْبَلَاطِ In those sentences, there is harakat fathah, and

			without tanwin, it is not allowed tanwin because it is positioned as Ma'ful Bih from fi'il before, and the word is entered ال, then it is not allowed tanwin.
26	41 (Essay no 7)	...إدريسُ الشجرةُ	...إدريسُ الشجرةُ There is a typo in the writing harakat of the words الشجرةُ. Should be the word الشجرة In those sentences, there is harokat fathah because it is positioned as Ma'ful Bih from fi'il and fail previously.
27	41 (Essay no 8)	...أحمدُ الملابسُ	... أحمدُ الملابسُ There is a typo in the harakat from the word الملابسُ. Should be the word الملابسُ In those sentences, there is harokat fathah because it is positioned as Ma'ful Bih from fi'il and fail previously.
28	41 (Essay no 9)	...شُعيبُ اللَّبَنِ	...شُعيبُ اللَّبَنِ There is a typo in the writing harakat of the words اللَّبَنِ . Should be the word اللَّبَنِ In those sentences, there is harokat Fathah because it is positioned as Ma'ful Bih from fi'il and fail previously.
29	44 (Reading Text)	غينيا الجديدةُ	غينيا الجديدةُ There is a typo in the writing harakat of the words الجديدةُ should be the word الجديدة. In those sentences, there is harokat kasroh because it is positioned as Mudhof Ilaih from the word غينيا (Mudhof)
30	45 (Reading Text)	في الأنهارِ أسماكٌ صغيرةٌ	في الأنهارِ أسماكٌ صغيرةٌ There is an error because it means river. harokat from word الأنهار (jama' from نهر) . It should be on hamzah khoto in the word الأنهار berharokat fathah
31	46 (Question no 4)	أذكر الجيرانَ	أذكر الجيرانَ إندونيسيا There is a typo in the writing harakat of the words الجيرانُ. should be the word الجيران In

		إندونيسيا	those sentences, there is harakat Fathah because it is positioned as Ma'ul Bih from fiil أذكر
32	46 (Question no 5)	أذكر الجزائر الكبيرة في إندونيسيا	أذكر الجزائر الكبيرة في إندونيسيا There is a typo in the writing harakat of the words الجزائر dan الكبيرة . should be the word الجزائر In those sentences, there is harakat fathah because it is positioned as Ma'ul Bih dari fi'il Amar أذكر dan kata الكبيرة It should be harakat Fathah because it is positioned as na'at from الجزائر
33	52 dan 53 (Question no 2,5,7,11,17 PG)	شاطئ البحر كوتا	شاطئ البحر كوتا There is a typo in the writing harakat of the words شاطئ . It should be the word شاطئ. There is harakat dommah in those sentences because it is positioned as Mudhof.
34	62 (Question no 1)	هذا...إسمه برهان الدين	هذا...إسمه برهان الدين There is a typo in the writing harakat of the words الدين . It should be the word الدين In those sentences, there is harakat kasroh because it is positioned as Mudhof Ilaih from the word برهان.
35	62 (Question no 2)	...ولدان المناظر العلم	...ولدان مناظر العلم there is a spelling error in the sentence المناظر العلم. The structure of the sentence should be Mudhof- Mudhof Ilaih العلم المناظر. The composition is positioned as ma'ul bih composed of words مناظر (mudlof, i'robnya nashob by fathah) and word العلم sebagai mudhof Ilaih from word المناظر.
36	62 (Question	...إلياس الصحن	...إلياس الصحن There is a typo in the writing harakat of the

---

no 7)

words الصَّحْنِ. Should be the word الصَّحْنِ In those sentences, there is harakat fathah because it is positioned as Maf'ul Bih dari fi'il and fail previously.

---

Some errors were found in the title, evaluation questions, and reading texts. In the syntax level errors, Md Noor Hussin et al. found seven syntax errors in writing textbooks, namely: errors in the use of dlamir, errors in the use of the adjective-mausuf or na'at-man'ut, errors in the use of muftada-khabar, errors in combining two verbs, errors in the use of maf'ul bih, errors in the use of isim ghair munsharif, and errors in the use of tamyiz.

The seven forms of syntactic errors found by Md Noor Hussin et al. are flexible. This means that each textbook has specific syntactic errors which will differ from those in other textbooks. Therefore, the form of syntactic error in one work is not necessarily the same as in other works. However, what is certain is that these are syntactic errors based on specific language rules.<sup>11</sup>

### 3. Criticism of the Arabic Language Learning Book "Al-Kamil"

The Arabic companion book "Al-Kamil for MI and Equivalent" is one of the books compiled by the KKG Team. The condition of this companion book is undoubtedly the primary and core thing in Arabic language learning, especially in class 4 Semester 2. Without this companion book, it will significantly affect Arabic language learning in class. The analysis carried out in this companion book provides accurate facts, especially on errors in writing. Errors in writing in the companion book affect Arabic language learning in class. Students will get the wrong materials in their learning. Given the importance of a companion book for students, these things must be avoided and continuously improved. The goal is for students to get excellent and correct material and eliminate errors in their understanding of Arabic language learning.

---

<sup>11</sup>Toto Soharito dan Ahmad Fauzi, *Analisis Kesalahan Sintaksis Dalam buku teks Bahasa Arab Untuk Perguruan Tinggi Keagamaan Islam*, Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban, Vol. 4, No. 1, 2017. Hlm. 21-37

The publication of this book is included in the old printing. This can be seen from the year the book was published in 2022. The compiler of this companion book and the editor who makes the book is the KKG Team. This KKG Team is a unit of the "Teacher Working Group" at the sub-district level. The authors' names and book compilers are also not listed in this book. This makes this writing difficult, as I still need to learn the background of the authors and compilers of the companion book. Five forms of errors dominate the errors in the writing in the companion book. These five things are shortcomings in the companion book. Several errors repeated on other pages are that the editor of this companion book needs to be more careful. This companion book should be made as much as possible, especially regarding language rules. This makes the quality of the companion book less good and can affect students' understanding of Arabic language learning.

Companion books are a medium that plays an essential role in classroom learning. The materials in the companion books also dominate the success of learning. The delivery of materials by the CP of the applicable curriculum is also essential in improving the quality of education at the madrasah or school level. The materials in the companion books must also be arranged systematically to achieve fixed learning objectives and by the applicable curriculum. Therefore, the government must also establish policies to determine the books used in education at each level of madrasah or school.

The characteristics in this analysis focus on three aspects: (1) Cultural Aspect, (2) Psychological Aspect, and (Student Psychological Aspect). This companion book does not have characteristics of the relationship between language and culture. These two things can undoubtedly be insights into the relationship between Arabic and Arab culture. As Muslims, of course, Arab culture is related to Islam. Students as non-Arab subjects also follow this culture. This also gives non-Arab students a chance to learn about their cultures.

This companion book only has a little additional insight as an opener in a material. The absence of motivational words in Arabic also affects students'

psychology. In learning Arabic, the psychological process of students could be more optimal. This is because Arabic is a foreign language studied while in madrasah. The existence of motivational words or sentences and encouragement affects students in the characteristics of Arabic language books.

The linguistic characteristics in this companion book include many vocabulary words used in students' daily lives. In this case, some Arabic texts must be shorter and more accessible for MI grade 4. Compiling this Arabic book requires good language arrangement and is done at the class level in the madrasah. The selection of vocabulary and sentences or Arabic text stories must be adjusted to good and correct grammar. This linguistic aspect must be observed to the maximum. This is because the success of learning lies in good and correct material.

The most important thing about this book is that no ISBN number is listed. This companion book was only compiled by the KKG Team based on deliberations from Arabic teachers at the sub-district level. In addition, there are quite a few writing errors in this book, namely 36 errors in harakat, placement of mufrod and jama, and the addition of letters in a word.

## Conclusion

In this analysis, five forms of syntactic errors have been found in the Arabic language learning companion book "Al-Kamil: Arabic for MI and Equivalent Grade 4", namely errors in the use of dhomir, errors in the use of hamzah, errors in the use of i'rob which affects its harakat, errors in writing words (mufrodat), errors in the use of words (mufrodat) in the form of numbers, errors in the arrangement of Idhofah. Of the five errors that have been described, the most errors are in the errors in the use of i'rob which affect its harokat, the number is around twenty-eight errors. As for other errors such as errors in the arrangement of Idhofah there is one error, errors in the use of dhomir there is one error, errors in the writing of words (mufrodat) there are three errors, errors in the use of hamzah there is one error. Researchers suggest that Arabic language book writers avoid mistakes when writing teaching materials because it causes the quality of teaching materials declines when students learn Arabic. The second suggestion is that researchers conduct text analysis research on

Arabic language education books at all levels. These books can be in the form of reading books, teaching material books, LKS, and others. This research is expected to reveal the quality aspects of the book because it has material value that can be commercialized. The position of researchers is to guard the book's quality control. In addition to syntactic analysis, other text analyses can also be carried out.

## References

- Aan Komariah, D. S. (2009). *Metodologi Penelitian Kualitatif*. Alfabeta, 258. Alfab,
- D. U. (2018). Analisis Buku Ajar Bahasa Arab MI Kelas IV Kurikulum 2013 Terbitan Kemenag RI Tahun 2020. *Al Maqayis: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 1-17.
- Albantani, A. M. (2018). Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah: Sebuah Ide Terobosan. *Attadib Journal of Elementary Education*, 147-160.
- Ihdatul Hidayah, S. A. (2018). Analisis Kesalahan Sintaksis pada Buku Teks Durusul Lughah Al-Arabiyah 'Ala Thariqatul Mubasyarah Al Mutakammilah Karya Muhammad In'Am. *Al Mahara Jurnal Pendidikan Bahasa Arab*, 238-256.
- Indonesia, D. J. (2022). *Keputusan Direktur Jenderal Pendidikan Islam Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran Pendidikan Agama Islam dan Bahasa Arab Kurikulum Merdeka pada Madrasah*. Jakarta: Kementerian Agama RI.
- Indonesia, M. P. (2016). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku yang Digunakan Oleh Satuan Pendidikan*. Kementerian Pendidikan dan Kebudayaan .
- Maknun, M. L. (2014). *Buku Bahasa Arab MI di Pekalongan* .
- Rizka A'yuna Fuadiyah, M. A. (2020). Analisis Kesalahan Teks Buku Pendidikan Bahasa Arab di Madrasah. *An-Nabighoh: Jurnal pendidikan dan Pembelajaran Bahasa Arab*, 151-168.
- Rosyadi, S. (2019). Analisis Buku Ajar Bahasa Arab Madrasah Ibtidaiyah Kelas 1 dari Kementerian Agama Republik Indonesia. *Al Maqayis: Jurnal pendidikan Bahasa Arab dan Kebahasaaraban*, 1-14.
- Toto Suharto, A. F. (2017). Analisis Kesalahan Sintaksis Dalam Buku Teks Bahasa Arab Untuk Perguruan Tinggi Keagamaan Islam. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 21-37.
- Wekke, I. S. (2017). Pembelajaran Pembelajaran Keagamaan dan Bahasa Arab di MI Minoritas Muslim. *Tadrib*.
- Widjan, A. (2018). Analisis Buku Ajar Bahasa Arab Kelas VI Madrasah Ibtidaiyah Terbitan Karya Toha Putra. *Al-Suniyat: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab*, 126.

Wulandayani Ngujer Basuki, A. R. (2015). Analisis Buku Ajar Bahasa Indonesia Wahana Pengetahuan untuk SMP/MTs Kelas VIII. *Basastra Jurnal Penelitian Bahasa Sastra Indonesia dan Pengajarannya*, 1-20.